MODEL CURRICULUM
FOR
PHARMACY TECHNICIAN EDUCATION AND TRAINING PROGRAMS

SIXTH EDITION

ASHP (American Society of Health-System Pharmacists)
4500 East-West Highway, Suite 900
Bethesda, MD 20814

ACPE (Accreditation Council for Pharmacy Education)
190 S. LaSalle Street, Suite 2850
Chicago, IL 60603

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For their help in revising the *Model Curriculum for Pharmacy Technician Education and Training Programs (Model Curriculum)* thanks go to:

Pharmacy Technician Advisory Board

Amisha Arya, PharmD, BCSCP, CJCP
Director of Pharmacy, Regulatory and Compliance
NYU Langone Health
New York, NY 10016

Robert Kraljevich, PharmD, BCPS
Director Pharmacy Education
Baptist Health Academics/Baptist Health South Florida
Coral Gables, FL 33146

Melissa Heigham, PharmD
Director of Pharmacy
St. Louis Children's Hospital
St. Louis, MO 63110

Veneece Awad, MSET, CPHT, Pharmacy Technology Program Director, DPLA
Cosumnes River College
Sacramento, CA 95823

Kimberly M. Brown, CPHT
Director, Pharmacy Technician Training Program. Walters State Community College
Morristown, TN 37813

Anne Klepner, BAOL, RTSLCH Radiology Program Manager
St. Louis Children's Hospital St. Louis, MO 63110

Tracey O'Donnell
Clinical Coordinator Retail Business Services, LLC Salisbury, NC 28147

Nader Rassaei, CPHT, BS, MA, MD Director, Pharmacy Technician Training
Paso Community College

ASHP / ACPE Staff

Eric M. Grace, MST, BA
Director, Standards Development and Training, Accreditation Services
ASHP
Bethesda, MD

Lisa S. Lifshin, RPh
Sr. Director, Pharmacy Technician Program Accreditation & Residency Services, Accreditation Services
ASHP
Bethesda, MD

Sam Calabrese, RPh, MBA, FASHP
EVP & CEO,
ASHP
Bethesda, MD

Janet P. Engle, PharmD, DSc(Hon), FCCP, FNAP
Executive Director
Accreditation Council for Pharmacy Education
Chicago, IL

ASHP Contract Surveyors

W. Renee Acosta, RPh, MS
Lead Surveyor
Clinical Assistant Professor
Division of Pharmacy Practice, College of Pharmacy
The University of Texas at Austin
Austin, TX

Matthew J. Kelm, PharmD, MHA
Lead Surveyor
Duke University
Chapel Hill, NC 27514

El Paso, TX 79998 Allison Riffle, PharmD, MS, CPC Associate Chief of Pharmacy Officer University of Utah South Jordan, UT 84009 Tate N. Trujillo, PharmD, BCPS, FCCM, FASHP Director of Pharmacy Indiana University Health Indianapolis, IN 46202	 Sheri Roumell, BS, CPhT, RPT Lead Surveyor Glenrock, WY 82637 Jan Kozakiewicz Lead Surveyor Tampa, FL

INTRODUCTION TO THE SIXTH EDITION

Model Curriculum for Pharmacy Technician Education and Training Programs (Model Curriculum) provides details on how to meet the 2026 *ASHP/ACPE Accreditation Standard for Pharmacy Technician Education and Training Programs (Standard)*. This edition of the *Model Curriculum* reflects changes to the *ASHP/ACPE Accreditation Standard for Pharmacy Technician Education and Training Programs* that was approved by the ASHP Board of Directors in February of 2026. The revised language took into consideration the recommendations from the May and October 2025 Pharmacy Technician Accreditation Commission meetings, and other current practice trends. The new *Standard* is intended to be responsive to changes in the pharmacy profession and the evolving role of pharmacy technicians. The *Model Curriculum* includes standards for technician education and training, resulting in some significant revisions. Summary of changes to the *Standard* include:

- Consolidated the previous 15-standard framework into five focused standards, resulting in a 26% reduction in total number of standards
- Strengthened accountability for sponsoring organizations that support and operate pharmacy technician training programs
- A single level of pharmacy technician education replaces the former Entry-level and Advanced-level model
- Minimum training hours remain at 400, though curricular hour allocation has been adjusted to provide greater flexibility and better alignment with contemporary practice settings
- More flexibility and description in the criteria for serving as the program director and faculty for the program
- Changes the frequency of the requirements of conduct of Advisory Committee meetings to at least once a year
- Utilization of Credit for Prior Experience
- Faculty members must be evaluated by students annually
- Elimination of the strategic plan requirement
- Increased emphasis is placed on experiential readiness and hands-on practice

The *Model Curriculum* includes curriculum related standards and corresponding competencies, as well as examples of learning activities for each portion of the program, including didactic, simulated (lab), and experiential program components as described in the overview below. The *Model Curriculum* is intended to guide new programs that have recently begun, as well as existing programs that are reviewing their curriculum to meet the new Standard.

The 2026 *Model Curriculum* may be used in an interactive manner, as a template to which programs may add notes and/or additional activities to the columns that describe the different program component learning modalities. Simply use a different font and/or color to add your own learning activities to describe how your program is teaching to meet a particular standard. The template can be used as evidence during an accreditation survey.

OVERVIEW

The format of the *Model Curriculum* includes four columns for each standard, illustrated in the chart below. ***The learning modality examples provided for each standard are suggestions only, as other options and additional content/activities may be utilized at the discretion of each program. Students must act in accordance with relevant state laws and regulations at the experiential site, with oversight of the preceptor and/or pharmacist where appropriate or necessary.***

Column 1: Standard #	**Column 2: Didactic Content and Topics**	**Column 3: Sample Simulation Activities**	**Column 4: Sample Experiential Activities**
Standards describe what learners must be able to do, to achieve the associated aspects and competencies.	Describes didactic content and topic examples to teach learners, so they may obtain the knowledge and ability to meet the standard.	Sample activities for the simulated (lab) portion of the program that teach learners, so they may obtain the knowledge and ability to meet the standard.	Sample activities for the experiential portion of the program that teaches learners, so they may obtain the knowledge and ability to meet the standard.

