



## **PRE-SURVEY QUESTIONNAIRE AND SELF-ASSESSMENT CHECKLIST FOR ACCREDITATION OF PHARMACY TECHNICIAN EDUCATION AND TRAINING PROGRAMS**

### **PURPOSE**

The pre-survey questionnaire serves to maximize the effectiveness and efficiency of the ASHP-ACPE accreditation survey team when conducting an on-site survey. It provides a mechanism for the survey team and the practice site to collaborate more productively in assessing the pharmacy technician education and training program. By completing the questionnaire before the survey visit, the team receives important information in advance that might otherwise take hours to extract on-site. Additionally, the questionnaire should serve as a valuable pre-survey instrument that alerts the program to any areas of possible non-compliance with the accreditation standard for pharmacy technician education and training. The survey process is intended to be thorough in its evaluation, consultative in nature, and educational for all involved.

### **PROCESS**

The pre-survey questionnaire is designed to coincide with the *ASHP-ACPE Accreditation Standards for Pharmacy Technician Education and Training Programs*. Therefore, it is imperative that you complete the questionnaire with the standard in hand. The questionnaire, like the standard, comprises six segments identified as Standard 1 through 6. Within each segment the specific requirements are listed in the same sequence as they appear in the standard. To the right of each requirement are four blank spaces where you **must** indicate your program's level of compliance with that requirement (i.e., Full Compliance - FC; Partial Compliance - PC; Non-Compliance - NC; or Not Applicable - NA). Any requirement checked Non-Compliant, Partial Compliance, or Not Applicable must be explained in the "Comments" section.

An important element for completing the pre-survey questionnaire is the "Attachments." Attachments are requested at the end of each segment of the questionnaire. Attachments are essential for the survey team to gain a thorough understanding of the program and to provide the best possible evaluative feedback.

### **REQUIREMENTS**

Three complete sets of the questionnaire, along with the required attachments, **must** be completed and returned to the Accreditation Services Office, American Society of Health-System Pharmacists, 4500 East West Highway, Suite 900, Bethesda, MD. 20814, no less than **45 days prior** to the scheduled on-site survey. This will allow adequate time for ASHP-ACPE to process the documents and mail them to the survey team for review.

The questionnaire **does not** require that all information important to the team's evaluation of the pharmacy technician education and training program be provided in advance of the survey for one or more of the following reasons:

- providing certain information in advance may not be practical because of the need for excessive photocopying (e.g., pharmacy technician training manual, pharmacy technician program records);
- other information may be too complex to review without the assistance of someone from the practice site (e.g., laboratory data work sheets); and
- compliance with some standards, particularly in cases where varied interpretations might arise, would be difficult to evaluate without an on-site review (e.g., physical design and layout of laboratory, compliance with laws).

A separate list of documents that must be available for review during the survey is enclosed.

Thank you in advance for completing the pre-survey questionnaire. We feel its use will lead to a more productive and efficient accreditation survey.

**PRE-SURVEY QUESTIONNAIRE AND SELF-ASSESSMENT CHECKLIST  
FOR ACCREDITATION OF A PHARMACY TECHNICIAN EDUCATION AND TRAINING PROGRAM**

---

Date Submitted: \_\_\_\_\_

Name of Training Site: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

School Administrator: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Program Director: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

**Critical factors are indicated by bold font.**

FC PC NC NA

**1: Administration**

1.1 Organizational Accreditation

1.1.a. The organization conducting the program is accredited, when applicable, by the appropriate agency or agencies. Please specify name of accrediting agency: _____				
1.1.b. The organization is responsible for ensuring compliance with the requirements of <i>ASHP-ACPE Accreditation Standards for Pharmacy Technician Education and Training Programs</i> .				
1.1.c. The program is subject to similar general administrative control and guidance employed by the organization for other allied health care training programs.				
<b>1.1.d. The organization conducting the program provides financial support to the program sufficient to enable the program to achieve its stated goals.</b>				
<b>1.1.e. The organization ensures that physical facilities for all parts of the program are appropriate, safe, and sufficient to enable students to meet the programs' educational goals.</b>				
1.1.f. The organization ensures that physical facilities allow for confidential meetings between students and faculty.				

