Pharmacy Technician Education and Training Standards: Update

Janet A. Silvester, PharmD, MBA, FASHP
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Presenter

Holds a B.S. in Pharmacy from the Medical College of Virginia, Virginia Commonwealth University and a Masters in Business Administration from James Madison University and has completed her Doctor of Pharmacy program through Creighton University in Nebraska. Janet has spent 34 years in hospital practice and was the Director of Pharmacy and Emergency Services at Martha Jefferson Hospital in Charlottesville, Va. Janet is currently the Vice President of Accreditation Services where she is responsible for providing strategic direction for all ASHP accreditation programs and services domestically and internationally. Janet is responsible for the growth and development of accreditation programs for pharmacy residency and technician training programs.

Janet is a past president of the Virginia Society of Health-System Pharmacists, and past president of the American Society of Health-System Pharmacists. She is a past recipient of the Virginia Health-System Pharmacist of the Year award, RD Anderson Distinguished Leadership Award, and the Pharmacy Alumnus Service Award from the Medical College of Virginia Alumni Association of Virginia Commonwealth University. Janet is also the recipient of the 2012 American Society of Health System Pharmacists Award for Distinguished Leadership in Health-System Pharmacy Practice.
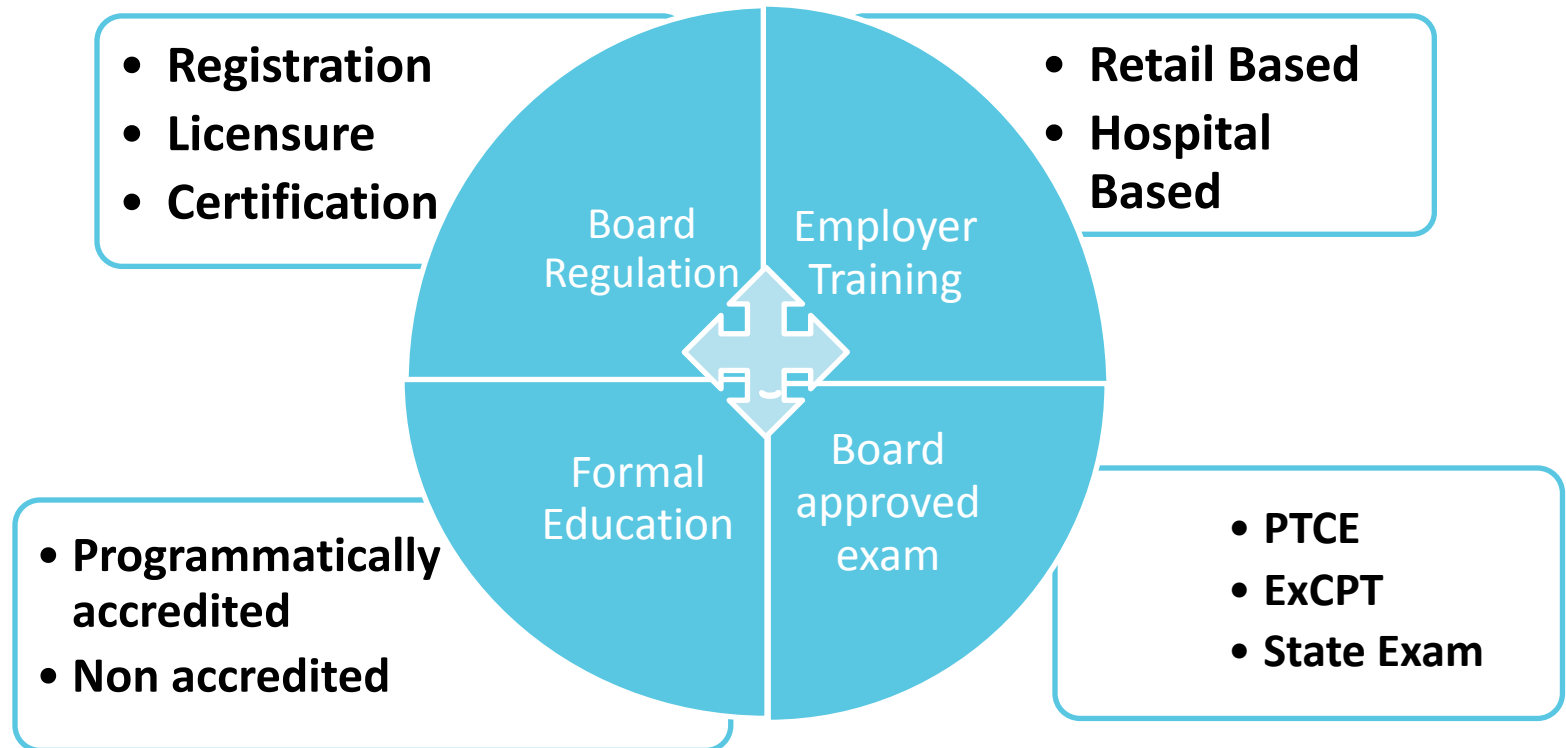
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VARIOUS POINTS OF ENTRY FOR PHARMACY TECHNICIANS

