



PHARMACY TECHNOLOGY
CLINICAL MANUAL

Dear Preceptors,

Thank you for agreeing to be a clinical preceptor for Horry-Georgetown Technical College Pharmacy Technology Program. It is your dedication to training that assists our students in reaching their educational goals. This program consists of 2 terms:

- The spring term consists of 15 weeks, 6 hours per week for a total of 90 hours.
- The summer consists of 10 weeks, 13.5 hours per week for a total of 135 hours.

The student is instructed to contact the site 1 week before the preceptorship starts to set up an appointment and meet in person. Upon meeting, the student will hand the preceptor a new form (Pre-meeting check in with the preceptor) to discuss and fill out

We kindly ask you to complete the professional development (PD) forms every 2 weeks for the full length of the clinical. At the end of the clinical, preceptors will complete a final evaluation form. Students are expected to keep track of their hours by completing the hour sheets, which will be signed by the preceptor. Every semester, the site will be receiving a packet which will include P&P manual, clinical manual, orientation checklist, a letter with assigned students and dates.

The packets will include a clinical schedule illustrating the due dates for the time sheets, and PD forms.

We kindly ask all preceptors to send bi-weekly PD forms and time sheets via the student. Final evaluations and verification of grades should be placed in an envelope (provided) and sealed with the preceptor's signature across the back.

To better prepare all the students, and provide equal opportunity of learning experience, please follow the orientation check list provided. In addition to the orientation checklist, preceptors are always welcomed to challenge the students with other projects to enhance their learning experience. The students will receive a letter grade for their clinical.

The attendance expectation is that the student participates in a fulltime clinical. The student is expected to work with their preceptor's schedule. Attendance is required at 100%. Any missed clinical time must be made up, totaling at least the minimum number of hours for the term.

The purpose of the professional development evaluations is student improvement! Please, make sure that all evaluations are ***reviewed and signed by students*** prior to being enclosed in the envelopes. We require that all students have a copy for their record in case of missing, or lost documents.

Contact Kevin Hope, RPh via email (kevin.hope@hgtc.edu) or phone (843-477-2117) if your student does not report to the clinical site or if there are any issues with the student meeting expectations for the site.

A member of the program faculty will be visiting the sites to follow the student progress, and to address any concern that the preceptors may have during the term. Our goal is to visit all sites.

The packet will also include a clinical instructor general information sheet. Complete the attached forms and enclose it with the other documents in the envelopes provided. This information is being collected to facilitate accreditation requirements for clinical instructors.

All the clinical forms are available in this manual, as well as made available to each student in the classroom. Thank you for giving your time and clinical knowledge!

Sincerely,

Kevin T. Hope, RPh, BCNP
Program Director
Associate Professor & Assistant Chair
Pharmacy Technology

SOUTH CAROLINA BOARD OF PHARMACY APPROVED DUTIES FOR PHARMACY TECHNICIANS

The following duties may be performed by a registered technician after the supervising pharmacist carefully considers the individual's abilities and/or qualifications:

- Assist RPh. in providing effective, appropriate, and safe pharmacy service
- Assist RPh. in preparing Rx
- Handling of legend drugs or devices, to include but not limited to, receiving shipments of pharmaceuticals and stocking of shelves and bins
- Accepting **WRITTEN** prescriptions only
- Receive verbal request from patients for available refills.
- Perform initial interpretation of licensed practitioner orders
 - Select from available stock legend drugs and devices for Rx preparation
 - Enter Rx information into computer, including drug allergies. ***ONLY A LICENSED RPH MAY OVERRIDE Drug Utilization Review and Drug Interaction Alerts.**
- Place meds in a suitable container
 - Appropriately label Rx container
 - Check for drug outdates
 - Deliver dispensed meds to a licensed healthcare provider
 - Fill and maintain unit dose carts
 - Change unit dose medication cassettes
 - Stock automatic dispensers
 - Process medications returned for credit according to permitted facility's policies and procedures
 - Discard expired returns according to facility's policies and procedures
- **May process new Rx medications sales only after RPh provides counseling to the patient.**
 - Compound, or mix meds.
 - Mix drugs in a dry form with water to make them an active liquid med.
 - Prepare IV solutions.
 - Repackage bulk medications.

Clinical Guidelines

The following policies have been developed by the faculty to assist you in your classroom and externships experiences. A high level of professionalism and respect are expected from all students at all times. These guidelines have been adopted to maintain a consistent level for your training experience and for a positive impact on patient care.

