



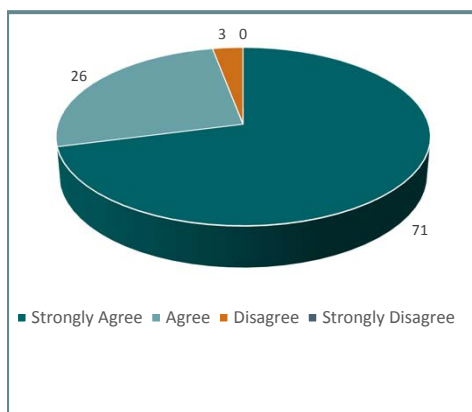
ADVANCED PHARMACY TECHNICIAN PRACTICE

General agreement that pharmacy's immediate priority for technicians, should be:

- development of standards related to entry--level practice
- advanced roles for technicians (and related education and credentials) will evolve over time



EDUCATION OF PHARMACY TECHNICIANS



Most conferees **agreed that national standards** should guide technician education, and that technician education **programs should be accredited.**



MOVING FORWARD ON PHARMACY TECHNICIAN ISSUES

- Unanimous agreement that the conference planners should establish a coalition of stakeholders to pursue the consensus recommendations from the conference
- Most conferees agreed that participants in this stakeholder event have a responsibility to work toward achieving the consensus recommendations



Standard Writing Subcommittee*

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*Appointed July 2017



Standard Revision Process

- Review of the PTSCC recommendations
- PTCE job analysis review
- ExCPT blue print review
- Compared job analyses to the existing standard
- Any PTSCC recommended entry-level competencies missing were added
- Separated entry-level competencies from advanced-level competencies
- Identified additional advanced-level competencies
- Identified Key Elements for achieving a standard at each level
- Minimum hour requirements have been edited to reflect education and training needs for entry-level and advanced-level competencies and were established by an independent review of the standard by a group of educators



Standard Revision Process

- The draft standards were reviewed by the Stakeholder Advisory Group and PTAC in October
- Changes were incorporated
- The new draft was sent to members of the Stakeholder Advisory Group again for additional comment prior to the public comment period
- Will go out for public comment the end of **January** for two months
- The writing group will review feedback and submit to PTAC for their **May 2018** meeting for review
- Final draft will go to ASHP and ACPE Boards in **June 2018** for approval
- Standards will be published with implementation **January 2019**



The Stakeholder Advisory Group Members*

- Ann Barnes, PTEC
- Cynthia Boyle, Univ. Md Eastern Shore
- Malcolm Broussard, LABOP⁺
- Liz Cardello, APhA
- Al Carter, CVS⁺
- Mark Ey, Care Pharmacies⁺
- Cheri Garvin, Leesburg Pharmacy, ACA
- Diane Halvorson, Nd BOP⁺
- Tim Koch, Walmart⁺
- Scott Meyers, IL CHP⁺
- Michael Moné, Cardinal Health
- Matt Osterhaus, Osterhaus Pharmacy⁺
- Sara Roszak, NACDS
- Jon Roth, Ca PhA⁺
- Rafael Saenz, Univ. VA⁺
- Ed Sperry, Id BOP
- Ed Webb, ACCP
- Lisa Schwartz, NCPA

*Met October 31st

+ On PTSCC planning team

Supported by ASHP, ACPE and PTCB staff
and facilitated by William Zellmer



Stakeholder Advisory Group Meeting

- **In October the group met and discussed a number of issues related to the PTSCC**
 - Progress on standards revision
 - Reports from NACDS Total Store Institute meeting
 - Other related updates
- **Focused on two issues with breakout groups**
 - Defining a National Educational Standard for Pharmacy Technicians
 - Pursuing a National Educational Standard for Pharmacy Technicians
- **Group will continue to meet to advance PTSCC recommendations**



DRAFT ASHP/ACPE Accreditation Standards for Pharmacy Technician Education and Training Programs

Purpose:

- protect the public
- serve as a guide for pharmacy technician education and training program development at the entry- and advanced-level
- provide criteria for the evaluation of new and established programs
- promote continuous improvement of established programs



Revision of ASHP/ACPE Standards: Summary of Changes

- Pursuant to the feedback received at the PTSCC, these standards have been divided into entry-level and advanced competencies.
- These standards were designed for the preparation of entry-level pharmacy technicians as well as providing additional curriculum options for advanced-level technicians.
- Programs will choose whether they want to provide entry-level only or entry-level and advanced-level programs.



Revision of ASHP/ACPE Standards: Summary of Changes (cont.)

