Pharmacy Technician Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Pharmacy Technician Program Standards[[1]](#footnote-1)

**Publisher information**

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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard 1.0: Pharmacy Technician

### Performance Standard PT.1.1 Roles and Service

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.1.1.1 Explain the role of the pharmacist. |  |
| CTE PT.1.1.2 Explain the traditional and the advanced role of the pharmacy technician. |  |
| CTE PT.1.1.3 Identify the role of the prescriber. |  |
| CTE PT.1.1.4 Explain the prescription cycle. |  |
| CTE PT.1.1.5 Compare types of pharmacies and other pharmacy services. |  |
| CTE PT.1.1.6 Describe the organization/layout of various pharmacy types. |  |

## Standard 2.0: Legal and Ethical Responsibilities

### Performance Standard PT.2.1 Duties According to Regulations, Policies, and Laws

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.2.1.1 Understand Idaho State Board of Pharmacy Code and Administrative Rules. |  |
| CTE PT.2.1.2 Understand pharmacy record keeping. |  |
| CTE PT.2.1.3 Summarize timelines regarding federal laws. |  |
| CTE PT.2.1.4 Compare licensure, certification, registration, and legislated scope of practice of pharmacy professionals. |  |
| CTE PT.2.1.5 Understand United States Pharmacopeia (USP) Guidelines 795, 797, 800. |  |
| CTE PT.2.1.6 Understand Health Information Portability Accountability Act (HIPAA). |  |
| CTE PT.2.1.7 Recognize Drug Enforcement Administration (DEA) Code of Federal Regulations (number validation). |  |
| CTE PT.2.1.8 Understand the role of the Food and Drug Administration (FDA). |  |
| CTE PT.2.1.9 Understand the related guidelines of the Occupational Safety and Health Administration (OSHA) and safety data sheets (SDS). |  |
| CTE PT.2.1.10 Distinguish between accrediting bodies. |  |
| CTE PT.2.1.11 Demonstrate knowledge of continuing education and training for re-licensure. |  |

### Performance Standard PT.2.2 Professional Standards and Interpersonal Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.2.2.1 Understand the importance of pharmacy culture. |  |
| CTE PT.2.2.2 Recognize various communication types (verbal, non-verbal, written, and electronic). |  |
| CTE PT.2.2.3 Practice conflict resolution. |  |
| CTE PT.2.2.4 Identify personal traits (desirable and undesirable) and attitudes of pharmacy team members. |  |
| CTE PT.2.2.5 Demonstrate professional standards of pharmacy workers as they apply to hygiene, dress, language, confidentiality, ethical and civil behavior, substance and alcohol use and abuse. |  |
| CTE PT.2.2.6 Apply employability skills and requirements in the pharmacy setting. (Refer to CTE Readiness Standards, [http://cte.idaho.gov/educators/](http://cte.idaho.gov/educators/program-standards/)  [program-standards/).](http://cte.idaho.gov/educators/program-standards/) |  |
| CTE PT.2.2.7 Understand various cultural differences and beliefs. |  |
| CTE PT.2.2.8 Practice confidentiality when communicating. |  |
| CTE PT.2.2.9 Understand the implications of social media. |  |
| CTE PT.2.2.10 Practice and demonstrate Health Information Portability Accountability Act (HIPAA). |  |

### Performance Standard PT.2.3 Apply Critical Thinking Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.2.3.1 Evaluate case studies related to pharmacy. |  |
| CTE PT.2.3.2 Set up various role play scenarios that a pharmacy encounters. |  |
| CTE PT.2.3.3 Practice basic concepts of logic and problem solving. |  |

## Standard 3.0: Processing and Handling of Medication and Medication Orders/Prescriptions

### Performance Standard PT. 3.1 Analyzing Prescriptions

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.3.1.1 Differentiate between a prescription and medication order. |  |
| CTE PT.3.1.2 Interpret the prescription/medication order. |  |

### Performance Standard PT. 3.2 Assisting the Pharmacist

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.3.2.1 Utilize technology to input pharmacy data. |  |
| CTE PT.3.2.2 Practice various forms of communication etiquette, including prioritization. |  |
| CTE PT.3.2.3 Collect relevant patient information. |  |
| CTE PT.3.2.4 Critique the prescription refill process. |  |
| CTE PT.3.2.5 Assist with identifying the patient’s need for counseling. |  |
| CTE PT.3.2.6 Demonstrate reconstitution of antibiotic prescriptions. |  |
| CTE PT.3.2.7 Understand medication monitoring programs. |  |
| CTE PT.3.2.8 Discuss a pharmacy audit. |  |

