**FLORIDA VOCATIONAL INSTITUTE**

**SYLLABUS/LESSON PLAN**

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| **Daily/Weekly Lesson Plan Outline – 4 weeks / 40 Clock Hrs. / 40 Lab Hrs.** | | | | | |
| **COURSE TITLE** | | | | **Review Date:** | |
| **Pharmacy Technician** | | | | **11/20/2015** | |
| **CODE** | **SUBJECT** |  |  | **LEC HRS** | **LAB HRS** |
| **PHT110** | **Pharmacy Practice and Principals II** | | | 40 | 40 |
| **COURSE DESCRIPTION:** This course is designed to prepare the student with the professional aspects of working in pharmacy technology on an institutional setting including Hospital, Home health and Long term care facilities. Subjects will include Medication order and fill process on an institutional setting, medicalization safety, and medication errors. In-services included on this course: HIV/AIDS  **Prerequisite:** None  **Required Resources:**  **Text Books:** Mosby's Pharmacy Technician: Principles and Practice, 4e. Elsevier.  **Learning Resources Center materials are available**  **Instructional Methods:**  Lecture/Discussion  Audiovisual  Research  **Mode of Delivery:**  Residential  **Equipment**/**Technology/Software**  Utilization of power point presentations, media center websites, reference materials, and other technology as available  **COURSE OBJECTIVES:**  In this course, students will:   * Be able to used drug Information and reference * Understand Institutional Pharmacy Practice * Comprehend the Various Responsibilities of the Institutional Pharmacy Technician * Be able to perform Pharmacy Billing and Inventory Management | | | | | |
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|  | **Objectives to be covered** | **Lecture/ Labs** | **Method of Assessment** |
| **Week 1** |  |  |  |
| **Day 1** | * Review Concepts and Laws | * Review General Concept of Pharmacy and different pharmacy settings * Review Pharmacy Law, Ethics, and regulatory Agencies * History of the FDA * 1906 ‒ Pure Food and Drug Act * 1914 ‒ Harrison Narcotics Act * 1938 ‒ Food, Drug, and Cosmetic Act * 1951 ‒ Durham-Humphrey Amendment * 1962 ‒ Kefauver-Harris Amendments * 1970 ‒ Comprehensive Drug Abuse Prevention and Control Act * 1983 ‒ Orphan Drug Act and 1987 ‒ Prescription Drug Marketing Act * 1990 ‒ Omnibus Budget Reconciliation Act (OBRA ’90) * 1996 ‒ Health Insurance Portability and Accountability Act (HIPAA) * 2000 ‒ Drug Addiction Treatment Act (DATA 2000 * 2003 ‒ Medicare Modernization Act * 2005 ‒ Combat Meth Act * 2010 ‒ ACA and 2013 ‒ Drug Quality and Security Act (OBAMA Care) | **Discussion:** The debate over legalization of marijuana has been going on for many years. What are the pros and cons of this argument? If this legislation is passed, how would it affect the pharmacy profession? |
| **Day 2** | * Drug Information References | * Demonstrate the appropriate way to research drugs and other information from reference books, journals, and electronic resources. * Demonstrate the appropriate way to reference drugs and other information from the Internet and other sources. * Describe the information contained in the following references: * *American Drug Index* * *American Hospital Formulary Service Drug Information* * *Approved Drug Products with Therapeutic Equivalence Evaluations* (otherwise known as the *“Orange Book”)* * *Clinical Pharmacology* * *Drug Facts and Comparisons* * *Drug Topics Red Book* * *Geriatric Dosage Handbook* * *Goodman & Gilman’s The Pharmacological Basis of Therapeutics* * *Handbook of Nonprescription Drugs* | **Discussion:** Should pharmacists be allowed to prescribe prescription medications? What states already have regulations in place on this issue? |
| **Day 3** | * Drug Information and reference | * Describe the information contained in the following references: * *Ident-A-Drug* * *Martindale’s The Complete Drug Reference* * *Micromedex Healthcare Evidence and Clinical Xpert* * *Pediatric and Neonatal Dosage Handbook* * *Physicians’ Desk Reference (PDR)* * *Remington’s Pharmaceutical Sciences: the Science and Practice of Pharmacy* * *Trissel’s Handbook on Injectable Drugs* * *United States Pharmacist’s Pharmacopeia* | * Handout * Book Exercise |
| **Day 4** | * Drug Information and reference | * Explain the importance of carrying a pocket-sized reference book. * Mostly used in the hospital setting * Provides information on the compatibility of various agents given parenterally * Monographs discuss products, administration, stability, and compatibility with infusion solutions and other drugs * List types of electronic reference materials. * Handheld devices such as electronic tablets and smart phones * Drug guides can be downloaded * Devices are small enough to carry in the pocket * CD-ROM * Explain the importance of journals and newsmagazines as they pertain to pharmacy and continuing education. * Describe different considerations when choosing a reference. * Identify the benefits of joining a pharmacy association. | * Handout * Book Exercise |
| **Week 2** |  |  |  |