Clinical Attendance Policy:

Most of the classroom rules apply to clinical sites. In addition, if you are tardy returning from a meal break, you will be recorded as tardy that day. **Remember that 3 tardy marks equal one absence per HGTC policy.**

1. Attendance for class, labs, and clinical will all be kept separately. Program requirements take precedence over work schedules. **All clinical time missed must be made up.**
2. Students are expected to be on time for clinical. Any student who misses more than 3 consecutive days for clinical should expect to be asked to provide proper documentation for the missed time. All absences for class and lab are considered unexcused.
3. Medical, dental, and other appointments should not be scheduled during class, lab, or clinical times. These will generate unexcused absences unless extenuating circumstances prevail.
4. Sporadic attendance should result in an unprofessional evaluation by the preceptor. In addition, the following policy applies:

While on clinical rotations, however, students are expected to adhere to the schedule established between the preceptor and the student. Unexcused absences do not reflect a positive image of the student or our program. Unexcused absences (as reported by the preceptor), then, will result in a deduction of points from the final course grade:

One unexcused absence:	-10 points from the final course grade
Two unexcused absences:	-20 points from the final course grade
Three unexcused absences:	Issuance of a grade of “WF” and removal from the course

Unexcused absences include, but are not limited to, “no shows” (i.e. failing to show up to the rotation site as scheduled without following procedure). If a student absolutely must miss a scheduled day of the rotation, the student should immediately contact the preceptor by phone during business hours. If the preceptor is unavailable via phone, the student should contact the pharmacist on duty at that time and follow up with the preceptor at a later time. In addition, the student should immediately notify the program director via e-mail at kevin.hope@hgtc.edu.

CORRECTIVE DISCIPLINARY PROCEDURES

The following progressive guidelines are followed for corrective disciplinary procedures:

Level One

The first step in corrective discipline is a verbal warning. The reason for the warning and the result if the behavior is repeated will be communicated to you. These warnings are routinely documented.

Level Two

A written or second Level warning is the next step in the corrective discipline procedure. The reason for the warning and the result if the behavior is repeated will be documented for your personal file. The program director and/or clinical coordinator will be notified of this event.

Level Three

A final, written warning involving the same offense or a variety of offenses will be documented. The program director and/or clinical coordinator will be immediately notified of this event for evaluation and recommendation of further action. A level three warning will constitute grounds for immediate dismissal from the clinical affiliate and/or dismissal from the program.

- At any time while a student in the Pharmacy technology program, 2 final warning letters is grounds for immediate dismissal.

DISCIPLINARY SUSPENSION

Some offenses are serious enough to be cause for immediate dismissal from the program. Unprofessional, unethical or amoral conduct includes but is not limited to:

1. Breaching patient confidentiality, revealing personally identifiable facts obtained as a result of a student patient relationship or access to patient records, without prior consent of the patient.
2. Performing a task which the student knows or has reason to know that he/she is not competent to perform unsupervised.
3. Reporting to the clinical site under the influence or with the smell of alcohol or drugs; or carrying out student responsibility while the ability to perform is impaired by alcohol, drugs, or mental disability.
4. Impersonating another health care practitioner.
5. Independently delegating a task assigned to him/her by an instructor or supervisor to another individual.
6. Willfully harassing, abusing, or intimidating another individual.
7. Refusal to follow instructions or to complete an assignment.
8. Dishonesty, including theft, plagiarism, cheating or falsification of records
9. Carelessness in handling drugs or drug records.
10. Conduct endangering the welfare of patients, employees or visitors.
11. Possession of dangerous weapons on hospital premises.
12. Fighting, assault and battery.
13. Solicitation, posting or distributing articles/literature of any nature on hospital premises without approval.

Clinical Assignment

Many retail and hospital pharmacies in the area welcome the opportunity to help pharmacy technicians develop clinically what they have learned in the classroom. The college has clinical affiliation agreements with these healthcare providers and we are thankful for this service. As such, students should be always respectful and appreciative of the opportunity that they provide. Students will be assigned to several of these sites throughout the community during their formal education at HGTC.

- The clinical instructor makes the clinical assignments based on the student's proficiency in the classroom and lab setting and the availability of student's slots at various pharmacies.
- Should a student have a prior pharmacy experience, the program coordinator will attempt to enhance the experience by assigning the student to a clinical site that would offer a more challenging atmosphere.
- Students may need to drive up to 50 miles each way for their clinical.
- Students will be assigned a clinical rotation schedule prior to the start of their clinical. These assignments will take precedence over any other work schedule (outside the school). It is the student's responsibility to arrange his/her extracurricular activities in order to successfully complete the pharmacy technician program.
- Once students are assigned to their clinical, assignment will not be changed except for extreme reasons (and up to the instructor's discretion).
- Preceptors will receive clinical packets few weeks prior to starting the clinical. These packets will include the following: copy of the policy and procedure manual, students assigned to the site, practicum syllabi, orientation checklist, hour sheet, biweekly evaluation form, final evaluation form, preceptor information form, and site information form, student site appraisal.
- Students will be required to contact their preceptors at least one week prior to starting their clinical and meet in person.
- Students should be assigned a schedule by their preceptors. Preceptors and students are expected to work a schedule that accommodates both parties. As students are expected to follow the assigned schedule; preceptors are encouraged to be flexible in accommodating students' availability. To illustrate, in a retail setting, late pharmacy hours (6pm-9pm) may not be the most appropriate for teaching purposes. Moreover, it is important for the program faculty to be aware of any changes in the students' schedule due to liability reasons. Once the schedule has been established, students are expected to follow it strictly. Any deviation from the schedule must be arranged with permission from the clinical preceptor, and program director. Clinical preceptors will determine if a change of schedule is permissible and convenient for both students and clinical site.