1.2 Strategic Plan

1.2.a. The program has a strategic plan that is reviewed and revised, if appropriate, at least annually.				
1.2.b. The plan reflects the role of the program within the community.				

	FC	PC	NC	NA
1.2.c. The plan includes long-term program goals; specific measurable objectives; strategies for achieving the goals and objectives; and a schedule for analyzing and evaluating the plan, and progress on the plan.				
<b>1.2.d. The plan addresses program outcomes.</b>				
<b>1.3 Program Director Authority and Responsibility</b>				
1.3.a. The program director has authority and responsibilities that are commensurate with those of other allied health, technical, or vocational training programs offered by the organization.				
1.3.b. The program director has appropriate authority to direct all aspects of training.				
1.3.c. The program director has the opportunity to contribute to the development, revision, and selection of qualifications of applicants for acceptance as trainees.				
<b>1.4 Advisory Committee</b>				
<b>An advisory committee comprising a broad-based group of pharmacists, faculty, pharmacy technicians, and others as deemed appropriate is established and meets at least twice a year.</b>				
<b>The advisory committee has specific authority for affirming:</b>				
<b>1.4.a. the curriculum makes possible the attainment of all educational goals and objectives;</b>				
<b>1.4.b. criteria for experiential training sites;</b>				
<b>1.4.c. criteria for admission;</b>				
<b>1.4.d. criteria for successful completion of the program; and,</b>				
<b>1.4.e. the training program's strategic plan.</b>				
<b>1.5 Non-Discriminatory Practice</b>				
Reasonable accommodation is made for students and applicants with disabilities.				
<b>1.6 Information about the Program</b>				
The organization provides applicants with information about:				
1.6.a. qualifications to enroll;				
1.6.b. the purpose of the training program;				
1.6.c. requirements for state registration or licensure as a pharmacy technician;				
1.6.d. legal restrictions on national and state registration;				
1.6.e. prospects for employment;				
1.6.f. realistic salary expectations or referral to local, state, or national statistics for salary expectations;				
1.6.g. total program cost; and,				
1.6.h. the program's dismissal policies.				

FC PC NC NA

1.7 Records

Records related to the following are maintained and stored for three years or the time period specified in institutional policy:

- 1.7.a qualifications of the program director and instructors;
- 1.7.b training activities that delineate the scope and period of training;
- 1.7.c activities performed in the didactic, simulated, and experiential segments of the program; and,
- 1.7.d annual review of the qualifications of the experiential training sites, experiential training site pharmacy services, and the onsite experiential site coordinator.


ATTACHMENTS:

- Copy of the strategic plan for the program. Label as Appendix A.
- Copies of minutes of Advisory Committee meetings for the past year. Label as Appendix B.
- List of Advisory Committee members, including title and work location. Label as Appendix C.
- Policy for dismissal from the program. Label as Appendix D.
- Experiential site information to include: site, contract date, date of last survey, advisory committee approval date (e.g., spreadsheet). Label as Appendix E.

COMMENTS:

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

2.1 Program Director

2.1.a. **The program director:**

- (1) **is accountable for the overall quality of the program; and,**
- (2) **has considerable latitude in delegating instructors' and experiential site coordinators' responsibilities.**


2.1.b. **The program director must:**

- (1) **be a licensed pharmacist or a nationally certified pharmacy technician;**
- (2) **have at least five years of experience in pharmacy practice prior to entering the position;**
- (3) adhere to the state's regulations for licensure or registration in the practice of pharmacy; and,
- (4) demonstrate on-going continuing education in the field of pharmacy and/or education.