| **Day 1** | * Institutional Pharmacy Practice | * Define the most common tasks performed by hospital pharmacy technicians. * Identify different types of hospital pharmacy settings. * Discuss different hospital pharmacy standards and procedures. * Identify the difference between formulary and non-formulary medication lists. | * Handout * Book Exercise |
| **Day 2** | * Institutional Pharmacy Practice | * Explain the importance of a good relationship between the pharmacy and the nursing staff. * Identify different regulatory agencies that govern the operations of hospitals, including pharmacies in the hospital. * List various ways orders are processed by the pharmacy. * Identify the difference between stat, ASAP, and standing orders. * Describe how POE, CPOE, BPOE, and CADM systems are used in medication ordering. | * Handout * Book Exercise |
| **Day 3** | * The Various Responsibilities of the Institutional Pharmacy Technician | * Identify the responsibilities of an institutional pharmacy technician. * Describe the technician’s role in the IND process. * Describe the advantages of using automated dispensing systems (ADS). * Explain the importance of counting, dispensing, and tracking controlled substances. * Explain what PAR levels are and who is responsible for maintaining them. * Identify the difference between hazardous and non-hazardous IV preparation. | * Handout * Book Exercise |
| **Day 4** | * Institutional Pharmacy Practice | * Explain the importance of aseptic technique for the technician preparing compounded sterile preparations (CSPs). * Identify the duties involved in ordering and maintaining the stock levels of the pharmacy. * Recognize the differences in floor stock, depending on the area of the hospital. * Identify specialty areas of the hospital for which the pharmacy stocks or orders medication. * Describe the importance of ongoing technician education and identify professional organizations that institutional technicians can join. | * Handout * Book Exercise |
| **Week 3** |  |  |  |
| **Day 1** | * Pharmacy Billing and Inventory Management | * Discuss the importance of pharmacy billing and inventory management to the pharmacy practice. * Explain the function of a drug formulary in insurance plans. * Describe the role of the pharmacy technician in the drug utilization evaluation. * Discuss how a drug formulary or an approved/preferred product list affects pharmacy billing and inventory control. | * Handout * Book Exercise |
| **Day 2** | * Pharmacy Billing and Inventory Management | * Assess the differences between generic and trade name (proprietary) drugs in pharmacy billing. * List the primary types of private and group medical insurance plans. * Describe how each type of private and group insurance manages drug coverage. * Differentiate between Medicare, Medicaid, and Medigap programs. |  |
| **Day 3** | * Pharmacy Billing and Inventory Management | * List the four parts of Medicare coverage. * Differentiate between TRICARE and CHAMPVA benefits. * Describe worker’s compensation coverage. * Explain the purpose of third-party billing. | * Handout * Book Exercise |
| **Day 4** | * Pharmacy Billing and Inventory Management | * Describe the purpose of point of sale billing. * Describe the role of prior authorization in claims processing. * List the information found on a prescription card. * Determine the information needed to complete a patient profile for a pharmacy database. | * Handout * Book Exercise |
| **Week 4** |  |  |  |
| **Day 1** | * Pharmacy Billing and Inventory Management | * Discuss online adjudication. * Identify the information needed to complete a universal claim form. * List and discuss reasons for claim rejections. * Describe the process of resubmitting rejected claims. | * Handout * Book Exercise |
| **Day 2** | * Pharmacy Billing and Inventory Management | * Discuss the types of plan limitations common in managed care. * Explain the various prescription payment methods, including self-pay, discount programs or coupons, private plans, and health savings accounts/flexible spending accounts. * Explain the importance of inventory management. * Define the periodic automatic replenishment level and describe how it affects inventory management. | * Handout * Book Exercise |
| **Day 3** | * Pharmacy Billing and Inventory Management | * Describe the role of an inventory control technician. * Discuss the purpose of the National Drug Code (NDC) numbers, lot numbers, and expiration and beyond-use dates. * Explain the inventory ordering and receiving processes, including special orders, bar coding, manual ordering, and new stock. * List the types of automated dispensing systems used in pharmacy. | * Handout * Book Exercise |
| **Day 4** | * Pharmacy Billing and Inventory Management | * Describe storage requirements for various types of inventory. * Outline the steps for handling recalled, returned, or expired medications. * List the types of suppliers of pharmacy stock. * Identify any special considerations related to drug ordering and storage. | * Handout * Book Exercise |

