

Accreditation Standards for Pharmacy Technician Education and Training Programs

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(Note: A Guidance Document is planned for further explanation of the Standards. Comments about what would be helpful to include in the Guidance Document are welcome, as well as comments on the Standards.)

Introduction

These standards have been developed to:

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

Nothing in the standards shall prevent individual training programs from establishing more stringent requirements than those specified herein. Further, in instances where more stringent requirements have been established or adopted by state law, regulation, or governmental agency, those requirements will take precedence, for the purposes of ASHP accreditation of programs, within the corresponding state or jurisdiction.

The importance of academic freedom is recognized by ASHP. Therefore, the standards are stated in terms which allow flexibility in the development of an educational program. ASHP encourages experimentation, innovation, alternative methods for meeting this standard, organizational individuality and achievement of excellence in accredited programs.

Description of Pharmacy Technician Role

The role of the pharmacy technician is evolving and varies according to state and setting. This role description draws on the one developed by the Pharmacy Technician Educators Council (PTEC).

Pharmacy technicians assist and support licensed pharmacists in providing health care and medications to patients. Pharmacy technicians must have a broad knowledge of pharmacy practice, and be skilled in the techniques required to order, stock, package, and compound and otherwise prepare medications. Under the supervision of pharmacists, pharmacy technicians work in hospital pharmacies, community pharmacies, home health care pharmacies, long-term care pharmacies, clinic pharmacies, nuclear medicine pharmacies, health maintenance organization pharmacies, compounding pharmacies, veterinary pharmacies and in mail order prescription pharmacies. Pharmacy technicians sometimes assume responsibility in areas relating to technology and informatics in the pharmacy. In addition, some pharmacy technicians have been employed in non-traditional settings by medical insurance companies, managed care organizations, medical computer software companies, drug manufacturing companies,

drug wholesale companies, food processing companies, and as instructors in pharmacy technician training programs.

Standard 1: Administration

1.1. Organizational Accreditation

Pharmacy technician education and training programs may be conducted by health care organizations, academic institutions, private organizations or governmental organizations (e.g., Veterans Administration, Department of Defense, Public Health Service). These organizations must be accredited, when applicable, by the appropriate agency or agencies and shall be responsible for ensuring compliance with the requirements for meeting this standard. The technician education and training program shall be subject to similar general administrative control and guidance employed by the organization for other allied health care training programs.

(Guidance document will give specifics for different settings, such as what type of accreditation is needed and what evidence should be presented.)

1.2 Strategic Plan

The program must develop a strategic plan that is reviewed and revised, if appropriate, at least annually. The plan must reflect the role of the program within the community and include long-term program goals, specific measurable objectives, strategies for achieving the goals and objectives, a schedule for analyzing and evaluating the plan, progress on the plan, and address program outcomes (e.g., graduation rates).

1.3 Program Director Authority and Responsibility

The program director shall have authority and responsibilities that are commensurate with those of other allied health, technical, or vocational training programs offered by the organization. This individual must have appropriate authority to direct all aspects of training. The program director must have the opportunity to contribute to the development, revision and selection of qualifications of the applicants for acceptance as trainees.

1.4 Advisory Committee

An advisory committee comprising a broad-based group of pharmacists, faculty, pharmacy technicians and students must be established and meet at least twice a year. *(Guidance document will specify the importance of consistent attendance of members, importance of taking and sharing minutes, possible inclusion of organizational leaders, hospital and retail representatives, dealing with institutional vs retail issues, as well as hospital and ambulatory issues and the role of electronic communication for committee meetings. Guidance will discuss inclusion of current and/or former students and inclusion of experiential training site representative or decision-makers from experiential sites.)*

The advisory board has specific authority for:

1. determining that the curriculum makes possible the attainment of all educational goals and objectives
2. validating experiential training sites *(Guidance document will specify what needs to be documented, such as last state board inspection)*
3. validating admission criteria
4. validating criteria for successful completion of the program; and,
5. approving the training program's strategic plan.