The *ASHP/ACPE Accreditation Standard for Pharmacy Technician Education and Training Programs* is structured in the following manner.

STANDARDS:

1. Required Program Structure and Resources
2. Student Recruitment, Acceptance, Enrollment, and Representation
3. Program Director
4. Faculty and Preceptors-of-record
5. **Curriculum***

***Standard 5** and its sub-sections are listed below as it is the only standard that pertains to the Model Curriculum.*

Standard 5: Curriculum

5.1 Students demonstrate professional behaviors and ethical conduct to fulfill responsibilities entrusted to pharmacy technicians, while following their organization's policies and Code of Conduct. Student behavior and conduct shall include the following:

5.1.a Appearance and behavior is professional and appropriate for the pharmacy work environment.

5.1.b Communicate clearly and effectively, both verbally, non-verbally, and in writing.

5.1.c Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and other healthcare professionals.

5.1.d Apply self-management skills, including time and stress management.

5.1.e Demonstrate problem solving skills, customer service, and teamwork.

5.2 Participate in wellness promotion and disease prevention.

5.3 Understands basic knowledge relevant to the pharmacy technician's role, including the following:

5.3.a Anatomy and physiology

5.3.b Pharmacology

5.3.c Medical terminology

5.4 Perform mathematical calculations essential to the duties of pharmacy technicians in a variety of settings.

5.5 Demonstrate adherence to infection prevention procedures.

Processing and Handling of Medications and Medication Orders

5.6 Accurately receive, process, and prepare products and prescriptions/medication orders that are safe for patient use.

5.7 Collect, organize, and record demographic and clinical information to assist pharmacists in the monitoring of medication therapy.

5.8 Identify patients who desire/require counseling to optimize the use of medications, equipment, and devices.

5.9 Explains concepts and processes for both compounded sterile and non-sterile medication products per applicable, current United States Pharmacopeia (USP) Chapter(s).

5.10 Prepares non-sterile medication products.

5.11 Store and prepare a variety of medication products (including requiring special handling and documentation), that will align with planned experiential rotation(s) and are in compliance with applicable current USP Chapters.

Some examples may include:

- Non-Patient Specific medications, variety of oral syringes prepared, unit dose medications, long-term care, and non-sterile compounding during simulation, emergency kits, emergency carts, and bulk compounding.
- Prepare or simulate chemotherapy or hazardous drug preparations, per applicable current USP Chapters.
- Controlled substances.
- Investigational drugs:

- Understand the appropriate medication use process to investigational drugs, medications being used in off-label indications, and emerging drug therapies as required. Understand the handling of investigational drugs, including immunotherapy agents, biologic agents, and pharmacologic therapies.

5.12 Maintain pharmacy facilities and equipment.

5.13 Use information from Safety Data Sheets (SDS).

5.14 Describe the Drug Supply Chain Security Act (DSCSA) for product tracking, tracing, and handling requirements.

5.15 Use current technology to ensure the accuracy of medication dispensing.

5.16 Demonstrate Point of Sale process and adjudication, including collection of payment for pharmacy services.

5.17 Explain accepted procedures in purchasing pharmaceuticals, devices, and supplies.

5.18 Manage inventory of medications, equipment, and devices.

5.19 Describe the management of product recall, product shortages, and medication error reporting.

5.20 Describe accepted procedures utilized in identifying disposing of medications and supplies.

5.21 Process, handle, and demonstrate administration techniques of immunizations and other injectable medications.

Patient Care, Quality and Safety Knowledge and Skills

5.22 Demonstrate patient-safety and medication-safety practices (e.g., management of high alert, high risk, tall man lettering, look-alike sounds-alike).

5.23 Explain basic safety and emergency preparedness applicable to pharmacy services (e.g., floods, hurricanes, robberies, bioterrorism, terrorism).

5.24 Perform medication histories as part of the medication reconciliation process.

5.25 Demonstrate point-of-care testing (e.g., glucose monitoring, cholesterol screening, blood pressure, temperature).

5.26 Verify measurements, preparation, and/or packaging of medications produced by others.

Regulatory and Compliance Knowledge and Skills

5.27 Demonstrate application of state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances.

5.28 Discuss state and federal laws and regulations pertaining to pharmacy technicians, including obtaining and maintaining registration, licensure, and/or certification to work as a pharmacy technician.

5.29 Describe the pharmacy technician's role, pharmacist's role, and other occupations in the healthcare environment.

5.30 Explain the importance of regulatory and related agencies, such as: Occupational Safety and Health Administration (OSHA), National Institute of Occupational Safety and Health (NIOSH), Institute for Safe Medication Practices (ISMP), The Joint Commission (TJC), US Food and Drug Administration (FDA), United States Pharmacopeia (USP), Institute for Healthcare Improvement (IHI), National Coordinating Council for Medication Error Reporting and Prevention (NCC MERP), Drug Enforcement Administration (DEA).

5.31 Describe Protected Health Information (PHI) and maintains compliance with all Health Insurance Portability and Accountable Act (HIPAA) regulations.

MODEL CURRICULUM

for Pharmacy Technician Education and Training Programs

STANDARD 5: Curriculum

Instructional methods (didactic modality) may include: "Teach/Train/Explain/Review/Assign"

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.1 Students demonstrate professional behaviors and ethical conduct to fulfill responsibilities entrusted to pharmacy technicians, while following their organization's policies and Code of Conduct. Student	*Example:* Provide instruction that includes professional behavior, and ethical conduct (e.g., "ethics" definition) utilizing organizations policies.	*Examples:* Combine ethically challenging situations with other lab activities that require students to apply ethical judgment and decisions. Describe sample ethical situations and ask students to describe and justify ethical responses. Develop a role-play or scenario where a technician or pharmacist displays unprofessional behavior and have the student critique.	*Examples:* Have students demonstrate ethical responses when called for. Ask students to describe ethical challenges they encountered and how they responded to them. Have students describe where they may have observed a great example of professional behavior or un-professional behavior and discuss.

behavior and conduct include: 5.1.a-5.1.e.			