- **Registration**
- **Licensure**
- **Certification**

- **Retail Based**
- **Hospital Based**

- **Programmatically accredited**
- **Non accredited**

- **PTCE**
- **ExCPT**
- **State Exam**

Board Regulation

Employer Training

Formal Education

Board approved exam

TYPES OF PHARMACY TECHNICIAN EDUCATION/TRAINING PROGRAMS

- **Certificate and degree programs in community colleges or technical schools**
- **College of Pharmacy associated programs**
- **Employer sponsored programs**
- **High school programs**
- **Military training programs**
- **Certification review courses**
- **Distance learning**

PHARMACY TECHNICIAN ACCREDITATION COMMISSION (PTAC)

- **ASHP has been accrediting technician programs in the 1970's on a voluntary basis**
- **In 2012, NABP requests for ACPE to participate in pharmacy technician education and training accreditation**
- **PTAC formed through ASHP/ACPE collaboration in 2013**
- **ACPE Board approved ASHP standards, guidelines, and procedures for PTAC**
- **PTAC recommendations require approval of both ASHP and ACPE Boards**
- **First PTAC recommendations to ASHP and ACPE boards for accreditation actions occurred at their June 2015 meetings and were approved**

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PTAC MEMBERS

- **John J. Smith, ED** *Past Chair*

- **Donna S. Wall, BCPS, FASHP** *Chair*

- **Hope Ballard**

- **Angela Cassano, Pharm D, BCPS, FASHP**

- **Michael Diamond, MSc**

- **Jacqueline Hall, RPH, MBA**

- **Charles E. Daniels, PhD**

- **Barbara Giacomelli, PharmD, MBA**

- **Mario S. Garcia, BS, RPHT**

- **Barbara Lacher, BS, RPHTECH, CPHT** *Vice Chair*

- **Lisa S. Lifshin, BS Pharm, ASHP** *Secretary*

LIAISON TO ACPE BOARD OF DIRECTORS

- **Michael A. Moné, RPH, JD, FAPHA**

LIAISON TO ASHP BOARD OF DIRECTORS

- **Kelly Smith, Pharm.D., BCPS, FASHP, FCCP**

PHARMACY TECHNICIAN

Stakeholder Consensus Conference

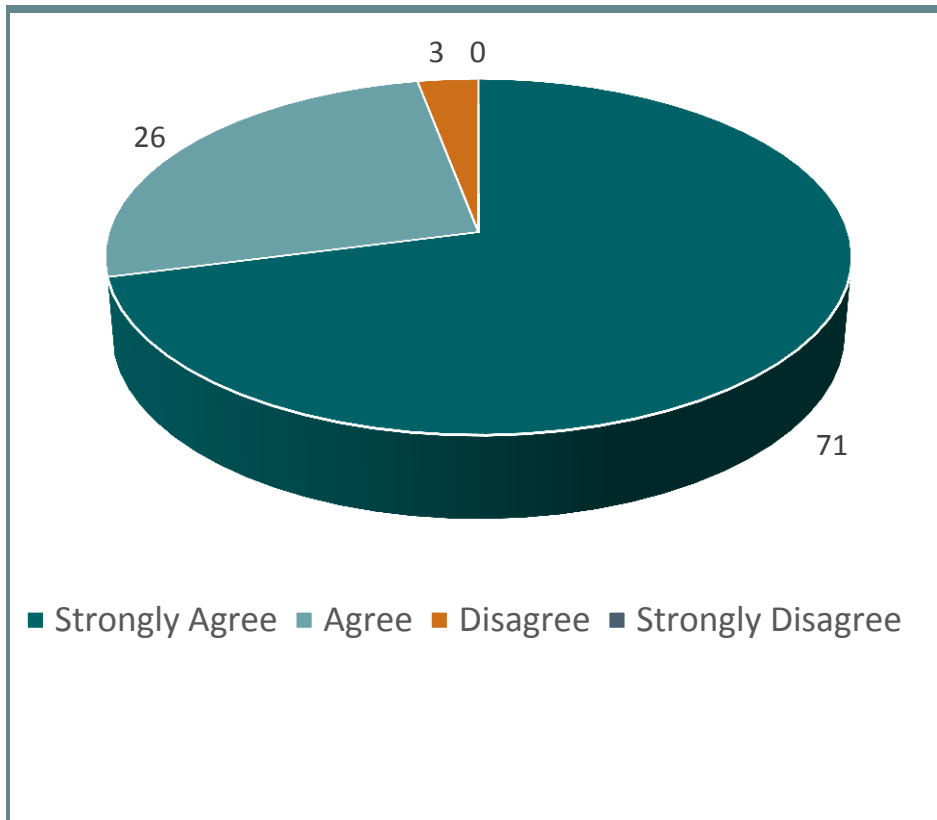http://www.ajhp.org/content/ajhp/early/2017/06/07/ajhp170283.full.pdf?sso-checked=true