2.1.c. If the program director is a pharmacy technician, he/she:

- (1) should have graduated from an ASHP-ACPE-accredited pharmacy technician training program; and,

--	--	--	--

	<u>FC</u>	<u>PC</u>	<u>NC</u>	<u>NA</u>
<b>(2) possesses or is pursuing actively, with a written plan for achieving, an Associates Degree or an appropriate state teaching credential at a minimum.</b>				
2.1.d. The program director:				
(1) is a member of a national pharmacy or education association and a state pharmacy association; and,				
(2) ensures that memberships in pharmacy and education associations are represented among the program faculty members.				
<b>2.1.e. The program director ensures that there is a sufficient complement of appropriate program faculty and staff to meet the needs of the program and to enable compliance with the accreditation standards.</b>				
2.1.f. In the simulated portion of the program, the program director has taken necessary precautions to ensure an effective and safe level of direct supervision of students.				
<u>2.2 Faculty/Instructors</u>				
<b>2.2.a. Faculty/instructors:</b>				
(1) have demonstrated expertise in the areas in which they are instructing;				
(2) adhere to state regulations for licensure or registration to practice as a pharmacist or pharmacy technician; and,				
(3) have a minimum of three years of experience in the practice setting or area of expertise in which they are teaching.				
<u>2.3 Experiential Site Coordinator</u>				
2.3.a. An experiential site coordinator works at each experiential sites and coordinates or oversees students' activities at the practice site.				
2.3.b. Experiential site coordinators have:				
(1) demonstrated contribution and commitment to pharmacy practice and patient care.				
(2) at least three years experience in the type of pharmacy setting for which they are training students.				
2.3.c. If experiential site coordinators have delegated training responsibilities, it is to experienced staff members.				
2.3.d. Experiential site coordinators act as a liaisons between sites and the program director to ensure that students receive the intended educational experience and are evaluated effectively.				

**ATTACHMENTS:**

- Academic and Professional Record form for the program director. Label as Appendix F.
- Academic and Professional Record forms for faculty/instructors. Label as Appendix G.
- List of faculty members with their corresponding teaching/course responsibility. Label as Appendix H.
- Academic and Professional Record form for each experiential site coordinator. Label as Appendix I.

COMMENTS:

FC PC NC NA

**3: Education and Training Program**

**3.1 Preparation**

3.1.a. The curriculum prepares students for practice as entry-level pharmacy technicians in a variety of contemporary settings (e.g., community, hospital, home care, long-term care).

--	--	--	--

3.1.b. Students acquire knowledge, skills, and abilities needed for practice.

--	--	--	--

**3.2 Program Currency**

The program’s curriculum is current.

--	--	--	--

**3.3 Program Length and Composition**

3.3.a. The training schedule consists of a minimum of 600 clock hours of health-related education and training, extending over a period of 15 weeks or longer.

--	--	--	--

3.3.b. The period of training includes didactic, simulated, and experiential training.

--	--	--	--

3.3.c. The minimum number of hours for each component is as follows: Didactic – 160 hours; Simulated – 80 hours; Experiential – 160 hours.

--	--	--	--

3.3.d. Students’ experiential activities should be performed in at least two different types of contemporary pharmacy settings, one of which must be a dispensing pharmacy (e.g., hospital, community).

--	--	--	--

3.3.e. Self-paced and hybrid programs document their method of time calculation for the didactic portion of the program.

--	--	--	--

3.3.f. The didactic component of the curriculum progresses from basic to more complex information, concepts, and skills.

--	--	--	--

**3.3.g. Simulated**

(1) The final phase of the simulated component of the program includes observation, feedback, and evaluation by an instructor/faculty member.

--	--	--	--

(2) The simulated component includes sufficient equipment and supplies to realistically simulate an actual work environment.

--	--	--	--

(3) By the end of the simulated component, students perform each skill in a sequential manner the way the skill is performed in a pharmacy.

--	--	--	--

(4) The simulated component of the program is adequate in scope to prepare trainees for practice in a variety of contemporary pharmacy settings.

--	--	--	--

(5) The amount of time each trainee spends in the simulated portion of the program is documented.