1.5 Non-discriminatory practice

All faculty and students must be treated in a nondiscriminatory manner, without regard to race, color, religion, gender, national origin, age, or sexual orientation.

1.6 Information about the program

Advertising and promotion of the program must be accurate, clear and readily accessible to the public. Programs must provide reliable, current and accurate information on their website or other promotional materials about the program's performance, including student achievement. Promotions must not imply that employment is being offered and must avoid use of the words "guarantee" and "free." The organization shall provide applicants with information about:

- qualifications to enroll
- the purpose of the training program
- requirements for state registration or licensure as a pharmacy technician
- prospects for employment
- realistic salary expectations
- total program cost
- the program's dismissal policies.

1.7. Records

The following records must be maintained:

- records pertaining to the qualifications of the program director and instructors
- records of training activities that delineate the scope and period of training
- activities performed in the didactic, simulated, and experiential segments of the program.
- records related to the qualifications of the experiential training sites, experiential training site pharmacy services and the experiential site coordinators.

Records must be kept and stored for three years or the time period specified in institutional policy. *(Guidance document will specify: For the accreditation survey visit, make available records of five recent graduates and five current students.)*

Standard 2: Program Faculty (Director, Instructors, Experiential Site Coordinators)

2.1 Program Director

2.1.a. Program directors must be ultimately accountable for the overall quality of the program. They shall have considerable latitude in delegating instructor's and experiential site coordinator's responsibilities.

2.1.b. The program director must be a pharmacist or a nationally certified pharmacy technician. If the program director is a pharmacy technician he/she must possess, or be working on, an Associates Degree. In addition, the program director must adhere to the state regulations for licensure or registration in the practice of pharmacy. He/she must demonstrate on-going continuing education in the field of pharmacy and/or education.)

(Guidance document will specify a length of time to complete an Associates Degree, such as 5 years, and will indicate that a bachelors degree is encouraged. Current directors would need to meet the standard within 5 years of the new standard going into effect.)

2.1.c. The program director must be actively licensed or registered to practice as a pharmacist or pharmacy technician in the United States and have at least five years of experience in pharmacy practice prior to entering the position. *(Guidance will specify that, while it is preferred that instructors be*

licensed in the state in which they are teaching, if not, it is important to be familiar with licensing requirements and pertinent laws in the state in which they are teaching.)

2.1.d. To stay current with professional issues, the program director must be a member of a national or state pharmacy organization or education association. He/she must ensure that memberships in pharmacy and education associations are represented among the program faculty members. *(Guidance document will give examples.)*

2.1.e. The director must ensure that there is a sufficient complement of appropriate program faculty and staff to meet the needs of the program. *(Guidance document will specify that this must include a diverse range of expertise in different aspects of pharmacy practice among the program faculty and advisory committee and faculty members are qualified to fulfill the role to which they are assigned. In addition, it will specify that the program staff must include pharmacists and nationally certified pharmacy technicians teaching in the program, some of whom should have completed an ASHP-accredited pharmacy technician training program in order to assure pharmacy content matter and practice expertise by those delivering instruction. It will also describe evidence of instructor qualifications for what they are teaching and that guest instructors and volunteers (e.g., for lab monitoring) can be used to meet the standard.)*

2.1.f. In the simulated portion of the program, the program director must take necessary precautions to ensure an effective and safe level of direct supervision of students.

2.2 Faculty/Instructors

2.2.a. Faculty/instructors must have demonstrated expertise in the areas in which they are instructing and adhere to the state regulations for licensure or registration to practice as a pharmacist or pharmacy technician. In addition, they must demonstrate teaching skills by appropriately selecting and skillfully implementing instructional strategies for teaching, and assessing student achievement of the learning objectives of the program.