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ABOUT THE CONFERENCE

- **Planned by PTCB, ASHP, ACPE with the help of a multi-stakeholder advisory group**

- **Sponsored by the Pharmacy Technician Certification Board**

- **Held February 14 – 16, 2017 in Irving, Texas**

- **89 invited participants**

- **350 individuals participated remotely in the plenary sessions**

- **Attendees included the public, pharmacists and technicians from various types of practice and education settings and public members**

Recommendations from Stakeholder Consensus Conference

- **Defining Pharmacy Technicians**

- **Pharmacy Technician Education**

- **Required Knowledge, Skills, and Abilities of Entry---Level Pharmacy Technicians**

- **Certification of Pharmacy Technicians**

- **State Laws and Regulations on Pharmacy Technicians**

- **Advanced Pharmacy Technician Practice**

- **Moving Forward on Pharmacy Technician Issues**

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EDUCATION OF PHARMACY TECHNICIANS

Pie chart values: 71, 26, 3, 0

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

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

Standard Writing Subcommittee*

- **Tim Koch, RPh, PD,CHC**
  Sr Director, Pharmacy Practice Compliance
  Walmart Corporate Office

- **Kenneth Mark Ey, RPh**
  Vice President of Operations
  CARE Pharmacies Cooperative Inc.

- **Rafael Saenz, PharmD, MS, FASHP**
  Administrator, Pharmacy Services, University of Virginia
  Health System
  Assistant Dean, VCU School of Pharmacy - UVA Division

- **John J. Smith, Ed.D**
  Deputy Superintendent
  East San Gabriel Valley Regional Occupational Program
  & Technical Center
  West Covina, CA
  PTAC Chair

- **Barbara Lacher, BS, RPHTECH, CPHT**
  Assistant Program Director & Associate Professor of
  Pharmacy Technician Program
  North Dakota State College of Science
  PTAC Member

- **Peter H. Vlasses, PharmD, DSc(Hon), FCCP**
  Executive Director
  Accreditation Council for Pharmacy Education

- **Janet A. Silvester, PharmD, MBA, FASHP**
  Vice President, Accreditation Services
  Accreditation Services Office, ASHP

- **Lisa S. Lifshin, RPh, BCNSP**
  Director of Pharmacy Technician Accreditation and
  Residency Services.
  Secretary to PTAC
  Accreditation Services Office, ASHP

- **Sheri Roumell, BS, CPhT, RPT**
  Pharmacy Technology Program Director
  Casper College
  Casper, WY
  ASHP/ACPE Lead Surveyor

- **Donna S. Wall, BCPS, FASHP**
  Clinical Pharmacist
  Indiana University Hospital
  Indianapolis, IN
  PTAC Vice Chair

- **Supported by Angela Cassano, PharmD, BCPS, FASHP**
  President
  Pharmfusion Consulting, LLC
  PTAC Member

*Appointed July 2017

Standard Revision Process

- **Review of the PTSCC recommendations**

- **PTCE job analysis review**

- **ExCPT blue print review**

- **Compared job analyses to the existing standard**

- **Any PTSCC recommended entry-level competencies missing were added**

- **Separated entry-level competencies from advanced-level competencies**

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

Purpose:

- **protect the public by ensuring the availability of a competent workforce;**

- **describe pharmacy technician education and training program development at the Entry-level and Advanced-level;**

- **provide criteria for the evaluation of new and established education and training programs; and**

- **promote continuous improvement of established education and training programs**

SECTION I: COMPETENCY EXPECTATIONS

Entry-Level

- **The program prepares students for practice as Entry-level pharmacy technicians in a variety of contemporary settings (e.g., community, hospital, home care, long-term care) and has students acquire knowledge, skills, behaviors, and abilities needed for such practice.**