- Each clinical has its own guidelines and students must comply by these if they wish to rotate through that site. These include things such as: times, and lengths of lunch breaks, drug testing policy, credit checks, etc. If a student objects to any of these policies, they must arrange for another rotation site.
- If a student drops his/her clinical in the fall term, they will be dropped from the program. Exceptions however will be granted to medical hardships and emergencies (ex: pregnant students).

Clinical Conduct! Guidelines

Only valid reasons for absences from clinical rotations will be acceptable (sickness, death in the family, true emergencies). Except to be asked for a physician's excuse is absent for sickness. If unexcused, the student may be dropped from the program. Otherwise, the student will be allowed to make up the hours as arranged by the preceptor, student, and program Director.

Students grading will be a letter grade based on the following:

1. Attendance- time sheets verifying attendance will be kept.
2. Evaluation of the site by the student
3. Evaluation of the student by the preceptor or/ program coordinator when at the clinical site the students must:
 - Report promptly on the assigned days, and times. There will be no deviation from the schedule unless pre-arranged by the student/preceptor and program director.
 - Students will arrange a written schedule with their clinical preceptor, and turn it in to the program director on the first week of every rotation.
 - At the end of each clinical day, the student will record date; number of hours completed and obtains a signature in ink from the preceptor to verify your attendance. The program director will check the time sheets.
4. Students will be withdrawn from the program for the following reasons:
 - Non-participation in clinical rotations
 - Failure in any clinical rotation
 - Unsatisfactory professional evaluations
5. All clinical rotations must be completed according to the set schedule in order to graduate.

CLINICAL DRESS CODE

Pharmacy Technician students will maintain a neat, groomed and professional appearance at all times. Proper aseptic technique will be used at all times to ensure that the students', patients', and co-workers' health and safety are protected at all times.

Appropriate dress includes:

- White lab coat with HGTC LD. tag to be worn at all times. Some hospitals will require that you wear a photo LD. too. Lab coats cannot be full-length.
- Close-toed, comfortable shoes or sneakers in good repair (no sandals or flip-flops).
- Comfortable casual business clothing (no jeans, shorts, or T-shirts) to be worn at community pharmacy rotations.
- Comfortable casual business clothing (no jeans, shorts, or T-shirts), or appropriate color scrubs to be worn at hospital rotations.
- No chewing tobacco products.
- Hair neatly combed, beard or mustache must be neatly trimmed at all times. Hair must be pulled out of your face and not dangling over your shoulders into the IV hood during hospital rotations.
- Any head-dress or ornamentation should be kept away from the face and front of body to prevent obstruction while preparing medications.
- Good personal hygiene is of utmost importance when working with other people.
- Visible body piercings (other than earrings), or tattoos are not allowed because it does not project a professional image and may be offensive to patients.
- Nails must be kept as short length to prevent contamination when preparing sterile products. No polished or artificial nails are allowed while working in the PHM 110 lab and while on clinical rotations. You will not be allowed to work in any hospital IV room with artificial or polished nails. Failure to remove these nails will result in failure of the lab portion and sterile preparation portions of the above mentioned courses. Our main focus must be on the patients.

STUDENT LEARNING OUTCOMES

Hospital Pharmacy Student Learning Outcomes (as clinical partner policies permit)

- *Actively assist the pharmacist in meeting customer needs, assessment, and service*
- *Deliver complete and correct prescriptions and accurate information.*
- *Model professional behaviors, ethics, and appearance.*
- *Calculate necessary calculations for any compounded product, IV dilution, or TPN mixture.*
- *Verify medication packed, measured or prepared by other technicians (tech- check-tech), as permitted by site policy.*
- *Explain good control inventory for medications, equipment, supplies, and devices*
- *Explain the challenges of billing, adjudication, and collection of payment for goods and services*
- *Achieve state licensure as a registered pharmacy technician*

1. Orientation - Preceptor and student discuss the following:

- *Prior pharmacy experiences*
- *Policies and procedures of the pharmacy*
- *Location of drug information resources*
- *Telephone system- Telephone etiquette*
- *Dress code*
- *Computer system*