2.2.b. To ensure instruction is current, faculty/instructors must maintain continuing competency, such as by participating in professional development activities and remaining active in relevant state national and state pharmacy associations. *(Guidance document will specify what type of professional development and association members are acceptable, e.g., education or pharmacy, ACPE-approved CE, reading pharmacy and education organization journals, etc.)*

2.3 Experiential site coordinator (the person who works at the experiential site and coordinates the students activities) requirements and responsibilities *(Guidance document will include a definition of "experiential site coordinator.")*

2.3.a. They must have demonstrated contribution and commitment to pharmacy practice and patient care and have had at least three years experience in the type of pharmacy setting for which they are training students. *(Guidance document will define ways that contribution and commitment can be demonstrated.)*

2.3.b. They may delegate training responsibilities to an experienced staff member.

2.3.c. They must act as a liaison between site and the program director ensure that the student receives the intended educational experience and is effectively evaluated.

Standard 3: Education and Training Program

3.1 Preparation

The curriculum must prepare students for practice as an entry-level pharmacy technician in a variety of contemporary settings (e.g., community, hospital, home care, long-term care) and include acquiring knowledge, skills and abilities needed for practice. *(Guidance document will address specialties.)*

3.2 Program Length and Composition

The training schedule must consist of a minimum of 600 clock hours (60 minutes) of health-related education and training time, extending over a period of 15 weeks or longer. The period of training must include time allocated for didactic, simulated, and experiential training. The minimum number of hours for each component is as follows: Didactic – 160 hours; Simulated – 80 hours; Experiential – 160 hours. The remaining hours may be allocated as the program director and faculty see fit. Students' experiential activities must be performed in at least two different types of contemporary pharmacy settings, one of which must be a dispensing pharmacy (e.g., hospital, community).

(Guidance document will give examples, such as acute care, community, chronic care.)

3.2 a. Didactic

The didactic component includes all parts of the curriculum that do not require a separate simulated, or experiential, setting. It is expected to progress from more basic to more complex information, concepts and skills. *(Guidance document will include further clarification and examples.)*

3.2.b. Simulated *(Guidance document will include a glossary, which will include a definition of "simulated" in this context.)*

The simulated component is defined as practice of skills without impact, or potential for impact, on patients and must occur before the experiential component. The final phase of the simulated component of the program must include observation, feedback and evaluation by an instructor/faculty member. The simulated component must include sufficient equipment and supplies to realistically simulate an actual work environment. While each skill may be taught in isolation, by the end of the simulated component, students must perform each skill in a sequential manner the way the skill is performed in a pharmacy.

The simulated component of the program must be adequate in scope to prepare trainees for practice in a variety of contemporary pharmacy settings. The amount of time spent in the simulated portion of the program must be documented. *(Guidance document will specify how personnel should provide oversight.)*

For Guidance Document:

The following list of skills will be considered key during surveys. Simulation with actual equipment and supplies is preferred. In its absence, realistic models/mock-ups are expected.

(Guidance document will expand on this with examples.)

- *Operate cash register*
- *Fill prescriptions*
- *Complete unit dose packaging*
- *Fill automated dispensing cabinet (ADC)*
- *Extemporaneously compound oral, ointments, suppositories and sterile products*
- *Prepare sterile compounded chemotherapy agents*

- *Prepare total parenteral nutrition (TPN), including the use of different syringe sizes and bag sizes (mini and LVP)*
- *Prepare investigational drugs*
- *Prepare oral syringes, including pediatric syringes*
- *Prepare unit dose carts*
- *Prepare crash carts*
- *Fill narcotics cabinet*
- *Monitor refrigerator temperature*
- *Apply proper hand-washing procedures with an operational sink*
- *Employ aseptic technique in accordance with USP 797 requirements*
- *Utilize pharmacy references*
- *Utilize outpatient and inpatient computerized systems*
- *Reconstitute lyophilized powders*
- *Manipulate ampules*
- *Maintain electronic medical records*
- *Use computers and printers to produce medication labels*
- *Handle over-the-counter (OTC) products*
- *Operate durable medical devices*
- *Maintain inventory records (automated vs Want Book)*
- *Utilize appropriate interpersonal skills when speaking with customers on the phone or in person.*
- *Prepare medications for nursing home patients*
- *Maintain medication administration records*
- *Implement tall man lettering and other “look alike, sound alike” (LASA) techniques for medication error reduction*

(Guidance document will also include a list of equipment and supplies needed for adequate practice of these skills, e.g., retail vs hospital equipment and supplies, wall of meds (IV and PO), tall man lettering, computer systems.)