--	--	--	--

	<u>FC</u>	<u>PC</u>	<u>NC</u>	<u>NA</u>
(6) Equipment and supplies are appropriate and sufficient to enable students to achieve the program’s educational goals.				
<b>3.3.h. Experiential</b>				
<b>(1) Experiential sites are selected by the program director or a qualified pharmacy technician instructor who participates in the pharmacy technician education and training program.</b>				
(2) Experiential training sites are only in organizations that have sought and accepted outside appraisal of facilities and patient care practices by a recognized organization appropriate to the practice setting.				
(3) The program director or qualified designee (pharmacy technician, pharmacist) documents that each experiential site has proper licensing.				
(4) The program director or qualified designee (pharmacy technician or pharmacist) determines annually that the site employs properly qualified staff and will provide students with experience in a high-quality pharmacy practice.				
<b>(5) The program director or qualified designee (pharmacy technician or pharmacist) determines that students will have the opportunity to practice a sufficiently wide range of activities to enable them to prepare for the experiential component of the program.</b>				
<b>(6) The program director or designee reviews experiential training sites annually.</b>				
(7) The program director ensures experiential sites and the technician education and training program have affiliation agreements that are up-to-date.				
(8) The program director and faculty ensure adequate and appropriate experiential sites for the experiential portion of the program.				
<b>3.4 Sequence of Instruction</b>				
The sequence of activities to transition from simulated to experiential is: observation (student observes expert performing task); simulation (including observation, feedback, and evaluation by an expert); and, experiential performance under supervision.				
<b>3.5 Distance Education</b>				
3.5.a. Distance learning programs seeking ASHP-ACPE accreditation comply with this accreditation standard.				
3.5.b. Program directors and faculty of distance education programs make appropriate and effective use of technology to teach the specified objectives.				
3.5.c. The technology used for distance education is readily accessible by students.				
<b>3.6 Education and Training Program Goals</b>				

	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>NA</b>
<b>3.6.a. The education and training program is based on the following goals that reflect current and future pharmacy technician functions and responsibilities at the entry-level.</b>				
<b>3.6.b Goals</b>				
<b>Personal/Interpersonal Knowledge and Skills</b>				
(1) Demonstrate ethical conduct in all job-related activities.				
(2) Present an image appropriate for the profession of pharmacy in appearance and behavior.				
(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.				
<b>Foundational Professional Knowledge and Skills</b>				
(8) Demonstrate understanding of healthcare occupations and the health care delivery system.				
(9) Demonstrate understanding of wellness promotion 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.				
(10) Demonstrate commitment to excellence in the pharmacy profession and to continuing education and training.				
(11) Demonstrate knowledge and skills in areas of science relevant to the pharmacy technician's role, including anatomy/physiology and pharmacology.				
(12) Perform mathematical 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.				
(14) Demonstrate understanding of major trends, issues, goals, and initiatives taking place in the pharmacy profession.				
(15) Demonstrate understanding of non-traditional roles of pharmacy technicians.				
(16) Identify and describe emerging therapies.				
(17) Demonstrate understanding of the preparation and process for sterile and non-sterile compounding				



FC PC NC NA

**Processing and Handling of Medications and Medication Orders**

(18) Assist pharmacists in collecting, organizing, and recording demographic and clinical information for direct patient care and medication-use review.				
(19) Receive and screen prescriptions/medication orders for completeness, accuracy, and authenticity.				
(20) Assist pharmacists in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices.				
(21) Prepare non-patient-specific medications for distribution (e.g., batch, stock medications).				
(22) Distribute medications in a manner that follows specified procedures.				
(23) Practice effective infection control procedures, including preventing transmission of blood borne and airborne diseases.				
(24) Assist pharmacists in preparing, storing, and distributing medication products requiring special handling and documentation [(e.g., controlled substances, immunizations, chemotherapy, investigational drugs, drugs with mandated Risk Evaluation and Mitigation Strategies (REMS))].				
(25) Assist pharmacists in the monitoring of medication therapy.				
(26) Prepare patient-specific medications for distribution.				
(27) Maintain pharmacy facilities and equipment, including automated dispensing equipment.				
(28) Use material safety data sheets (MSDS) to identify, handle, and safely dispose of hazardous materials.				

**Sterile and Non-Sterile Compounding (Choose at least one)**

(29) Prepare medications requiring compounding of sterile products (if selected).				
(30) Prepare medications requiring compounding of non-sterile products (if selected).				
(31) Prepare medications requiring compounding of chemotherapy/hazardous products (if selected).				

**Procurement, Billing, Reimbursement and Inventory Management**

(32) Initiate, verify, and assist in the adjudication of billing for pharmacy services and goods, and collect payment for these services.				
(33) Apply accepted procedures in purchasing pharmaceuticals, devices, and supplies.				
(34) Apply accepted procedures in inventory control of medications, equipment, and devices.				
(35) Explain pharmacy reimbursement plans for covering pharmacy services.				