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.1.a Appearance and behavior is professional and appropriate for the pharmacy work environment.	*Example:* Provide instruction on how pharmacy technicians present an image appropriate for the profession, in appearance and behavior, including the following topics: ○ Appropriate attire ○ Appropriate hygiene ○ Professional attitude and demeanor ○ Behavior during challenging situations	*Examples:* Have students dress the way they would on a job and give constructive feedback as needed. Role-play challenging situations and how to professionally handle them. Show or describe various appearances of technicians and ask if they are acceptable, why or why not and how unacceptable appearances can be improved. Have students describe how they would respond professionally in challenging situations. Give examples of professional and informal communications and ask students which are appropriate. Have them translate informal communications into a professional communication style.	*Examples:* Exhibit appropriate dress, hygiene and behavior at the experiential site. Ask students to describe challenging situations they encountered. Have them describe how they handled the situation and discuss ways it might have been handled more effectively, if needed.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.1 b Communicate clearly and effectively, both verbally, non-verbally, and in writing.	*Example:* Provide instruction on how pharmacy technicians can communicate clearly and effectively, both verbally (e.g., how to pronounce technical terms accurately), non-verbally (e.g. body	*Examples:* Instructor correctly and incorrectly pronounces terms. Have students identify when terms are correctly pronounced. If incorrect, ask them to say them correctly.	*Examples:* Give feedback if verbal communications are unclear and how they can be improved. Review selected written communications with students and provide constructive feedback.

	position, folded arms, rolling eyes), and in writing (e.g. emails, patient instructions, form generation, intake information, call logs).	Have students give common verbal and written communications. Have other students and/or instructor give feedback about if they clearly understood them and/or how they could be improved. Provide a role play in which non-verbal cues are utilized (e.g., rolling eyes, folded arms, body position) and have student critique or provide feedback on how the individual could have been better presenting themselves. Simulate common spoken communications with patients/customers, role-playing typical interpersonal situations with distracting elements in the environment.	Assign student to lead a huddle or present at a pharmacy meeting on a current topic. Assign student a "mini-in-service" and present on a new drug or device.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.1.c Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and other healthcare professionals.	*Example:* Provide instruction on how pharmacy technicians demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals, including the following topics: ○ Respectful vs. disrespectful actions ○ Special communication strategies ○ Cultural competence	*Examples:* Group discussion about possible challenges with diverse populations and how to respond. Discuss relevant situations and how communication could be adapted to be effective.	*Examples:* Demonstrate a respectful attitude when interacting with diverse patient populations at the experiential site. Give feedback to students about how well they communicate respect and care, verbally and non-verbally, to patients.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**

5.1d Apply self-management skills, including time and stress management.	*Example:* Provide instruction in self-management skills, including time, stress, related to the pharmacy technician role and topics, including: ○ Workplace environment ○ Prioritizing tasks ○ Sources of stress ○ Ways to manage stress	*Examples:* Ask students to perform tasks in a predetermined amount of time. Give a fictional but typical list of tasks to be completed in a specified amount of time and ask students to prioritize and schedule the list. Discuss how well the priorities were selected and how realistic the schedule is. Invite a panel of experienced pharmacy technicians to come and discuss sources of stress on their job, how they handle it and answer questions from students.	*Examples:* Ask students to discuss issues of scheduling and prioritizing as needed. Have students describe stressful situations they encounter at the experiential site, how they dealt with them and discuss other strategies that could also be applied.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**

5.1e Demonstrate problem solving skills, customer service, and teamwork.	*Example:* Provide instruction on the importance of communication with regards to teamwork, conflict resolution, negotiation and customer service.	*Examples:* Simulate/role-play typical situations in the pharmacy, where the pharmacy is short on staff and have students problem solve for operational solutions and evoke teamwork. Role-play typical interpersonal situations that may be challenging, such as an uncooperative or disrespectful member of the health care team that the technician must interact with in a professional manner. Role-play where the student can interpret different body language such as: ○ Facial expressions ○ Eye contact ○ Posture ○ Personal space	*Examples:* Have students working with other pharmacy technicians in the area who don't know the skills appropriately, and how the student reacts/handles the situation. Observe students to ensure they are responding appropriately. Ask students to describe some challenging situations requiring effective interpersonal skills and that they encountered at the experiential site. Discuss how they handled them and other strategies that might have been used. Handle conflicts effectively at the experiential site. Have students work with pharmacy technician supervisor to observe and learn techniques used for conflict resolution, customer service, resolving issues, etc.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.2 Participate in wellness promotion and disease prevention.	*Example:* Provide instruction for the technician role in wellness promotion practices and disease prevention concepts, such as use of health screenings; health practices and environmental factors that impact health; and adverse effects of alcohol, tobacco, and legal and illegal drugs.	Examples: Have students help others fill out forms necessary for vaccinations. Have students demonstrate use of home blood pressure machines. Simulate/role-play pharmacy technicians assisting pharmacist or other health care professionals with health fairs, Medicare teaching, and community health events.	*Examples:* Have students participate in wellness promotion programs available in the pharmacy at the experiential site. Students assist pharmacist with health fairs, Medicare teaching, and/or community health events.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**

5.3 Understands basic knowledge relevant to the pharmacy technician's role, including the following: 5.3.a Anatomy and physiology 5.3.b Pharmacology 5.3.c Medical terminology	*Example:* Provide instruction in anatomy, physiology, pharmacology, and medical terminology relevant to the pharmacy technician's role.	*Examples:* Have students create "Top 200 Drugs" flash cards (or provide them) and practice with each other. Ask students to complete a matching activity: • Commonly used medical terms with their definition and abbreviation Have students match medications with the body system they are usually used to treat. For each body system, have students match typically used medications with their appropriate dosage forms, routes of administration and doses, class side effects, brand/generic.	Example: Throughout the learning experience incorporate the following: • Top 200 drugs • Identification of common medications utilized at site and provide: ○ Correct pronunciation ○ Brand/generic availability ○ Indication ○ Dose ○ Route ○ Typical frequency and timing ○ Preparation ○ Side effects

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.4 Perform mathematical calculations essential to the duties of pharmacy technicians in a variety of settings.	*Examples:* Provide instruction with mathematical calculations essential to the duties of pharmacy technicians in a variety of settings, including topics such as: ○ Compounding ▪ Reducing and enlarging ○ Days' supply ○ Concentration expression ▪ Percents ▪ Ratios ○ Dose adjustment ○ Unit conversions ▪ Roman numbers ▪ Military time ▪ SI Units	*Examples:* Provide a sample prescription where students have to calculate the appropriate dose and days' supply based on patient parameters. Provide a sample compounded prescription and student must calculate the appropriate amounts of ingredients.	*Example:* Perform calculations as needed during duties at the experiential site, with oversight of the preceptor and/or pharmacist.