3.2.c. Experiential

3.2.c.1. Experiential sites must be selected by the program director or a qualified pharmacy technician instructor who participates in the pharmacy technician education and training program.

3.2.c.2. Experiential training sites must be only in organizations that have sought and accepted outside appraisal of facilities and patient care practices. The external appraisal must be conducted by a recognized organization appropriate to the practice setting.

3.2.c.3. The program director or designee, in cooperation with the program’s advisory committee, must document that each experiential site has proper licensing.

3.2.c.4. The program director or designee must determine that the site employs properly qualified staff and will expose students to a high quality pharmacy practice environment.

3.2.c.5. The program director or designee, in cooperation with the program’s advisory committee, must determine that the student will have the opportunity to practice a sufficiently wide range of functions to enable them to meet the learning objectives of the experiential component of the program.

3.2.c.6. Experiential sites and technician education and training programs must have affiliation agreements that are up-to-date. *(Guidance will include areas to be covered in affiliation agreements.)*

(Guidance document will specify that this must include, but not be limited to:

- *Health-system facilities must be accredited by one of the following: The Joint Commission, the American Osteopathic Association, the National Committee for Quality Assurance, Centers for Medicare and Medicaid Services (CMS) or Det Norske Veritas (DNV). In addition, they must have a permit without sanctions from the State Board of Pharmacy.*
- *Community pharmacies must demonstrate substantial conformance with applicable professionally developed and nationally applied practice standards and have a permit without sanctions from the State Board of Pharmacy*
- *Managed care facilities must be accredited by URAC and/or have a permit without sanctions from the State Board of Pharmacy*
- *Home care facilities must have a permit without sanctions from the State Board of Pharmacy*
- *Long term care facilities must have a permit without sanctions from the State Board of Pharmacy and/or the Department of Health.)*

3.2.c.4. The program director must have a strategy for assessing the student's experiential component. *(Guidance document will include an example of making contact with the site for assessment.)*

3.3 Sequence of instruction

The sequence of activities to transition from simulated to experiential must be: (1) observation (student observes expert performing task), (2) simulation (including observation, feedback and evaluation by an expert) and (3) experiential performance under supervision.

3.4 Sound educational principles

The program must reflect sound educational design and delivery including:

3.4.a. Program director and faculty shall define educational goals and objectives that meet current needs of the community and pharmacy profession for pharmacy technician services. The program curriculum must be current and revised regularly.

3.4.b. The curriculum's design must reflect specific, defined educational objectives that are taught using instructional strategies and content that enable qualified, conscientious students to achieve the objectives. It must reflect a logical sequence of programming, clearly progressing from less to more complex objectives and material.

3.5 Distance education

Distance learning programs seeking ASHP accreditation must comply with this accreditation standard. In addition, program designers and faculty must make appropriate and effective use of technology to teach the specified objectives. The technology must be readily accessible by students.

3.6 Education and Training Program Goals

The education and training program shall be based on the following goals that reflect current and future pharmacy technician functions and responsibilities.

(Guidance document: The goals listed in the standard form the basis of the Model Curriculum, in which objectives and further guidance are provided as resources. Instructors and trainees must be familiar with requirements of this Standard and the content of the most recent edition of the Model Curriculum for Pharmacy Technician Training. While not intended to be prescriptive, it offers specifics for helping

students achieve the goals defined above. It is recommended as a guide for meeting the Standard and for training. This resource can be obtained from the ASHP website at www.ashp.org/technicians/model_curriculum/index.html.)