	<u>FC</u>	<u>PC</u>	<u>NC</u>	<u>NA</u>
<b>Patient and Medication Safety</b>				
(36) Apply patient and medication safety practices in all aspects of the pharmacy technician's roles.				
(37) Verify measurements, preparation, and/or packaging of medications produced by other healthcare professionals (e.g., tech-check-tech).				
(38) Explain pharmacists' roles when they are responding to emergency situations and how pharmacy technicians can assist pharmacists by being certified as a Basic Life Support (BLS) Healthcare Provider.				
(39) Demonstrate skills required for effective emergency preparedness.				
(40) Assist pharmacists in medication reconciliation.				
(41) Assist pharmacists in medication therapy management.				
<b>Technology and Informatics</b>				
(42) Describe the use of current technology in the healthcare environment to ensure the safety and accuracy of medication dispensing.				
<b>Regulatory Issues</b>				
(43) Compare and contrast the roles of pharmacists and pharmacy technicians in ensuring pharmacy department compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.				
(44) Maintain confidentiality of patient information.				
<b>Quality Assurance</b>				
(45) Apply quality assurance practices to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies.				
(46) Explain procedures and communication channels to use in the event of a product recall or shortage, a medication error, or identification of another problem.				

**ATTACHMENTS:**

- Master schedule of students' externships, including facility and time (start and end dates and total hours for each rotation for the last 12 months). Label as Appendix J.
- Examples of completed experiential site inspection criteria checklists. Label as Appendix K.
- Sample completed contract for experiential sites. Label as Appendix L.
- Cross reference between goals and syllabi including all courses and components (didactic, simulated, and experiential) that includes schedule of activities, educational goals and objectives. Label as Appendix M.
- List of required coursework for award of a certificate and, if applicable, for each type of degree offered. Label as Appendix N.

**COMMENTS:**

**4: Students**

**4.1 Student Recruitment, Acceptance, and Enrollment**

4.1.a. A policy and process is documented and provided to student recruitment personnel (staff who enroll prospective students, such as telephone marketers, enrollment advisors, and admissions representatives), that includes guidance to them as follows:

- (1) prior to the application process, providing prospective applicants complete and accurate information on the total student financial obligation they will incur by participating in the program;
- (2) prior to enrollment, providing students complete and accurate information about financing options and answering any questions; and,
- (3) prior to enrollment, informing students that 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.b. Subject to and in accordance with applicable state and/or territorial laws, the organization has established qualifications that applicants must possess to ensure that they are reasonably likely to be able to achieve the educational goals and objectives of the program.**

**4.1.c. Subject to and in accordance with applicable state and/or territorial laws, the organization has determined with reasonable certainty, prior to acceptance of the applicant, that the applicant has proper qualifications to enroll. At a minimum, students:**

- (1) are attending high school, possess a high school equivalency certificate, or are high school graduates;
- (2) have English language proficiency (including reading, writing, and speaking), except in cases where the native language of the country or territory in which the program is taking place is different (e.g., Puerto Rico);
- (3) have math proficiency sufficient to fulfill the requirements of pharmacy technician job responsibilities; and,**
- (4) meet the minimum age requirements, which is based on state requirements for employment of pharmacy technicians.


4.1.d.

- (1) Subject to and in accordance with applicable state and/or territorial laws, the program has a documented process to assess students' background pertaining to any illicit drug use and criminal background.

--	--	--	--

(2) Students' background pertaining to any illicit drug use and criminal background is used to make appropriate decisions regarding acceptance.

FC	PC	NC	NA

**4.2 Student Identity Verification**

Distance learning programs and program-related off-campus activities verify that students who registered for distance education or are participating in program-related off-campus activities are the same students attending the clinical experiential portion of the program, receiving credit, and graduating.

--	--	--	--

**ATTACHMENTS:**

- Informational document outlining purpose of training, prospects for employment, and salary expectations that is given to applicants prior to enrollment (e.g., brochure, student handbook, website link). Appendix O.
- Policy for admissions, including policy on background checks and policy on drug testing. Label as Appendix P.
- If program includes distance learning, policy for student identification. Label as Appendix Q.