Advanced-Level

- **The program prepares students for practice as Advanced-level pharmacy technicians, in a broad range of advanced roles in a variety of contemporary settings (e.g., community, hospital, home care, long-term care) and has students acquire additional knowledge, skills, behaviors, and abilities beyond those of the Entry-level pharmacy technician, needed for such advanced practice.**

Three Sections of the ASHP/ACPE Standards

- **SECTION I: COMPETENCY EXPECTATIONS**
  - Standards # 1 to 5

- **SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF COMPETENCY EXPECTATIONS**
  - Standards # 6 to 13

- **SECTION III: ASSESSMENTS OF STANDARDS AND KEY ELEMENTS**
  - Standards # 14 to 15

SECTION I: COMPETENCY EXPECTATIONS

- **Standard 1: Personal/Interpersonal Knowledge and Skills**
  - Entry-level: 8 Key Elements
  - Advanced-level: 4 Key Elements
- **Standard 2: Foundational Professional Knowledge and Skills**
  - Entry-level: 8 Key Elements
  - Advanced-level: 3 Key Elements
- **Standard 3: Processing and Handling of Medications and Medication Orders**
  - Entry-level: 21 Key Elements
  - Advanced-level: 9 Key Elements
- **Standard 4: Patient Care, Quality and Safety Knowledge and Skills**
  - Entry-level: 8 Key Elements
  - Advanced-level: 5 Key Elements
- **Standard 5: Regulatory and Compliance Knowledge and Skills**
  - Entry-level: 8 Key Elements
  - Advanced-level: 2 Key Elements

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

- **Standard 6: Authority and Responsibility provided to Program Director**
  - 9 Key Elements

- **Standard 7: Strategic Plan**
  - 2 Key Elements

- **Standard 8: Advisory Committee**
  - 5 Key Elements

- **Standard 9: Curricular Length**
  - Entry-level: 4 Key Elements
  - Advanced-level: 2 Key Elements

SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES
Standard 9: Curricular Length

- **Entry-level: 400 hours, ≥ 8 weeks**
  - 300 hours divided as:
    - Didactic – 120 hours
    - Simulation – 50 hours
    - Experiential – 130 hours
  - 100 hours allocated as program director and faculty see fit
- **Advanced-level: 600 hours, ≥ 15 weeks (includes Entry-level hrs)**
  - 460 hours divided as:
    - Didactic – 160 hours (40 more hours beyond Entry-level)
    - Simulation – 100 hours (50 more beyond Entry-level)
    - Experiential – 200 hours (70 more hours beyond Entry-level)
  - 140 hours allocated as program director and faculty see fit

SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES (cont.)

- **Standard 10: Curricular Composition and Delivery (includes distance learning expectations)**
  - 8 Key Elements;
  - Distance Learning – 4 Key Elements
  - Entry-level: Students complete at least **one experiential rotation** in a dispensing pharmacy setting where the student will utilize skills learned during their entry-level curriculum
  - Advanced-level: Students complete at least **one additional experiential rotation**, in addition to any completed during an entry-level program. This advanced experiential rotation takes place in a facility where the student will utilize skills learned during the advanced-level curriculum.
- **Standard 11: Student Recruitment, Acceptance, Enrollment, and Representation -** 8 Key Elements
- **Standard 12: Faculty/Instructors -** 4 Key Elements
- **Standard 13: Documentation -** 8 Key Elements

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SECTION III: ASSESSMENTS OF STANDARDS AND KEY ELEMENTS

- **Standard 14: Assessment of Competency Expectations**
  - 14.1 Student Learning Assessments – 6 Key Elements
  - 14.2 Program assessments – 5 Key Elements
    - (a) program completion;
    - (b) performance on national certification examinations or; performance on a psychometrically valid evaluation;
    - (c) program satisfaction, including student, graduate, and employer satisfaction;
    - (d) job placement; and
    - (e) assessment data used in the continuous quality improvement process is actively maintained.
- **Standard 15: Assessments of Structure and Process**
  - 3 Key Elements

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Standard Revision Process

- **Draft standards were developed by the writing group from August 2017 to January 2018**

- **Draft standards were sent out broadly for stakeholder comment the end of January 2018 , with a two month comment period**

- **The writing group reviewed the stakeholder feedback (500 comments from 50 sources) and provided a draft for further review by the PTAC at their May 2018 meeting for review**

- **PTAC is sending the final draft to ASHP and ACPE Boards for approval at their June 2018 meetings**

- **Approved revised standards will be published with accreditation reviews based on the new standards starting in January 2019**