Goals

Personal / Interpersonal Knowledge and Skills

1. Demonstrate ethical conduct in all job-related activities.
2. Maintain an image appropriate for the profession of pharmacy.
3. Communicate clearly when speaking and in writing.
4. Demonstrate a respectful attitude when interacting with diverse patient populations.
5. Apply self-management skills, including time management, stress management and adapting to change.
6. Apply interpersonal skills, including negotiation skills, conflict resolution and teamwork.
7. Apply critical thinking skills, creativity and innovation to solve problems.

Foundational Professional Knowledge and Skills

8. Demonstrate understanding of healthcare occupations and the health care delivery system.
9. Demonstrate understanding of wellness and disease concepts, such as use of health screenings; health practices and environmental factors that impact health; adverse effects of alcohol, tobacco, and both legal and illegal drugs.
10. Demonstrate commitment to excellence in the pharmacy profession and to continuing education and training.
Guidance document will include objectives related to:
 - *Demonstrating appreciation of the benefits of active involvement in local, state, and national technician and other pharmacy organizations*
 - *Demonstrating appreciation of the value of obtaining technician certification*
 - *Staying current with changes in pharmacy practice*
 - *Ability to explain the current ASHP accreditation standard for pharmacy technician education and training programs.*
11. Demonstrate knowledge and skills in areas of science relevant to the pharmacy technician role, including anatomy/physiology, pharmacology and basic pharmaceutical chemistry. (*Guidance document will specify objectives about absorption, distribution, metabolism, excretion, knowledge of pharmacy abbreviations and identification of most frequently used medications*).

12. Perform math calculations essential to the duties of pharmacy technicians in a variety of contemporary settings.
13. Demonstrate understanding of the pharmacy technician's role in the medication-use process. *(Guidance document will specify steps, including prescribing, transcribing, dispensing, administering, etc.)*

Processing and Handling of Medications and Medication Orders

14. Assist the pharmacist in collecting, organizing, and recording demographic and clinical information for direct patient care and medication use review.
15. Receive and screen prescription/medication orders for completeness, accuracy and authenticity.
16. Assist the pharmacist in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices.
17. Prepare patient-specific medications for distribution, including compounding of sterile, non-sterile and chemotherapy/hazardous products.
Guidance document will include objectives on:
 - *maintaining patient profiles*
 - *obtaining medications or devices from inventory*
 - *counting or measuring doses*
 - *disposal*
 - *packaging*
 - *labeling*
 - *applying knowledge of the use and side effects of prescription and nonprescription medications used to treat common disease states.*
18. Prepare non-patient-specific medications for distribution.
(Guidance document - Objectives on:
 - *repackaging bulk medications into unit of use packaging*
 - *preparing specialty kits and/or carts)*
19. Distribute medications in a manner that follows proper procedures. *(Guidance document: Objective about demonstrating understanding of distribution systems in multiple practice settings and safety and documentation practices.)*
20. Practice effective infection control procedures, including preventing transmission of blood borne diseases.
21. Assist the pharmacist in preparing, storing, and distributing medication products requiring special handling and documentation (e.g., controlled substances, immunizations, investigational drugs, Risk Evaluation and Mitigation Strategies (REMS).
22. Assist the pharmacist in the monitoring of medication therapy.

Procurement, Maintenance and Billing

23. Initiate, verify, assist in the adjudication of, and collect payment and/or initiate billing for pharmacy services and goods. *(Guidance document will include use/interpretation of insurance cards.)*
24. Apply accepted procedures in purchasing pharmaceuticals, devices, and supplies. *(Guidance document will include definition and examples of "device" (e.g., crutches, ostomy bags).*
25. Apply accepted procedures in inventory control of medications, equipment and devices. *(Guidance document will include objectives on procurement, storage and disposal of medications and seeking alternatives when shortages are encountered.)*
26. Maintain pharmacy facilities and equipment, including automated dispensing machines.