	▪ Common systems of measurement ▪ Density ▪ Units of activity (insulin, vitamins, vaccines) ○ Infusion Rates ○ Patient specific dosing ▪ Adult ▪ Neonatal / Pediatric Patient parameters		

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.5 Demonstrate adherence to infection prevention procedures.	*Example:* Provide instruction in effective infection control procedures related to the pharmacy technician's role, including: ○ Policies and procedures for infection control ○ Protective clothing ○ Handwashing ○ OSHA ○ State regulations	*Examples:* Simulate appropriate use of protective clothing and other infection control methods. Give descriptions of infection control scenarios, some using appropriate procedures and others not. Ask the students to differentiate if proper procedures are being used or not and how to correct the situations in which they are not. Use resources like "GLO-GER" to show students how easy it is to not wash hands effectively.	*Example:* Follow policies and procedures for infection control at the experiential site, with oversight of the Preceptor and/or Pharmacist.

Processing and Handling of Medications and Medication Orders

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**

5.6 Accurately receive, process, and prepare products and prescriptions/medication orders that are safe for patient use.	*Examples:* Provide instruction for how pharmacy technicians receive, process, and prepare prescriptions /medication orders for completeness, accuracy, and authenticity to ensure safety, including the following topics: ○ Act in accordance with state laws and regulations related to receiving and screening of medication orders ○ How to efficiently obtain information to complete a prescription/medication order ○ How to assess for completeness and authenticity of information ○ How to identify possibly inappropriate refills and renewals ○ When the technician should notify the pharmacist of potential inappropriateness ○ Incorporate quality assurance measures utilizing best practices and according to leading quality organizations	*Examples:* Simulate receiving prescriptions /medication orders. Simulate assessing for completeness and authenticity. Give students incomplete medication orders and ask how they would obtain the missing information. Include refill and renewal orders that are inappropriate during simulated activities. Ask students to correctly identify these. Give students sample refill or renewals and ask if they should notify the pharmacist of potential inappropriateness and why. Provide students with prescriptions and medication orders, including examples containing errors or omissions in completeness or authenticity.	*Examples:* Have students comply with state laws and regulations and site policies when receiving and screening medication orders at the experiential site, with oversight of the preceptor and/or pharmacist. Have students use paper and electronic systems to receive prescription/medication orders at the experiential site. Have students assess prescriptions/medication orders for completeness and authenticity at the experiential site. Have students obtain information to complete a prescription/medication order as needed at the experiential site. Identify refills and renewals for which they should notify the pharmacist of potential inappropriateness at the experiential site. Have students prepare products and have ready for pharmacist check and verification.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.7 Collect, organize, and record demographic and clinical information to assist pharmacists in the monitoring of medication therapy.	*Examples:* Provide instruction on how pharmacy technicians collect, organize, monitor and record demographic and clinical information for the *Pharmacists' Patient Care Process*, including topics such as: ○ Relevant State Laws ○ Pertinent patient information	*Examples:* Have students collect appropriate information in given cases/scenarios. Role-play interviews with patient, their representatives, or their caregivers. In simulations, determine what members of the health care team may have needed information.	*Examples:* Have students act in accordance with relevant laws at the experiential site, while collecting patient information. Have students conduct interviews, as needed, at the experiential site.

	○ Effective patient interviewing ○ Formats for organizing information ○ When patients require pharmacist attention ○ How to collect data for use in managing pharmacy services ○ Explain the purpose of monitoring a patient's medication therapy ○ Medication monitoring procedures ○ Lab value management ○ Point-of-care testing (e.g., blood glucose monitoring, blood pressure monitoring, cholesterol screening)	Ask students to organize data, given patient-specific information, into a specified template. Describe scenarios in which patients need or don't need the pharmacists' attention. Ask students to identify those in which the patient needs the pharmacist's attention and explain why. Have students practice relevant monitoring procedures. Simulate monitoring selected procedures. Have students match monitoring procedures with information gained from the procedure and/or what condition or disease usually calls for the procedure.	Have students accurately use the system(s) at the experiential site, with oversight of the Preceptor and/or Pharmacist. Have students identify patients needing pharmacist attention, at the experiential site. Have students act in accordance with relevant laws and regulations when assisting in monitoring procedures at the experiential site.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.8 Identify patients who desire/require counseling to optimize the use of medications, equipment, and devices.	*Examples:* Provide instruction on how pharmacy technicians identify patients who desire/require counseling to optimize the use of medications, equipment, and devices, including the following: ○ Act in accordance with state laws and regulations regarding patient counseling ○ The importance of counseling ○ Effective communication skills to determine if a patient or caregiver would like pharmacist counseling on the use of medications	*Examples:* Have students practice role-playing with mock-patients/scenarios, to practice determining which patients desire/require counseling on the use of medications, equipment, and/or devices.	*Examples:* Have students act in accordance with relevant state laws at the experiential site when determining if patients would like pharmacist counseling at the experiential site.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.9 Explains concepts and processes for both compounded sterile and non-sterile medication products per applicable, current United States Pharmacopeia (USP) Chapter(s).	*Examples:* Provide instruction on: ○ How to prepare compounded sterile preparations per applicable, current USP Chapter(s) ○ How to prepare medications requiring non-sterile compounding as defined by current USP Chapter(s) (e.g., suppositories, suspensions, complex creams).		