**COMMENTS:**

**5: Evaluations and Assessments**

**5.1.a. The program director ensures that students' achievement of educational objectives is evaluated appropriately, to include their knowledge, skills, and abilities leading to entry-level pharmacy technician job competencies.**

--	--	--	--

5.1.b. Assessment of students' achievement occurs in each component of the program (didactic, simulated, and experiential).

--	--	--	--

(1) If permitted by the program, policies and procedures have been developed and implemented for transfer credit and course waivers.

--	--	--	--

**5.2 Frequency and Relevance of Students' Evaluation Feedback**

5.2.a. The program director ensures that students' evaluation is ongoing, systematic, and assesses students' progress toward meeting the requirements for graduation.

--	--	--	--

5.2.b. Students receive frequent feedback on their performance that enables them to identify strengths and weaknesses, and gives them direction on how to improve.

--	--	--	--

5.2.c. Evaluations are documented and kept on file.

--	--	--	--

**5.3 Post Program Preparation**

The program director or designee provides students with information and resources to prepare them for employer-accepted and nationally recognized certification, registration, and/or licensure.

--	--	--	--

FC PC NC NA

**5.4 Faculty Evaluation**

- 5.4.a. Faculty members, including the program director, instructors, and site coordinators are evaluated regularly.
- 5.4.b. A faculty evaluation process is defined and implemented, and incorporates feedback from students and graduates.
- 5.4.c. **A process for review and use of the information gained from faculty evaluations for continuous improvement is defined and implemented.**


**5.5 Program Assessment**

**The program’s staff conducts regular and ongoing assessments of program effectiveness and uses the evaluations for continuous improvement of the program.**

**Measures include, but are not limited to:**

- 5.5.a. **performance on national certification or licensure exams;**
- 5.5.b. **program completion;**
- 5.5.c. **program satisfaction, including student, graduate, and employer satisfaction; and,**
- 5.5.d. **job placement.**


**ATTACHMENTS:**

- Sample of completed evaluation forms assessing students’ achievement in each component of the program (didactic, simulation, experiential). Label as Appendix R.
- Description of process for evaluation of faculty by students. Label as Appendix S.
- Completed forms used for students’ evaluation of experiential site coordinators and the site. Label as Appendix T.
- Documentation of students’ pass rates on national certification and/or licensure, program completion rate, program satisfaction (student, graduate, employer), and job placement. Label as Appendix U.

**COMMENTS:**

**6: Graduation and Certificate**

**6.1 Conditions for Graduation**

The program director ensures that a process for determining requirements for graduation is documented and implemented.

--	--	--	--

**6.2 Certificate**

- 6.2.a. Programs recognize those pharmacy technicians who have completed successfully the pharmacy technician training program by awarding an appropriate certificate or diploma.
- 6.2.b. The certificate is signed by the highest ranking officer of the institution and the program director.
- 6.2.c. Programs do not issue certificates to individuals who have failed to complete the prescribed program or to meet the intent of this accreditation standard.


6.2.d. Certificate issued to graduates contain the name of the organization, the program name and location, the student's name, the completion date, and confirmation that the program is ASHP-ACPE-accredited or in an ASHP-ACPE candidate status.

<u>FC</u>	<u>PC</u>	<u>NC</u>	<u>NA</u>

ATTACHMENTS:

- Copy of certificate provided to graduating students. Label as Appendix V.

COMMENTS:

### **Onsite Documents – Technician**

1. Completed affiliation agreements for all training sites
2. Complete student files for three program graduates
3. Three on-going student files for current class
4. Supporting course and materials (all lesson plans from each course including class lectures, exams, schedules, simulation activities, activities performed on externship rotations)
5. Books, references, online products used for training in the program
6. Copies of membership certificates of program director and faculty for pharmacy association and/or education associations at the national and state level.
7. Advisory Committee meeting minutes for three years
8. Simulated component assessment activity checklists
9. All completed experiential site inspections
10. All contracts
11. Academic and Professional Records for all experiential site coordinators
12. Completed timesheets for all time spent by students at experiential sites
13. Documentation of how hours are calculated