Patient- and Medication-Safety

27. Apply patient- and medication-safety practices in all aspects of the pharmacy technician role. *(Guidance document - Objectives on:*
 - *Apply error prevention strategies for data entry.*
 - *Explain effects of patient-specific factors on drug and nondrug therapy.*
 - *Follow patient package insert and medication guide requirements.*
 - *Provide special directions and precautions for patient regarding preparation and use of medications.*
 - *Specify action to be taken in the event of a missed dose.*
 - *Identify issues that require pharmacist intervention.*
 - *Identify when automatic stop orders are required.*
 - *Make appropriate use of products used in packaging and repackaging of medications.*
 - *Follow event reporting procedures.*
 - *Distinguish look-alike/sound-alike medications.*
 - *Identify high alert/risk medications.*
 - *Collect and communicate data related to restricted drug distribution programs.*
 - *Apply medication and patient safety strategies used in the pharmacy.*
 - *Identify issues that require a pharmacist's intervention.*
 - *Implement and monitor policies and procedures for infection control.*
28. Verify measurements, preparation, and/or packaging of medications produced by other healthcare professionals. *(Guidance document will include more detail on tech-check-tech).*
29. Respond to emergency situations, such as by identifying adverse drug-related emergencies and taking appropriate first aid action, monitoring vital signs and obtaining training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.

Technology and Informatics

30. Describe the use of current technology in the healthcare environment to ensure the safety and accuracy of medication dispensing.

Guidance document to include: electronic health records, eprescribing systems, barcode technology, automated dispensing machines, compounding machines, robotics, telepharmacy, smart infusion pumps, computerized prescriber order entry (CPOE), as well as participation in video supervision, and inputting and maintaining data. Also include objectives on:

- *implementing data systems,*
- *“Explain emerging technologies that may impact the practice of pharmacy.”*

Regulatory Issues

31. Explain the role of the pharmacy technician in ensuring pharmacy department compliance with, relevant legal, regulatory, formulary, budgetary, contractual, safety federal and state requirements and professional standards.
32. Maintain confidentiality of patient and proprietary business information. (*Guidance document will include importance of covering Health Information Portability and Accountability Act (HIPAA) requirements.*)

Quality Assurance

33. Apply quality assurance practices related to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies.

Guidance document - objectives about:

- *medication and inventory control systems*
- *generating quality assurance reports*
- *equipment calibration techniques and documentation*
- *monitoring, performing and recording preventive maintenance*
- *participating in failure mode and effects analysis (FMEA)*
- *participating in root cause analysis.*

Emerging Areas

34. Assist the pharmacist in medication reconciliation.
35. Assist the pharmacist in medication therapy management.
36. Demonstrate understanding of major trends, issues, goals and initiatives taking place in the pharmacy profession. (*Guidance document: Objectives on PPMI, NPSG, ISMP.*)
37. Demonstrate understanding of non-traditional roles of pharmacy technicians.
38. Identify and describe emerging therapies, including biologic and gene therapies.

Standard 4: Students

4.1 Student Recruitment, Acceptance and Enrollment

4.1.a. Student Recruitment: Student recruitment personnel (staff who enroll prospective students, such as telephone marketers, enrollment advisors, and admissions representatives) must be trained and monitored to ensure that they:

- Do not knowingly make false or misleading statements to applicants.
- Do not make claims guaranteeing employment, job promotion prospects or income increases to an applicant.
- State accurately and clearly relevant organization/program approvals and/or accreditation.
- Prior to the application process, provide prospective applicants complete and accurate information on the total student financial obligation they will incur by participating in the program. Prior to enrolling, provide students complete and accurate information about financing options and answer any questions.
- Do not make disparaging statements about other organizations, training methods or professions.

(Guidance document will specify evidence to be presented.)

4.1.b. Prior to enrollment, students must be informed that illegal or illicit drug use, criminal background checks and immunization status may prevent future employment as a pharmacy technician and that externship sites, employers and State Boards of Pharmacy have regulations about drug use and criminal backgrounds.