### Performance Standard PT. 3.3 Assist Pharmacist in Special Handling and Documentation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.3.3.1 Explain immunization and wellness programs. |  |
| CTE PT.3.3.2 Understand chemotherapy compounding (USP 800 Guidelines). |  |
| CTE PT.3.3.3 Understand Total Parenteral Nutrition (TPN). |  |
| CTE PT.3.3.4 Identify controlled substances and their processes. |  |
| CTE PT.3.3.5 Document investigational drugs (clinical trials). |  |
| CTE PT.3.3.6 Identify drugs categorized as Risk Evaluation Mitigation Strategies (REMS). |  |

## Standard 4.0: Sterile and Non-Sterile Compounding

### Performance Standard PT.4.1 Compounding Sterile Products

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.4.1.1 Understand universal precautions for sterile compounding. |  |
| CTE PT.4.1.2 Introduce the scope of USP Guidelines as appropriate. |  |
| CTE PT.4.1.3 Understand how to read a label. |  |
| CTE PT.4.1.4 Identify the equipment and technology used in sterile compounding. |  |
| CTE PT.4.1.5 Determine the correct amounts of ingredients. |  |
| CTE PT.4.1.6 Explain reconstitution of sterile products. |  |

### Performance Standard PT.4.2 Compounding Non-Sterile Products

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.4.2.1 Understand universal precautions for non-sterile compounding. |  |
| CTE PT.4.2.2 Introduce the scope of USP Guidelines as appropriate. |  |
| CTE PT.4.2.3 Understand how to read a prescription for compounding. |  |
| CTE PT.4.2.4 Identify the equipment, apparatus, and technology used in non-sterile compounding. |  |
| CTE PT.4.2.5 Determine the correct amounts of ingredients. |  |

## Standard 5.0: Procurement, Billing, Reimbursement, and Inventory Management

### Performance Standard PT.5.1 Assist in the Adjudication of Billing

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.5.1.1 Define the term third party. |  |
| CTE PT.5.1.2 Understand the terminology of insurance billing. |  |
| CTE PT.5.1.3 Demonstrate how to find information on an insurance card. |  |
| CTE PT.5.1.4 Explain pharmacy reimbursement plans. |  |
| CTE PT.5.1.5 Explain ordering system and the technology applied. |  |

### Performance Standard PT.5.2 Accepted Procedure in Purchasing Pharmaceuticals

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.5.2.1 Describe various procedures in purchasing pharmaceuticals. |  |
| CTE PT.5.2.2 Explain controlled substance ordering systems (DEA Form 222). |  |
| CTE PT.5.2.3 Explain ordering system and the technology applied. |  |

### Performance Standard PT.5.3 Accepted Procedures in Inventory Control

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.5.3.1 Differentiate inventory control systems for various drug classifications. |  |
| CTE PT.5.3.2 Explain legal aspects of drug returns from patients. |  |
| CTE PT.5.3.3 Describe reasons for recalled drugs, the two types and the three levels of drug recalls. |  |
| CTE PT.5.3.4 Explain standard procedures for reviewing and removing outdated drug products. |  |
| CTE PT.5.3.5 Explain methods of obtaining drug products from alternate sources. |  |
| CTE PT.5.3.6 Understand formularies in the pharmacy. |  |

### Performance Standard PT.5.4 Processing Payment Options For Medical Products and Services

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.5.4.1 Role play Point of Sale (POS) transactions. |  |
| CTE PT.5.4.2 Verify address and patient information to assure proper dispensing. |  |
| CTE PT.5.4.3 Understand required forms of identification for drug transactions and signature requirements. |  |
| CTE PT.5.4.4 Understand age limits and purchase limits in dispensing certain pharmaceuticals. |  |

## Standard 6.0: Safety

### Performance Standard PT.6.1 Patient Safety

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.6.1.1 Practice effective infection control procedures. |  |
| CTE PT.6.1.2 Define and recognize a possible Drug Utilization Review (DUR). |  |
| CTE PT.6.1.3 Describe the role of Institute for Safe Medical Practices (ISMP), Medical Error Reporting Program (MERP), Joint Commission Accreditation of Hospital Organizations (JCAHO). |  |