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.10 Prepares non-sterile medication products.	*Example:* Provide instruction on how to prepare compounded non-sterile preparations (CNSPs).	*Examples:* Have students gather materials to prepare for non-sterile compounding. Have students prepare medications using non-sterile techniques such as reconstituting an antibiotic suspension, making a preparation that has a USP compounding monograph or appears in a journal article that contains specific quantities of all components, procedure and equipment, packaging, and associated BUD. Students describe most current USP <795> Compounding Standards.	*Examples:* Have students follow policies and procedures at the experiential site to prepare compounded non-sterile preparations (CNSPs), with oversight of the preceptor and/or pharmacist.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**

5.11 Store and prepare a variety of medication products (including requiring special handling and documentation), that will align with planned experiential rotation(s) and are in compliance with applicable current USP Chapters.	*Examples:* Provide instruction on how to properly store, prepare, handle, and document a variety of medication products in alignment with planned experiential rotations and is compliance with applicable and current USP chapters, as well as state and federal requirements. This instruction may include but is not limited to: ○ Non-Patient specific medications ○ Oral syringe preparations ○ Unit dose medications ○ Long-term care medications ○ Non-sterile compounded preparations ○ Sterile compounded preparations ○ Emergency kits ○ Emergency carts ○ Bulk compounding operations ○ Chemotherapy and hazardous drug preparations ○ Controlled substances ○ Investigational drugs (including off-label indications, emerging drug therapies, immunotherapy agents, biologic agents, other specialized pharmacologic therapies) The instructor shall also ensure that each medication type or therapy instruction includes: ○ Proper preparation and handling procedures ○ Appropriate labeling and auxiliary labels	*Examples:* Have students practice, in a simulated setting, the following examples/scenarios ensuring that steps for proper handling (including special handling), preparing, storing, labelling and documenting with regards to current USP Standards are followed: 1. Prepare a non-patient specific medication a. Reconstitute a bulk liquid medication b. Prepare immunizations for future use 2. Pre-package unit dose medications a. Utilize packaging machine to correctly prepare label and document assigned medications 3. Draw up oral syringes a. Draw up oral syringes with assigned medication, ensuring proper labeling and documentation logs 4. Long-term care medications a. Prepare blister packs for 30-day supply with assigned medications 5. Sterile Compounding a. If part of curriculum practice assigned sterile compounding medications 6. Non-sterile compounded preparations a. Prepare and compound a cream/ointment b. Prepare an irrigation solution 7. Emergency Kits 8. Emergency Carts 9. Bulk Compounding a. Prepare a batch of a non-sterile preparation 10. Chemotherapy	*Examples:* Incorporate the following examples into your experiential rotations as applicable: ○ Non-Patient Specific medications ○ Pre-package unit dose medications ○ Oral syringes ○ Long-term care medications ○ Non-sterile compounded preparations ○ Sterile compounded preparations ○ Emergency kits ○ Emergency carts ○ Bulk compounding ○ Chemotherapy or hazardous drug preparations ○ Controlled substances ○ Investigational drugs (including off-label indications, emerging drug therapies, immunotherapy, biologic agents, pharmacologic therapies)

	○ Accurate documentation and recordkeeping requirements ○ Compliance with applicable state and federal laws and regulations ○ Formulary and institutional policy considerations ○ Safety considerations ○ Storage requirements ○ Required devices, equipment, and supplies ○ Ethical considerations related to medication handling and patient safety	a. Prepare a simulated chemotherapy agent 11. Hazardous drug preparations a. Prepare a medication that requires special handing 12. Controlled substances a. Follow steps to prepare and dispense oxycontin tablets or fentanyl patches for both patient specific and for ADC loads 13. Investigational Drugs a. Simulate steps on preparing an investigational medication with regards to an oral or infusion therapy, reviewing the regulatory steps and proper documentation and blinding standards Ask students to identify errors, risk points, proper procedure misadventures and other opportunities for the following scenarios: 1. Observing a pharmacist or technician removing a controlled substance from the secured area and placing it in their pocket 2. An RN infuses an investigational agent on the wrong patient 3. A batch of oral syringes are noted to have the incorrect concentration stated on the label 4. A chemotherapy agent is dropped and spilled in the pharmacy 5. The nursing home calls and reports the blisters packs received for *Patient-A* has *Patient-B* on the labels 6. A nurse calls to inform that they just spiked a morphine infusion and had to dump it down the drain due to a hole in the bag	

		7. You accidentally pulled a study investigational agent to make an infusion for a patient who is not on the study. The pharmacist missed this on the check, and the nurse already infused it	

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.12 Maintain pharmacy facilities and equipment.	*Examples:* Provide instruction on how pharmacy technicians maintain pharmacy facilities and equipment, including topics such as: ○ Policies and procedures for sanitation management and hazardous waste handling ○ Importance of maintaining a clean and neat work environment ○ How to accurately calibrate weighing or counting devices, fluid compounders, or syringe pumps ○ Sample guidelines for trouble shooting, maintain and repairing electronics relevant devices ○ Following manufacturers' guidelines in troubleshooting, maintaining, and repairing electronic devices used in preparing and dispensing medications	*Examples:* Have students practice procedures for maintaining pharmacy facilities and equipment, such as automated dispensing equipment, and equipment requiring calibration. Practice calibrating weighing and counting devices, fluid compounders and syringe pumps in a simulated setting. Practice or simulate practice of appropriately troubleshooting, maintaining and/or repairing selected devices. Give descriptions of sanitation management and hazardous waste handling, some using appropriate procedures and others not. Ask the students to differentiate if proper procedures are being used or not and how to correct the situations in which they are not.	*Examples:* Have students follow the policies and procedures for sanitation management and hazardous waste handling at the experiential site, in accordance with relevant laws and regulations. Maintain a clean and neat work environment at the experiential site. Accurately calibrate weighing or counting devices, fluid compounders, or syringe pumps at the experiential site. Follow manufacturers' guidelines in troubleshooting, maintaining, and repairing electronic devices used in preparing and dispensing medications.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**

5.13 Use information from Safety Data Sheets (SDS).	*Example:* Provide instruction on how pharmacy technicians use information from Safety Data Sheets (SDS).	*Example:* Simulate following instructions on a safety data sheet.	*Example:* Locate and accurately follow instructions on safety data sheets at the experiential site.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.14 Describe the Drug Supply Chain Security Act (DSCSA) for product tracking, tracing, and handling requirements.	*Example:* Provide instruction on the Drug Supply Security Act (DSCSA) and provide purpose and understanding of the Federal law and how it protects patients from harmful drugs entering the supply chain.		