- Standards have been reorganized into three sections modeling the format used by other accrediting bodies.
- The standards have been restructured into 15 standards.
- For every standard there are “key elements” that must be met. For some of the standards, the key elements are broken into entry-level and advanced-level expectations.
- The standards no longer include the words “must” and “should”. The standards are declarative statements of expectation for compliance.
- Minimum hour requirements have been edited to reflect education and training needs for entry-level and advanced-level preparation of graduates.



Three Sections of the ASHP/ACPE Standards

- SECTION I: COMPETENCY EXPECTATIONS
- SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES
- SECTION III: ASSESSMENTS OF STANDARDS AND KEY ELEMENTS



Three Sections of the ASHP/ACPE Standards

- SECTION I: COMPETENCY EXPECTATIONS
 - Standards # 1 to 5
- SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES
 - Standards # 6 to 13
- SECTION III: ASSESSMENTS OF STANDARDS AND KEY ELEMENTS
 - Standards # 14 to 15



SECTION I: COMPETENCY EXPECTATIONS

Entry-Level

- The programs prepare students for practice as entry-level pharmacy technicians in a variety of contemporary settings (e.g., community, hospital, home care, long-term care) and have students acquire knowledge, skills, and abilities needed for such practice.

Advanced-Level

- The programs prepare students for practice as advanced-level pharmacy technicians needed for a variety of specialized areas of practice and have students acquire additional knowledge, skills and abilities beyond those of the entry-level pharmacy technicians needed for specialized areas of practice.



SECTION I: COMPETENCY EXPECTATIONS

- **Standard 1: Personal/Interpersonal Knowledge and Skills**
 - Entry-level: 7 Key Elements
 - Advanced-level: 3 Key Elements
- **Standard 2: Foundational Professional Knowledge and Skills**
 - Entry-level: 12 Key Elements
 - Advanced-level: 4 Key Elements
- **Standard 3: Processing and Handling of Medications and Medication Orders**
 - Entry-level: 20 Key Elements
 - Advanced-level: 10 Key Elements
- **Standard 4: Patient Care, Quality and Safety Knowledge and Skills**
 - Entry-level: 8 Key Elements
 - Advanced-level: 5 Key Elements
- **Standard 5: Regulatory and Compliance Knowledge and Skills**
 - Entry-level: 4 Key Elements
 - Advanced-level: 2 Key Elements



SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES

- **Standard 6: Authority and Responsibility provided to Program Director**
- **Standard 7: Strategic Plan**
- **Standard 8: Advisory Committee**
- **Standard 9: Curricular Length**
 - Entry-level: 400 hours, ≥ 10 weeks; Didactic – 120 hours; Simulation – 60 hours; Experiential – 120 hours (total 300 and 100 hours remaining allocated as program director and faculty see fit)
 - Advanced-level: 600 hours, ≥ 15 weeks; Didactic – 160 hours; Simulation – 80 hours; Experiential – 160 hours (total 400 and 200 hours remaining allocated as program director and faculty see fit)
- **Standard 10: Curricular Composition and Delivery (includes distance learning expectations)**
 - Entry-level: Students complete at least one experiential rotation in a dispensing pharmacy setting where the student will utilize skills learned during their entry-level curriculum
 - Advanced-level: Students complete at least one additional experiential rotation, in addition to any completed during an entry-level program. This advanced experiential rotation takes place in a facility where the student will utilize skills learned during the advanced-level curriculum.
- **Standard 11: Student Recruitment, Acceptance, Enrollment, and Representation**
- **Standard 12: Faculty/Instructors**
- **Standard 13: Documentation**



SECTION III: ASSESSMENTS OF STANDARDS AND KEY ELEMENTS

- **Standard 14: Assessment of Competency Expectations**

- 14.1 Student Learning Assessments – 7 Key Elements
- 14.2 Program assessments – 5 Key Elements
 - (a) program completion and
 - (b) performance on national certification examinations or; performance on a psychometrically valid evaluation and;
 - (c) program satisfaction, including student, graduate, and employer satisfaction; and,
 - (d) job placement.
 - (e) Documentation of use of assessment data in the continuous quality improvement process is maintained.

- **Standard 15: Assessments of Structure and Process**

- 2 Key Elements



PHARMACY TECHNICIAN EDUCATION: VLASSES MARKET ANALYSIS

	Technician Level Needed	Community Colleges (Accredited)	Distance Education (Accredited)	Practice Site Programs (Accredited)
COMMUNITY PRACTICE				
Independent				
Entry Level*	√	√	√	√
Advanced	Small %	√	?	?
Chain				
Entry Level*	√	√	√	√
Advanced	Small %	√	?	?
HEALTH SYSTEM PRACTICE				
Entry Level*	√	√	√	√
Advanced	√	√	?	√

*Includes Tech-In-Training



GROUP DISCUSSION