2. Main dispensing area

- *Demonstrate proficiency in reading and understanding the meaning of common medical terminology, abbreviations, and procedures.*
- *List brand and generic names of 10 non-oral medications (creams, syrups, inhalers, eye, or ear drops, etc.) that were seen during his/her experience. For each medication, list mechanism of action, most common side effects, and typical dose.*
- *Recognize “high risk” medications in the pharmacy and explain the reason that these medications are identified in this manner.*
- *Students understand the difference between formulary, and non-formulary medications.*
- *List common medications which need to be refrigerated.*
- *Identify and describe the use of the different drug kits carried at the facility.*
- *Explain the concept of unit dosing, and describe the information needed for the log book.*
- *Explain the appropriate use of auxiliary labels used with different drugs.*
- *Identify 10 oral generic equivalent medications in respect to their trade name counterparts. For each prescription medication, list mechanism of action, most common side effects, and typical dose.*

3. Medication delivery

- *Demonstrate appropriate use of the Pneumatic tube system (if one is available).*
- *Demonstrate a working use of the automated delivery system used at the institution (pyxis, omnicell, acudose-rx, etc), as well as return bins, and patient cubbies.*

4. Intravenous Compounding

- *Calculate the appropriate drug volume needed to compound an Intravenous medication.*
- *Exercise adherence and demonstrate knowledge of USP 797 guidelines*
- *Demonstrate and explain the appropriate method for cleaning the hood.*
- *Demonstrate and explain the appropriate sterile techniques in compounding intravenous admixtures.*
- *Explain the policies for the appropriate disposal of all waste materials at the site.*
- *Explain the hospital's procedure for preparing or ordering a TPN.*

5. Patient Safety

- *Describe and explain site policies that are meant to identify and resolve errors in the dispensing process.*
- *Identify 5 pairs of lookalike/sound alike medications dispensed at the site.*
- *Explain strategies employed at the site to prevent errors related to "look alike/sound alike" drugs.*
- *Explain the site's protocol for manufacturer recalls.*

6. HIPPA/Ethics

- *Identify and explain the purpose of policies at the site that are meant to ensure compliance with HIPPA.*
- *Describe the importance of HIPPA compliance.*

7. Inventory management

- *Explain the importance of drug inventory management at the site including ordering (daily vs. weekly), storage, and security.*

Community Pharmacy Student Learning Outcomes (as clinical partner policies permit):

- **Actively assist the pharmacist in meeting customer needs, assessment, and service**
- **Deliver complete and correct prescriptions and accurate information.**
- **Model professional behaviors, ethics, and appearance.**
- **Calculate necessary calculations for any compounded product.**
- **Verify medication packed, measured or prepared by other technicians (tech- check-tech), as permitted by site policy.**
- **Explain good control inventory for medications, equipment, supplies, and devices**
- **Explain the challenges of billing, adjudication, and collection of payment for goods and services**
- **Achieve state licensure as a registered pharmacy technician**

1. Orientation - Preceptor and student discuss the following:

- a. **Prior pharmacy experiences**
- b. **Policies and procedures of the pharmacy**
- c. **Location of drug information resources**
- d. **Telephone system- Telephone etiquette**
- e. **Dress code**
- f. **Computer system**

2. OTC medications

- **Identify and explain the use of all sections in the OTC area of the site.**
- **Identify and explain the different test kits available and the purpose of each**
- **Identify and explain the different OTC diagnostic devices available (blood pressure, glucose monitor, etc)**
- **Identify and explain the different diabetic test supplies available and some key differences between them**
- **List 10 OTC medications (generic and common trade names) that were seen during experience. For each OTC medication, list mechanism of action, most common side effects, and typical dose.**

3. Prescription processing

- **Demonstrate proficiency in reading and understanding the meaning of common medical terminology, abbreviations, and procedures.**
- **Receive and accurately transcribe new prescriptions.**
- **File/input appropriate information correctly: patient demographics, medication, and medical history, and allergies.**
- **Processes and dispense a prescription refill in accordance to the site specific procedure.**
- **Recognize and explain the appropriate use of auxiliary labels used with different drugs.**
- **Explain the protocol for prescription transfers at the site.**
- **Demonstrate a working knowledge and practical application of federal and state laws in regards to dispensing and refilling of prescriptions, partial fills, etc.**