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.15 Use current technology to ensure the accuracy of medication dispensing.	*Examples:* Provide instruction to ensure understanding and can appropriately use current pharmaceutical technologies to support accurate preparation, dispensing, and documentation of medications in the healthcare environment. Didactic content may address: ○ Pharmacy management systems and electronic health record interface ○ Databases for processing and inventory management ○ Secure use of email communications ○ Automated dispensing cabinets ○ Barcode scanning	*Examples:* Students use electronic medication information databases to simulate filling processes, including use of barcode scanning and automated dispensing cabinets, typically used in their jobs. Students access and navigate internet resources and drug information systems to simulate helping the pharmacist identify potential medication related issues. Students simulate filling of automated devices and equipment.	*Examples:* Students use pharmacy management systems, barcode scanning technologies, automated dispensing, storage, and counting technologies to ensure accurate medication dispensing at experiential site(s). Students use drug information systems, medical records, and secure communication tools to verify dosing, identify potential interactions, and confirm storage and handling requirements at experiential site(s). Students assist pharmacy staff in filling of automated devices and equipment with oversight from the preceptor and/or pharmacist.

	○ Automated counting devices ○ Unit-dose packaging technologies ○ Drug information systems ○ Audit trails, documentation discrepancies, overrides, and system alerts		

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.16 Demonstrate Point of Sale process and adjudication, including collection of payment for pharmacy services.	*Examples:* Provide instruction on how pharmacy technicians collect payment for medications, pharmacy services, and devices (pharmacy reimbursement plans). How to initiate, verify, and manage the adjudication of billing for complex and/or specialized pharmacy services and goods, including topics such as: ○ Third party coverage for a prescription/medication order ○ Identify the reason for claim rejection ○ Recording the receipt of payment ○ Determine taxable items	*Examples:* Simulate collecting payment for medications, pharmacy services, and devices for proper process and practice. Simulate actions needed to verify and accurately input third party coverage for a prescription/medication order. Include situations where prior authorization is required. Practice recording receipt of payments. Operate or simulate operation of a cash register in a simulated setting. Accurately make change during simulated transactions.	*Examples:* Have students follow applicable procedures at the experiential site for collection of payment for medications, pharmacy services, and devices. Obtain needed information from the customer/patient at the experiential site. Verify and accurately input third party coverage for a prescription/medication order at the experiential site. Communicate third party payment coverage information and further action to be taken to customers/patients as needed at the experiential site. Effectively use the cash register at the experiential site. Accurately make change at the experiential site.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.17 Explain accepted procedures in purchasing	*Example:* Provide instruction for the accepted purchasing procedures		*Example:* Observe and then describe the experiential site's procedures for purchasing pharmaceuticals, devices, and supplies.

pharmaceuticals, devices, and supplies.	for pharmaceuticals, devices, and supplies.		

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.18 Manage inventory of medications, equipment, and devices.	*Examples:* Provide instruction on the accepted principles, procedures, and best practices for managing inventory of medications, equipment, and devices within the pharmacy practice setting. Instruction may include, but is not limited to, the following topics: ○ Prime vendor relationships ○ Just-in-time (JIT) inventory systems ○ Identification and classification of pharmaceuticals ○ Durable medical equipment, devices, and supplies to be ordered ○ Alternative methods for obtaining a pharmacy item that is not available (e.g., secondary wholesalers, 503b pharmacies, emergency sourcing, therapeutic alternatives) ○ Policies and procedures for receiving, inventory and verification of specifications against the original order ○ Policies and procedures for proper placement and storage of pharmaceuticals, durable medical equipment, devices, and supplies in accordance with manufacturer requirements	*Examples:* Students simulate inventory control procedures. Provide simulated materials for students to review to determine inventory needs for ordering. Have students discuss scenarios in which a needed pharmacy item is not available and how they might handle this situation. Provide simulated materials for students to practice proper placing into storage. Provide simulated materials for students to review and identify items needing to be removed. Student should identify the appropriate reason for removal and follow proper documentation procedures. Provide simulated materials for students to repackage as appropriate and complete the required documentation. Have students simulate recording of controlled substances being received, proper storage, and removal procedures from inventory. Simulate the filling of automated devices/equipment.	*Examples:* Apply accepted procedures in inventory control at the experiential site. Follow the experiential site's policies and procedures for verifying specifications on original orders when receiving inventory. Follow established policies and procedures for removing inventory items as needed at the experiential site. Follow established policies and procedures for documenting repackaging and the appropriate removal from inventory at the experiential site. Follow the experiential site's policies and procedures to deter theft and/or medication diversion. Follow the experiential site's policies and procedures to maintain a record of controlled substances received, stored, and removed from inventory. Students fill automated devices/equipment with oversight from preceptors.

	○ Policies and procedures for documenting, repackaging, and/or removing from inventory expired/discontinued pharmaceuticals, durable medical equipment, devices, supplies, or recalled items in these same categories ○ Policies and procedures for the prevention, detection, and reporting of theft and/or medication diversion ○ Policies and procedures to maintain accurate records of controlled substances received, stored, transferred, and removed from inventory ○ Operation of different equipment ○ Understanding the functionality, limitations, and workflow integration of different inventory systems	Simulate concepts related to automated dispensing systems and emergency medication supply by having students review and interpret automated dispensing cabinet reports (e.g., outdated reports, low-use or seldom-used medication reports), manage "never out" medications required for rare and high-risk clinical situations, and use technologies for monitoring and securing medication inventory (e.g., RFID systems for code cart medications, barcode verification, electronic tracking).	