### Performance Standard PT.6.2 Practice Medication Safety

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.6.2.1 Identify sound-alike/look-alike drugs. |  |
| CTE PT.6.2.2 Identify high alert/high risk medications. |  |
| CTE PT.6.2.3 Identify common safety strategies. |  |
| CTE PT.6.2.4 Identify quality assurance. |  |
| CTE PT.6.2.5 Practice Tech-Check-Tech. |  |
| CTE PT.6.2.6 Practice receiving verbal orders. |  |

## Standard 7.0: Understand Technology and Informatics

### Performance Standard PT.7.1 Proper Pharmaceutical Dispensing

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.7.1.1 Identify National Association Boards of Pharmacy (NABP) and Idaho BOP requirements in labeling prescriptions. |  |
| CTE PT.7.1.2 Discuss emerging technologies which includes electronic medical records (EMR). |  |
| CTE PT.7.1.3 Describe prescription process (receiving to dispensing). |  |
| CTE PT.7.1.4 Recognize fraudulent prescriptions. |  |
| CTE PT.7.1.5 Understand reliable drug information resources. |  |

## Standard 8.0: Pharmacology

### Performance Standard PT.8.1 Understanding Pharmacokinetics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.8.1.1 Understand absorption, distribution, metabolism, excretion (ADME), and the related organs. |  |

### Performance Standard PT.8.2 Understanding Pharmacodynamics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.8.2.1 Understand drug classifications. |  |
| CTE PT.8.2.2 Recognize generic and brand names of common drugs. |  |
| CTE PT.8.2.3 Identify drug interactions/side effects of commonly prescribed drugs. |  |
| CTE PT.8.2.4 Explain strengths/dosage, dosage forms. |  |
| CTE PT.8.2.5 Differentiate routes of administration. |  |

### Performance Standard PT.8.3 Recognizing Over-The-Counter and Alternative Therapies

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.8.3.1 Recognize over-the-counter (OTC) products. |  |
| CTE PT.8.3.2 Explain vitamins, minerals, and herbal supplements. |  |
| CTE PT.8.3.3 Identify devices and durable medical equipment (DME), i.e., testing devices, first aid, and wound care. |  |

## Standard 9.0: Application of Pharmaceutical Mathematics

### Performance Standard PT.9.1 Apply Mathematics in Pharmaceutical Practice

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.9.1.1 Demonstrate knowledge of Measurement Systems (temperature conversions, conversions from household to metric). |  |
| CTE PT.9.1.2 Demonstrate ratios and proportions (dimensional analysis). |  |
| CTE PT.9.1.3 Understand drug strengths in percentages. |  |
| CTE PT.9.1.4 Demonstrate dosage calculations (based on age, weight, and body surface area; drip rates). |  |
| CTE PT.9.1.5 Compute “Days Supply.” |  |
| CTE PT.9.1.6 Calculate “Quantity to Dispense.” |  |
| CTE PT.9.1.7 Understand “Alligations.” |  |

## Standard 10.0: Recognize and Implement Quality Assurance

### Performance Standard PT.10.1 Application of Assurance Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PT.10.1.1 Understand Risk Management Guidelines and Regulations. |  |
| CTE PT.10.1.2 Determine proper communication channels. |  |
| CTE PT.10.1.3 Understand National Drug Code (NDC). |  |
| CTE PT.10.1.4 Differentiate reporting agencies (MedWatch, Poison Control, pharmaceutical manufacturer, FDA Hotline). |  |
| CTE PT.10.1.5 Understand universal precautions. |  |
| CTE PT.10.1.6 Understand the importance of customer satisfaction. |  |
| CTE PT.10.1.7 Understand pharmacy diversion. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies. |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate. |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios. |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements. |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements. |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study. |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:    1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.    2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.    3. Digital and print resources that provide various levels of readability.    4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.    5. Materials in multiple language formats. |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level. |  |
| 1. The material cross-refers and integrates other content areas. |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. |  |
| 1. The material has activities and assignments that reflect varied learning styles of students. |  |
| 1. The material includes appropriate instructional strategies. |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material. |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content. |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content. |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text. |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand. |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate. |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics). |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning. |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students. |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts. |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance. |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text. |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences. |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking. |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

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1. [Idaho Pharmacy Technician Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/07/Pharmacy-Technician-Program-Standards1.pdf) [↑](#footnote-ref-1)