4.1.c. Student Acceptance: The organization must establish qualifications that an applicant must possess to ensure that they are reasonably likely to be able to achieve the educational goals and objectives of the program. The organization must also determine with reasonable certainty, prior to acceptance of the applicant, that the applicant has proper qualifications to enroll. At a minimum, the applicant must:

- 4.1.c.1. Be attending high school, possess a high school equivalency certificate, or be a high school graduate.
- 4.1.c.2. Have English language proficiency (including reading, writing and speaking) and math proficiency sufficient to fulfill the requirements of pharmacy technician job responsibilities.
(Guidance document will include suggestions for making this determination, such as use of instruments like the Health Occupations Basic Entrance Test (HOBET).
- 4.1.c.3. The program must have a system to assess students' background pertaining to any illicit drug use and criminal background. This information must be used to make appropriate decisions regarding acceptance.
(Guidance document will give examples of qualifications.)
- 4.1.c.4. The age of students accepted into the program must be based on state requirements for employment of pharmacy technicians.

4.2 Student Identity Verification

Distance learning programs must verify that a student who registered for distance education is the same student attending the clinical experiential portion of the program, receiving credit, and graduating.

(Guidance document will include methods of verification.)

Standard 5: Evaluations and Assessments

5.1 Students' achievement of educational objectives must be evaluated appropriately, including knowledge, skills and abilities leading to entry-level pharmacy technician job competencies. Students' evaluation shall be ongoing, systematic and relate to students' progress toward meeting the

requirements for graduation. Students must receive frequent feedback on their performance that enables them to identify strengths, weaknesses and gives them direction on how to improve. Evaluations shall be documented and kept on file.

(Guidance document will include examples of forms but specific forms will not be required. Guidance will also be provided on how to evaluate, including evaluation of communication skills, in a way that considers communication differences in different geographical areas.)

5.2 Students must be provided by the director or designee information and resources to prepare for employer-accepted and nationally recognized certification, registration, and/or licensure.

5.3 Faculty members, including the program director, instructors and site coordinators must be evaluated regularly. An evaluation process shall be defined, implemented and incorporate feedback from students. In addition, a process for review and use of the information gained from evaluations for continuous improvement must be defined and implemented.

5.4 Program Assessment: The program's staff must conduct regular and ongoing assessments of program effectiveness and use the evaluations for continuous improvement of the program. Measures shall include, but are not limited to:

- Performance on national certification or licensure exams.
- Program completion
- Program satisfaction, including student, graduate and employer satisfaction.
- Job placement *(Guidance document will define "positive placement" as job placement rate and/or continuing his/her education; and/or serving in the military.)*

Standard 6: Graduation and Certificate

6.1 Conditions for Graduation

- 6.1.a. Program graduates must have demonstrated sufficient mastery of the program's educational goals and any other criteria designated by the program director and advisory committee for successful completion of the program.
- 6.1.b. Program graduates must demonstrate commitment to high quality of pharmacy technician practice that will extend into the regular employment arena. *(Guidance: May be assessed with records of tardiness, attendance, timeliness and the willingness to admit to errors.)*

6.2 Certificate

- 6.2.a The accredited program shall recognize those pharmacy technicians who have completed successfully the pharmacy technician training program by awarding an appropriate certificate or diploma.
- 6.2.b. No certificate shall be issued to an individual who has failed to complete the prescribed program or to meet the intent of this Standard.
- 6.2.c. The certificate must contain the name of the organization, program name and location, student name, completion date and confirmation that the program is ASHP-accredited or ASHP-application submitted.

Standard 7: Resources

7.1 The organization conducting the program must provide financial support sufficient to enable the program to achieve its stated goals. *(Guidance document will specify that this includes providing sufficient financial support to enable the program director and instructors to fulfill these accreditation standards.)*

7.2 Physical facilities for all parts of the program must be appropriate, safe and sufficient to enable students to meet the programs' educational goals. The physical facilities must also allow for confidential meetings with students.

7.3 For the simulated portion of the program, equipment and supplies must be appropriate and sufficient to enable students to achieve the program's educational goals.

7.4 The program director and faculty must provide adequate support for students' achievement of educational goals, including technology, computers, library access and other support as appropriate.

7.5 The program director and faculty must ensure adequate and appropriate clinical experiential sites for the experiential portion of the program.