- *Describe non-sterile compounding techniques employed at this site.*
- *Identify and explain the different types of insulin, including storage and expiration requirements*
- *Describe the procedures taken at the facility to reduce the likelihood of syringes being used for illicit purposes.*
- *Explain the laws involved with Plan B, and OTC pseudoephedrine containing products*
- *Define “DUR” (drug utilization review) and ask the preceptor to provide a practical example.*
- *Observe a patient counseling session (OBRA 90) by the pharmacist. Explain the importance of this communication.*
- *Student correctly identifies 10 generic equivalent medications in respect to their trade name counterparts. For each prescription medication, list mechanism of action, most common side effects, and typical dose.*

4. Third party

- *List five common third party plans*
- *Explain the purpose of a drug formulary for a third party plan.*
- *Explain the concept of “prior authorization” and identify other restrictions related to prescription medication coverage that occur at the site.*

5. Controlled substances

- *Explain the storage requirements for controlled substances*
- *Explain the process by which a patient may purchase a Schedule V Exempt Narcotic (e.g. codeine cough elixir).*
- *Demonstrate a working knowledge of federal and state laws in regards to dispensing and refilling of prescriptions, partial fills, emergency fills, etc.*
- *Identify at least ten (10) controlled substances by trade and generic names.*

6. Patient Safety

- *Describe policies at the site that are meant to identify and resolve errors in the dispensing process.*
- *Identify 5 pairs of lookalike/sound alike medications dispensed at the site.*
- *Student understands specific strategies at site to prevent errors related lookalike/sound alike.*
- *Explain the site’s protocol for handling manufacturer drug recalls.*

7. HIPPA/Ethics

- *Explain the purpose of the site policies that are meant to ensure compliance with HIPPA.*

8. Inventory management

- *Explain the process and policies in place at the site related to drug inventory management.*

- *Explain the rationale behind why managers tend to stress the importance of inventory management.*



PHARMACY TECHNOLOGY

SCHEDULE & SITE DISCUSSION OF STUDENT EXPECTATIONS (COMPLETE WITH STUDENT AT INITIAL SESSION)

Student Name: _____

Site: _____

Pharmacy phone number: _____

Schedule Arrangement: (adjustments must be approved by the preceptor and all scheduling agreements are subject to the preceptor's discretion and/or site flexibilities.)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Additional comments:

Please discuss a mutually employable schedule for this term, averaging at least 13.5 hours each week. This schedule should be considered to be absolute by the student unless other professional arrangements are made as defined in the course instructional package.

- All students must call their preceptor ahead to arrange a time to meet
- All hours must be ***recorded in blue or black ink*** on the time sheets
- Time sheets must be submitted on the same days evaluations are due as indicated in your clinical schedule
- Time sheets and evaluations will be returned by the student, with the exception of the final verification of hours and final evaluation, which will be returned in a sealed envelope with the preceptor's signature across the back.

Preceptor and student discussions during this orientation session should include, but not be limited to, the following considerations:

- Prior pharmacy experiences
- Policies and procedures of the pharmacy
- Dress code (Lab Coats/Badges/Scrubs/Business attire, etc)
- Site policy regarding the use of cell phones/pagers/I pods, etc
- Due dates of evaluations forms, and time sheets
- Student Schedule

Student Name print: _____

Date: _____

Student Name sign: _____

Preceptor Name print: _____

Date: _____

Preceptor Name sign: _____

Preceptor Initial: _____

Please include the printed name, signature, and initials of all the preceptors who will be authorized to evaluate the student (Pharmacists, and Pharmacy Technicians). Note: A minimum of three years of professional experience is required for program accreditation purposes.



PHARMACY TECHNOLOGY

PRECEPTOR DOCUMENTATION FORM

(FORM TO BE COMPLETED AT THE INITIAL ORIENTATION SESSION)

Name of Preceptor: _____ Date: _____

E-mail _____ Phone _____

Practice Site: _____

Address: _____

Years in Current Role _____ (minimum of 3 years)

License in good standing Yes _____ No _____ License # _____

Degree in Pharmacy: BS Pharm.D MS PhD CPhT

Area of Specialty/practice:

_____ Gen. Ambulatory Care

_____ General Medical & Surgical

_____ Specialty In-patient

_____ Specialty Ambulatory Care

_____ Other

Professional Association Memberships and contributions to pharmacy practice:

_____ APhA _____ ASHP _____ MPA _____ other

List any advanced certifications, presentations, or other professional contributions:

Preceptor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____



PHARMACY TECHNOLOGY PROFESSIONAL DEVELOPMENT FORM COMPLETED ON A BI-WEEKLY BASIS

Name: _____ Site: _____
Date: _____

1. This student is making acceptable progress, for this point in the process, toward reaching all of the defined student learning outcomes for this experience, as outlined in the preceptor's clinical packet. **TRUE** **FALSE**

If false, please ask the student to explain his/her plan to "catch up":

2. This student is attending sessions as arranged and agreed upon at the beginning of the experience. **TRUE** **FALSE**

If false, please specify the scheduled session missed:

The student was professional in his/her actions in making the appropriate contact for scheduling adjustments? **TRUE** **FALSE**

If false, please ask the student to explain his/her specific plan for demonstrating professionalism should a similar event happen again:

3. In what ways may the student improve prior to the next bi-weekly review? (items to consider: professionalism, productivity, team work, character, attitude, respect, personal grooming, organization, etc.) Develop a specific goal to review at the next session.