**Qualitative Measure of Satisfactory Academic Progress (SAP)**

The qualitative element used to communicate Satisfactory Academic progress is the institutions published grading scale. Theory is evaluated after each unit of study. Students must maintain a cumulative theory grade average of at least 70% (C) at the end of each progress report period. Students must make up failed or missed tests and incomplete assignments. Practical skills performances are counted toward course completion. If performance does not meet satisfactory academic requirements, demonstration of the skills must be repeated until a satisfactory level of performance is achieved.

The school’s satisfactory academic progress policies must contain a Pace (quantitative) measure. The policy defines the pace at which our students must progress to ensure educational program completion within the maximum timeframe of 150%. For Florida Vocational Institute the maximum time frame is no longer than 150% of the published length of the educational programs as measured in the cumulative number of clock hours the student is required to complete.

The school uses the following grading scale:

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| **Letter** | **Number** | **Grade Point** |
| **A** | 100 - 90% | 4.0 |
| **B** | 89 - 80% | 3.0 |
| **C** | 79 - 70% | 2.0 |
| **D** | 69 - 60% | 1.0 |
| **F** | Below 60% | 0.0 |
| **I** | Incomplete | Withdraw / No Grade |

*Not Used in GPA computation: I = Incomplete; W = Withdraw; P = Pass; NP = Not Pass*

Pass - Satisfactory completion of non-graded Externship.

Fail - Unsatisfactory completion of non-graded Externship.

The students who have failed to meet the Qualitative standards are placed first on Financial Aid Warning; if no improvement over the next payment period, the student will be placed on academic suspension, with a loss of Title IV, HEA fund and they appeal the decision. Please review the appeal and probation requirements state in this policy for guidance on this process. The Director of Financial Aid in coordination with the Office of Academic Affairs monitors qualitative progress.

**Final grade calculation criteria**

Q= 20 %

CA= 10%

MT= 30%

F= 40%

FG= 100%

**Evaluation Record Code**

Q= Quizzes

CA=Class Activity

MT= Mid Term

F= Final

R= Retest

FG= Final Grade

**Attendance**

Regular attendance is required of all students. Promptness and dependability are qualities important in all occupations. Students should begin to develop these qualities and habits the day the students begin their training.

Attendance is taken daily in class by the instructor and submitted to the Registrar before the end of each class day. Students are expected to attend all scheduled class meetings and to arrive on time.  Attendance records will be maintained by the Registrar and will be part of the student’s permanent academic record.