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**

5.19 Describe the management of product recall, product shortages, and medication error reporting.	*Example:* Provide instruction on how pharmacy technicians utilize procedures and communication channels for medication-related events, including: ○ Drug shortage(s) ○ Product recall(s) ○ Medication error(s)	*Examples:* Simulate a product recall and ask students to respond. Simulate a product shortage and ask students to respond. Simulate a medication error and ask students to respond.	*Examples:* Have students follow applicable procedures at the experiential site in the event of a product recall. Have students follow applicable procedures at the experiential site in the event of a product shortage. Have students follow applicable procedures at the experiential site in the event of a medication error. Have students follow applicable procedures at the experiential site in the event of problem other than a recall, shortage or error.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.20 Describe accepted procedures utilized in identifying disposing of medications and supplies.	*Example:* Provide instruction on accepted procedures utilized in identifying and disposing of medications and supplies.	*Example:* Have expired medications and supplies in the simulated lab for students to identify and utilize proper procedures of disposing of the medications.	*Example:* Students use procedures of the site to identify medications and supplies that require disposal and utilize proper procedures, with the oversight and supervision of the preceptor and/or pharmacist.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.21 Process, handle, and demonstrate administration technicians of immunizations and other injectable medications.	*Example:* Provide instruction on accepted procedures in processing, handling, and proper technique for administering immunizations and other injectable medications.	*Example:* Have students practice processing, handing and proper technique to administer immunizations and other injectable medications following accepted procedures.	*Example:* Have students act in accordance with relevant laws and regulations, using procedures of the site, to process, handle, and administer with proper technique immunizations with the oversight and supervision of the preceptor and/or pharmacist.

Patient Care, Quality and Safety Knowledge and Skills

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.22 Demonstrate patient- and medication-safety practices (e.g., management of high alert, high risk, tall man lettering, look-alike/sounds-alike medications).	*Examples:* Provide instruction that enables students to recognize, apply, and support patient-safety and medication-safety practices to reduce risk of medication errors. Didactic content may address: ○ The scope of a technician's role in preventing medication errors ○ Global and institutional programs for reducing and reporting medication errors ○ High-alert and high-risk medications ○ Specialized handling, storage, and labeling ○ Strategies to prevent a known medication error from reoccurring.	*Examples:* Simulate common errors that may occur for a pharmacy technician during their job functions and how patient and medication-safety practices can be implemented to mitigate this risk. Provide students with a simulated scenario of a significant adverse drug event (ADE) and help identify strategies for preventing its reoccurrence. Simulate identifying, storing, and labeling high-risk medications in the pharmacy setting.	*Examples:* Students observe the experiential site's approach to preventing and reporting medication errors. If a clinically significant ADE is identified at the experiential site, have students observe or participate in formulating strategies for preventing its recurrence.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.23 Explain basic safety and emergency preparedness applicable to pharmacy services (e.g., floods, hurricanes, robberies, bio-terrorism, terrorism).	*Examples:* Provide instruction, detailing essential protocols and procedures needed to maintain safety and operational continuity during natural disasters, security threats, and large-scale public health emergencies. Emphasis should be placed on the pharmacy technician's role in assisting pharmacists while ensuring all actions remain legally compliant.	*Examples:* Simulate a natural disaster and have students explain the technician's role in inventory protection (e.g., moving medications to higher shelves in a flood risk, identifying and ensuring certain refrigerators are on backup generators to maintain appropriate medication storage) and helping the pharmacist determine appropriateness of using emergency refill laws.	*Examples:* Inform students of emergency preparedness policies and procedures at the experiential site. Have students demonstrate the emergency preparedness skills and procedures if such an event occurs at the experiential site.

	Instructional topics may include, but are not limited to: ○ Safety and emergency preparedness (e.g., floods, hurricanes) ○ Security threats (e.g., robberies, suspicious activity) ○ Bio-terrorism and terrorism response ○ Assisting in emergent patient situations ○ Acting in accordance with operational procedures and state and federal regulations	Simulate a robbery in the pharmacy and identify immediate procedures (e.g., observation, de-escalation, and compliance) and post procedures (e.g., DEA for 106, state-specific reporting requirements) pharmacy staff may be required to perform.	

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.24 Perform medication histories as part of the medication reconciliation process.	*Example:* Provide instruction on how pharmacy technicians perform medication histories as part of the medication reconciliation process.	*Example:* Simulate performing medication histories as part of the medication reconciliation process.	*Example:* Perform medication histories as part of the reconciliation process under the supervision of the preceptor and/or pharmacist at the experiential site.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**

5.25 Demonstrate point-of-care testing (e.g., glucose monitoring, cholesterol screening, blood pressure, temperature).	*Examples:* Provide instruction on how pharmacy technicians perform point of care testing, including topics such as: ○ Defining different point-of-care tests (e.g., glucose monitoring, cholesterol screening, blood pressure and temperature) ○ Acting in accordance with state laws and regulations	*Examples:* In a simulation environment, have student identify which point-of-care testing would be appropriate for a particular medication/disease state. Students should be able to properly interpret results: ○ Glucose monitoring and A1C monitoring for a diabetic patient (e.g., metformin, insulin) ○ Blood pressure monitoring for a hypertensive patient (e.g., ACE inhibitor, beta blocker) ○ Cholesterol screening for a hyperlipidemic patient (e.g., atorvastatin, simvastatin) Have students explain which point of care testing pharmacists can perform versus which types of pharmacy technicians can perform according to state laws and regulations.	*Examples:* Have students identify and perform which point-of-care testing would be appropriate for a particular medication/disease state. Students should be able to properly interpret and document the results: ○ Glucose monitoring and A1C monitoring for a diabetic patient (e.g., metformin, insulin) ○ Blood pressure monitoring for a hypertensive patient (e.g., ACE inhibitor, beta blocker) ○ Cholesterol screening for a hyperlipidemic patient (e.g., atorvastatin, simvastatin) Have students explain which point-of-care testing pharmacists can perform, versus which types pharmacy technicians can perform, according to state laws and regulations.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.26 Verify measurements, preparation, and/or packaging of medications produced by others.	*Examples:* Provide instruction on how pharmacy technicians verify measurements, preparation, and/or packaging of medications produced by other healthcare professionals. Explain how state laws and regulations determine what activities regarding verifying the measurements, preparation, and/or packaging of medications	*Examples:* Have students check each other's work in the lab to assess the correctness of medications produced by other technicians including measurements, preparation technique, and packaging. Have students use a pharmacy law book and other State Board of Pharmacy resources to illustrate how state law regulates the scope of practice for technicians.	*Examples:* Have students assist the pharmacist per experiential site procedures, acting in accordance with state laws and regulations. Have students check colleagues work at the experiential site, if possible.

	produced by other technicians can be delegated to technicians.		