4. The student has improved upon the goal(s) discussed at the last bi-weekly session. If this is the first professional development form, use this statement instead: The student has discussed the expectations of this rotational experience with me, including (but not limited to), appropriate dress, schedule, site specific policies, etc.

TRUE

FALSE

If **false**, please ask the student to explain his/her specific plan to show improvement in this area prior to the next bi-weekly review.

This bi-weekly evaluation is intended to be constructive in nature, providing an opportunity for open and honest feedback. As such, it is graded on a PASS/FAIL basis by the program director. The final preceptor evaluation is a separate form that is associated with a numeric grade indicative of the entire experience. Students are expected to show continual improvement as evaluations progress.

Signatures: (To be reviewed with each student and signed)

Clinical Instructor:

Student:

HGTC Program Director:



HOSPITAL FORM: FINAL EVALUATION PHARMACY TECHNOLOGY

STUDENT NAME _____

Site _____

Date _____

Enter Numerical Rating in the applicable column:

Excellent – student ranks at the top of this category **(5)**

Above Average – student exceeds expectations for this category **(4)**

Average – student meets minimum expectations for this category **(3)**

Below Average – student is not meeting minimal expectations for this category; strategies for improvement have been discussed with the student **(2)**

Unacceptable performance – student refused to complete this category and/or showed no interest in discussions regarding improvement **(0)**

N/A: The student was not given the opportunity to fulfill this task at this site. (This grading column will be removed and the final grading columns adjusted proportionally).

Performance of duties:

Rating

Student inquired about the following topics upon initial contact: • Prior pharmacy experiences • Policies and procedures of the pharmacy • Location of drug information resources • Telephone system- Telephone etiquette • Dress code • Computer system	
• Actively assist the pharmacist in meeting customer needs, assessment, and service	
• Deliver complete and correct prescriptions and accurate information.	

Calculate necessary calculations for any compounded product, IV dilution, or TPN mixture. (Comfort level with the student's mathematical abilities)	
Verify medication packed, measured or prepared by other technicians (tech- check-tech), as permitted by site policy.	
Demonstrate proficiency in reading and understanding the meaning of common medical terminology, abbreviations, and procedures.	
Demonstrate appropriate use of the Pneumatic tube system (if one is available).	
Demonstrate a working use of the automated delivery system used at the institution (pyxis, omniceil, acudose-rx, etc), as well as return bins, and patient cubbies.	
Exercise adherence and demonstrate knowledge of USP 797 guidelines	
Demonstrate and explain the appropriate method for cleaning the hood	
Demonstrate and explain the appropriate sterile techniques in compounding intravenous admixtures.	

Personal attributes relating to skills:

Rating

Attendance/Punctuality Dependability	Attends regularly; provides notice promptly when absent or late; gives notification of planned absences; arrives on time to begin work and does not leave early; returns from lunch or breaks promptly.	
Productivity	Completes tasks accurately, thoroughly, and timely; follows directions and procedures; participates.	
Teamwork / Willingness to Work	Flexible; is a team worker; willing to work where and when needed; collaborates with others to accomplish tasks; requests new assignments when tasks are completed; seeks opportunities for continuous learning.	
Character	Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility; accepts supervision. Willingly cooperates with coworkers and supervisor and maintains appropriate relationships; appropriately	

	handles criticism, conflicts, and complaints; follows rules of the workplace.	
Organization	Manifests skill in prioritizing and management of time and responsibilities; stays focused on the task at hand with minimal supervision and without leaving the job unfinished.	
Communication	Displays appropriate nonverbal (eye contact, body language) or oral (listening, telephone etiquette, grammar) skills; communicates properly and effectively with co-workers and/or customers.	
Respect	Respects the right of others; respects confidentiality; displays a customer service attitude.	
Attitude	Has a positive attitude toward work and coworkers; appears self-confident; makes frequent eye contact .	
Personal Grooming	Dresses properly for the work setting; displays appropriate grooming, hygiene, and etiquette.	

Final Grade Calculation: Add the numbers in all columns together. In the event that a category is marked as “N/A”, the grade will be adjusted accordingly by the HGTC program director.

Final Grade

90-100 A

80-89 B

70-79 C

60-69 D

<60 F

Grade _____

Comments:

Preceptor Signature	Date
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Student Signature	Date
--------------------------	-------------

Instructor Signature	Date
-----------------------------	-------------

Sites are encouraged to discuss all problematic areas with the student and/or assign additional exercises as warranted. The program director is available for discussion regarding a student's progress at any time during the experience (843-477-2117).