Students with chronic absences in excess of 20% of the scheduled hours for a course will receive a failing grade for the course. Early departures and tardies will be calculated in quarter hour increments. A student will be withdrawn from any course or program if he/she does not attend within a 14 consecutive calendar day period (excluding school holidays or breaks, no longer than 5 consecutive days).  All students must complete a 100% of all externship or clinical hours within the assigned grading period.

Students are responsible for making up assignments and work missed as a result of absence at the discretion of the instructor. The instructor may assign additional outside make-up work to be completed for each absence. Students enrolled in clock hour programs will be required to attend make up classes for any missed hours scheduled by the instructor if the student has missed more than **10%** of scheduled hours.  Students enrolled in a clock hour program must attend a minimum of **85 %** of the scheduled program hours in order to graduate.

Attendance is reviewed by the instructors, program directors and the Director of Education on a weekly basis with a focus on those who have been absent for **10%** of the scheduled course hours. Students will be notified by phone, text or e-mail if their attendance is danger of violating attendance requirements.

Students may appeal the school’s actions related to the attendance policy if the absence was due to extenuating or mitigating circumstances, for example illness, military duty, death of a family member, court appearances or jury duty. The student should first discuss the issue with his or her instructor. Appeals must be received within **seven (7)** calendar days of the student being notified of the decision that he or she wishes to appeal.

Students are expected to inform faculty in advance of any pending dates where a student may be absent and should make every effort to attend the alternate class in the morning or evening. Students are only allowed to miss up to 15% of their entire program hours, anything in excess of the 15% needs to be made up and could impact the student final course grade. It is the responsibility of the student to make up work or time missed.

**MAKE –UP HOURS/TIME**

Students enrolled in clock hour programs will be required to attend make up classes for any missed clock hours scheduled if the students has missed more than 15% of scheduled hours.  Students enrolled in a clock hour program must attend a minimum of 85 % of the scheduled program hours in order to graduate. Make-up hours for class must be made up during alternative schedules, including daytime, evening or a Friday schedule. Special circumstances will be managed by the Program Director with approval from Campus Vice President.

If absence at any time during the program exceeds **more than 10%,** the student will be placed on a mandatory prescribed school schedule which may include attending Friday scheduled sessions.

**MAKE-UP CLASS WORK**

Arrangements to make-up assignments, project, test, and homework missed as a result of absence must be made with the approval of the instructor. Make-up work must be completed within ten (10) calendar days after the end of the module

**DRESS CODE**

1. While on campus and in lectures, students must wear uniform and footwear appropriate for the college learning environment. The student should demonstrate appropriate hygiene to avoid offensive odor.
2. In the student laboratory, appropriate clothing must be worn at all designated times as per the specific course syllabus. Close-toed shoes must be worn in the lab at all times.
3. During clinical rotation, the student must adhere to the dress code of the facility to which he/she is assigned. In addition to the facility’s dress code, or if the dress code is optional, the following rules apply:
   1. Students must comply with number 2 above. If the facility requires the student to wear a scrub uniform, it must be school’s uniform. The student is responsible for purchasing the correct scrub uniform. The student must wear their Student ID batch at all times.
   2. Students must not wear clothing made of denim material of any color. (No jeans or JEAN skirts, etc.)
   3. Students must not wear under t-shirts, unless they are of one color with no words, letters, slogans, graphics, etc., of any kind
   4. Students must wear closed-toe shoes (no sandals or canvas shoes) with socks or hosiery.
   5. While attending practicum rotations, student’s hair must be clean, neat and of a normal hair color. Male students must either shave regularly, or if they choose to wear a mustache and/or beard, they must keep them clean and well groomed.
   6. Before attending practicum rotation, students must bathe regularly to avoid offensive odor. In addition, students must refrain from use of cologne/perfume/aftershave lotion, or makeup.
   7. Keep fingernails clean and at a reasonable length.
   8. Students not conforming to the dress code of the facility or the program may be sent home from the practicum site at the preceptor’s or course instructor’s discretion and attendance won’t be granted.

**Cell Phones and Pagers**

No student will be called out of class for a telephone call, except in case of an emergency. It is suggested that family friends be informed of this rule. Phones will not be in used inclass.