Regulatory and Compliance Knowledge and Skills

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.27 Demonstrate application of state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances.	*Example:* Provide instruction on state and federal laws pertaining to processing, handling, and dispensing of medications (including controlled substances), with topics such as: ○ Policies and procedures for monitoring the practice site and/or service area for compliance with federal, state, and local laws, regulations, and professional standards.	*Example:* When processing simulated controlled substance prescriptions, ensure the proper regulations and processes are followed correctly.	*Example:* Act in accordance with current state and federal laws according to the location of the program site, when performing pharmacy technician duties.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.28 Discuss state and federal laws and regulations pertaining to pharmacy technicians, including obtaining and maintaining registration, licensure, and/or certification to work as a pharmacy technician.	*Example:* Provide instruction on laws pertaining to pharmacy technicians and the process and responsibilities required to obtain and maintain registration and/or licensure.	*Examples:* Have students see and work on the proper paperwork required to complete and submit for registration and/or licensure as a pharmacy technician. In simulations, students describe/explain proper processes to act in accordance with current state and federal laws pertaining to the location of the program site, when performing pharmacy technician duties.	*Example:* Students act in accordance with current state and federal laws according to the location of the program site, when performing pharmacy technician duties.

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.29 Describe the pharmacy technician's role, pharmacist's role, and other occupations in the healthcare environment.	*Examples:* Provide Instruction on the roles and responsibilities of the pharmacy technician, pharmacist, and other healthcare professionals within the healthcare environment and delivery system, including both traditional and non-traditional roles of pharmacy technicians. Instruction may include, but is not limited to: ○ The pharmacy technician's role in the medication-use process ○ The pharmacy technician's role in supporting pharmacy and healthcare technologies (e.g., automation, electronic health records, medication management systems) ○ Non-traditional and expanded roles the pharmacy technician may experience (e.g., buyer/procurement specialist, reimbursement or billing specialist, auditor, quality and compliance support ○ The pharmacist role in the healthcare environment, including dispensing oversight, clinical activities, patient care responsibilities interprofessional collaboration, and leadership roles ○ An overview of the roles of other healthcare providers and support personnel, including:	*Examples:* Students are presented with a mock case which moves through a medication-use process (e.g., prescribing and order entry, verification and clinical review, medication preparation and distribution, administration, monitoring labs, insurance, inventory). Students are assigned to describe the various healthcare providers and support staff that would be involved and their role. Students simulate the role of Tech-Check-Tech, medication reconciliation process, and other methods to assist the pharmacist. Students simulate gathering information for medical reconciliation, patient histories, and patient reminders for medications.	*Examples:* Students will observe and participate as permitted in the role of a pharmacy technician and reflect on their interactions between pharmacy personnel and other members of the healthcare team across the medication-use process.

	▪ Prescribers (MD, DO, PA, NP) ▪ Nurses ▪ Patient Care Support Staff ▪ Laboratory Technicians ▪ Radiology Technicians ▪ Social Workers and Case Managers ▪ Environmental Staff ▪ Dietary Staff		

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.30 Explain the importance of regulatory and related agencies, such as: Occupational Safety and Health Administration (OSHA), National Institute of Occupational Safety and Health (NIOSH), Institute for Safe Medication Practices (ISMP), The Joint Commission (TJC), US Food and Drug Administration (FDA), United States Pharmacopeia (USP), Institute for Healthcare Improvement (IHI), National Coordinating Council for Medication	*Examples:* Provide instruction that enables the pharmacy technician to explain the role, authority, and importance of key regulatory and safety organizations. Didactic content may address workplace practices related to: o Blood-borne pathogens o Safety Data Sheets (SDS) o Hazardous drugs o Controlled substances o Personal protective equipment (PPE), eyewash, spill kits	*Examples:* Simulate a potential staff blood-borne pathogen exposure (e.g., needle stick), and have students describe the necessary steps that would occur and how it can be prevented based on regulatory and related agency information. Have students locate the most current NIOSH List of Hazardous Drugs in Healthcare Settings and explain how its use helps reduce occupational exposure risks and promotes safe handling practices. Have students identify federal and state laws related to controlled substances in pharmacy practice and explain how these laws affect handling, dispensing, recordkeeping, and security. Have students identify OSHA standards relevant to pharmacy settings and describe their role in protecting employees through hazard communication, PPE requirements, and exposure prevention.	*Examples:* Students identify site-specific blood-borne pathogen protocols and explain the exposure prevention and emergency response procedures. Students access the latest NIOSH guidelines to identify hazardous at the experimental site, and explain how to apply site SOPs to ensure safe handling and exposure prevention.

Error Reporting and Prevention (NCC MERP), Drug Enforcement Administration (DEA).			

STANDARD	LEARNING MODALITIES		
	Didactic	**Simulated (Lab)**	**Experiential**
5.31 Describe Protected Health Information (PHI) and maintain compliance with all Health Insurance Portability and Accountable Act (HIPAA) regulations.	*Example:* Provide instruction on the Health Insurance Portability and Accountability Act and related legal and ethical requirements for safeguarding the confidentiality of patient information.	*Example:* Simulate common patient confidentiality situations.	*Example:* Observe legal and ethical guidelines for safeguarding the confidentiality of patient information at the experiential site. Ensure that the site HIPAA regulations are demonstrated or verbalized.