HOSPITAL ROTATION Skills Assessment Handout

(To be completed by the student prior to the end of the rotational experience. Students are encouraged to ask preceptors and/or pharmacy staff for input and insight into any of these topics. Attach additional pages as needed. This exercise will be graded by the HGTC program director.)

1. Explain good control of inventory for medications, equipment, supplies, and devices. What financial measurements and/or processes does the management use to monitor inventory?

2. Explain the challenges of billing, adjudication, and collection of payment for goods and services. What role does the pharmacy play in the ultimate billing of goods and services to the patient?

3. List brand and generic names of 10 non-oral medications (creams, syrups, inhalers, eye, or ear drops, etc.) that were commonly dispensed during this experience. For each medication, list mechanism of action, most common side effects, and typical dose.

Medication:	Mechanism of Action:	Most common side effects:	Typical adult dosage:

4. Identify one “high risk” medication in the pharmacy. Why is this medication identified in this manner ... and what special precautions are taken to avoid errors with this medication?

5. What is the difference between formulary, and non-formulary medications? How does the hospital develop its formulary?

6. List 5 common medications which need to be refrigerated.

7. Does this hospital “pre-pack” any medications in unit dose form? If yes, please describe the information needed for the log book.

8. Explain the policies for the appropriate disposal of all waste materials at the site.

9. Describe three different site policies that are meant to identify and resolve errors in the dispensing process.

10. Identify 5 pairs of lookalike/sound alike medications dispensed at the site. Explain strategies employed at the site to prevent errors related to “look alike/sound alike” drugs.

11. Explain the site’s protocol for manufacturer recalls.

12. Identify and explain the purpose of policies at the site that are meant to ensure compliance with HIPPA. Describe the importance of HIPPA compliance.



RETAIL PHARMACY FORM: FINAL EVALUATION PHARMACY TECHNOLOGY

STUDENT NAME _____

Site _____

Date _____

Enter Numerical Rating in the applicable column:

Excellent – student ranks at the top of this category **(5)**

Above Average – student exceeds expectations for this category **(4)**

Average – student meets minimum expectations for this category **(3)**

Below Average – student is not meeting minimal expectations for this category; strategies for improvement have been discussed with the student **(2)**

Unacceptable performance – student refused to complete this category and/or showed no interest in discussions regarding improvement **(0)**

N/A: The student was not given the opportunity to fulfill this task at this site. (This grading column will be removed and the final grading columns adjusted proportionally).

Performance of duties:

Rating

Student inquired about the following topics upon initial contact: • Prior pharmacy experiences • Policies and procedures of the pharmacy • Location of drug information resources • Telephone system- Telephone etiquette • Dress code • Computer system	
• Actively assist the pharmacist in meeting customer needs, assessment, and service	
• Deliver complete and correct prescriptions and accurate information.	
• Calculate necessary calculations for any compounded product	
• Verify medication packed, measured or prepared by other technicians (tech- check-tech), as permitted by site policy.	

• Demonstrate proficiency in reading and understanding the meaning of common medical terminology, abbreviations, and procedures.	
• Identify and explain the use of all sections in the OTC area of the site.	
• Identify and explain the different test kits available and the purpose of each • Identify and explain the different OTC diagnostic devices available (blood pressure, glucose monitor, etc) • Identify and explain the different diabetic test supplies available and some key differences between them	
• Demonstrate proficiency in reading and understanding the meaning of common medical terminology, abbreviations, and procedures. • Receive and accurately transcribe new prescriptions. • File/input appropriate information correctly: patient demographics, medication, and medical history, and allergies. • Processes and dispense a prescription refill in accordance to the site specific procedure.	
• Demonstrate a working knowledge and practical application of federal and state laws in regards to dispensing and refilling of prescriptions, partial fills, etc.	
• Define “DUR” (drug utilization review) and ask the preceptor to provide a practical example. • Observe a patient counseling session (OBRA 90) by the pharmacist. Explain the importance of this communication.	

Personal attributes relating to skills:

Rating

Attendance/Punctuality Dependability	Attends regularly; provides notice promptly when absent or late; gives notification of planned absences; arrives on time to begin work and does not leave early; returns from lunch or breaks promptly.	
Productivity	Completes tasks accurately, thoroughly, and timely; follows directions and procedures; participates.	
Teamwork / Willingness to Work	Flexible; is a team worker; willing to work where and when needed; collaborates with others to accomplish tasks; requests new assignments when tasks are	

	completed; seeks opportunities for continuous learning.	
Character	Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility; accepts supervision. Willingly cooperates with coworkers and supervisor and maintains appropriate relationships; appropriately handles criticism, conflicts, and complaints; follows rules of the workplace.	
Organization	Manifests skill in prioritizing and management of time and responsibilities; stays focused on the task at hand with minimal supervision and without leaving the job unfinished.	
Communication	Displays appropriate nonverbal (eye contact, body language) or oral (listening, telephone etiquette, grammar) skills; communicates properly and effectively with co-workers and/or customers.	
Respect	Respects the right of others; respects confidentiality; displays a customer service attitude.	
Attitude	Has a positive attitude toward work and coworkers; appears self-confident; makes frequent eye contact.	
Personal Grooming	Dresses properly for the work setting; displays appropriate grooming, hygiene, and etiquette.	

Final Grade Calculation: Add the numbers in all columns together. In the event that a category is marked as “N/A”, the grade will be adjusted accordingly by the HGTC program director.

Final Grade

90-100 **A**
80-89 **B**
70-79 **C**
60-69 **D**
<60 **F**

Grade _____

Comments:

Preceptor Signature

Date

Student Signature

Date

Instructor Signature

Date

Sites are encouraged to discuss all problematic areas with the student and/or assign additional exercises as warranted. The program director is available for discussion regarding a student's progress at any time during the experience (843-477-2117).

RETAIL PHARMACY

Skills Assessment Handout

(To be completed by the student prior to the end of the rotational experience. Students are encouraged to ask preceptors and/or pharmacy staff for input and insight into any of these topics. Attach additional pages as needed. This exercise will be graded by the HGTC program director.)

1. Explain good control of inventory for medications, equipment, supplies, and devices. What financial measurements and/or processes does the management use to monitor inventory?

2. Explain the challenges of billing, adjudication, and collection of payment for goods and services. What role does the pharmacy play in the ultimate billing of goods and services to the patient?

3. List brand and generic names of 10 non-oral medications (creams, syrups, inhalers, eye, or ear drops, etc.) that were commonly dispensed during this experience. For each medication, list mechanism of action, most common side effects, and typical dose.

Medication:	Mechanism of Action:	Most common side effects:	Typical adult dosage:

4. Explain the protocol for prescription transfers at the site. What rules apply?

5. Identify and explain 5 different types of insulin, including storage and expiration requirements.

Type of Insulin:	Storage requirements:	Special expiration requirements:

6. Describe the procedures taken at the facility to reduce the likelihood of syringes being used for illicit purposes.

7. Explain the laws involved with the dispensing of "Plan B".

8. Explain the laws involved with the dispensing of OTC pseudoephedrine products.

9. List five common third party plans. Indicate if it is a state, federal, or private plan. Is the staff at the pharmacy aware of any special “quirks” that come along with that particular insurance? (i.e. a limit on the number of prescriptions per month, etc).

Insurance:	Federal, State, or Private:	Special Considerations:

10. Explain the purpose of a drug formulary for a third party plan. How does this impact the pharmacy at the local level?

11. Explain the concept of “prior authorization” and identify other restrictions related to prescription medication coverage that occur at the site.

12. Explain any special storage requirements for controlled substances.

13. Explain the process by which a patient may purchase a Schedule V Exempt Narcotic (e.g. codeine cough elixir).

14. Identify 10 controlled substances by trade and generic names.

[illegible]

15. Describe policies at the site that are meant to identify and resolve errors in the dispensing process. Is the staff willing to share any past experiences where these policies failed? If so, briefly describe how things changed to prevent a reoccurrence.

16. Identify 5 pairs of lookalike/sound alike medications dispensed at the site. What strategies are employed at this site to prevent errors related to “lookalike/sound alike” drugs?

17. Explain the site’s protocol for handling manufacturer drug recalls.

18. Explain the purpose of the site policies that are meant to ensure compliance with HIPPA.

[illegible]



PHARMACY TECHNOLOGY

STUDENT EVALUATION OF CLINICAL EXPERIENCE (DUE BY THE END OF THE ROTATION)

Student Name: _____

Pharmacy: _____

Preceptor: _____

If you require more space to explain your answers, please use the back of this form or attach additional page(s) as needed.

1. Do you feel that the pharmacy staff was accessible at this site?
Yes _____ No _____ If no, Why?

2. Do you feel you were allowed adequate opportunity to perform pharmacy training activities?
Yes _____ No _____ If no, Why?

3. Most supervised instruction was provided by:
Pharmacist _____ Technician _____ Others _____

4. How would you describe your supervision?
Close (constant) _____ Frequent _____
Infrequent (seldom) _____ Inadequate (almost none) _____

5. Was the staff helpful in guiding you, and answering your questions?
Yes _____ No _____ If no, Why?

Date: _____ Student Signature: _____