**Standard 2 Educational Programs**

Pharmacy Technician Program

**Introduction:**

Florida vocational institute was first recognized as an accredited by COE in 2012. We have long recognized the importance of compliance with all Council on Occupational Education (COE) standards in assuring both students and business/industry alike, that the training programs offered are of the highest quality. At the heart of COE Accreditation Standards is Standard 2, Educational Programs. Application of the criteria for this standard not only assures quality training, but assures that the training addresses community needs, is current, and has the appropriate business/industry and educational oversight. Occupational programs offered in FVI use the criteria in Standard 2 as the foundation for quality control efforts.

Florida Vocational Institute Pharmacy Technician program (PHT) began in May 2015. The program’s objective is to train and prepare the student for an entry level position in all of the relevant aspects of pharmacy technician like: pharmacology, patient care, insurance reimbursement, soft skills needed for customer service and other aspect of the pharmacy field, as well as the use of pharmacy computer software like AbacusRx that closely resemble the proprietary software used by different pharmaceutical companies. The graduates are eligible for Florida State Registration as well as well to sit on the Pharmacy Technician Certification Board (PTCB) examination. The program administrator and faculty are committed to providing each student with a high quality education through innovative and engaging instruction and role modeling. The goals and student learning outcomes are as follows:

• Goal 1. Students will be proficient with patient care.

• Goal 2. Students will communicate effectively.

• Goal 3. Students will use critical thinking skills.

• Goal 4. Students will learn proper soft skills.

**ANALYSIS**

A. ADMISSIONS/RECRUITING

**The institution’s admissions policies are clearly stated, published, and made available to students prior to enrollment**.

Admission policies are administered uniformly at FVI Campus. Pharmacy as a part of FVI campus follows all the standard policies but also requires the applicant to submit to and pass a criminal background check upon acceptance into the program. (No felony convictions that occurred within the last ten (10) years, and/or any conviction that was drug or pharmacy related). In compliance with the regulation of board of pharmacy. Prospective students seeking admission to FVI are required to meet the admission requirement standards for the program in which they are requesting entry. Admission processes and requirements are clearly stated and made available to students prior to enrollment. These policies are published in the School Catalog. This handbook is available in CD format or electronic access at [www.fvi.edu](http://www.fvi.edu) . Admission information is made available to prospective students in recruitment materials, program brochures, and the FVI website. Program applicants also receive policy and procedure information during orientation. (**S-2 Individual Program Criteria 1-5**). At this time, FVI does not participate in the Vocational English-As-A-Second-Language program (**S-2 Individual Program Criteria 6**). The school catalog also outlines the policies for credit transfer between programs within FVI or transfer of credits from other institutions (**S-2 Individual Program Criteria 7).** Admission requirements offer reasonable expectations for successful completion of the PHT program offered by the institution regardless of the delivery mode (**S-2 Individual Program Criteria 9).** Regardless of the delivery mode of the educational program, admission requirements offer reasonable expectations for completion. Prospective students must complete the following activities: complete the new student profile, meet with an admissions representative, participate in a campus tour, and receive a copy of the school catalog which outlines all program cost and any equipment or services that might be required during the PHT program. The Program Director will then conduct a personal interview with the prospective student and again describe the expectations for completing the program. Prospective students that require financial assistance are able to meet with a Financial Aid Officer who assists in evaluating needs and gathering information on prospects in order to complete financial aid forms. (**S-2 Individual Program Criteria 9**)

FVI does not offer Associate Degree program. (**S-2 Individual Program Criteria 10**)

FVI does admit students to the program on an ability-to-benefit basis in the MA program. **(S-2 Individual Program Criteria 11-15)**. Due to the passage of Consolidated and Further Continuing Appropriations Act of 2012, applicants who do not have a high school diploma or equivalent and did not complete secondary school in a home-school setting can no longer gain eligibility for Title IV, HEA funds by passing an “ability-to-benefit” test unless the applicant previously attended an eligible program at any Title IV institution prior to July 1, 2012 then the applicant may continue to establish Title IV eligibility in any eligible program under one of the ATB Alternatives as a “grandfathered student”. If an applicant meets the “grandfathered test” then he/she may be admitted into the Medical Assistant or Pharmacy Technician programs upon demonstrating the ability to benefit (ATB) and successfully attaining a minimum score of 200 Verbal/210 Quantitative on Wonderlic Basic Skills Test, or has satisfactorily completed 225 clock hours of our programs in place of the ATB, however the applicant applying for the pharmacy technician program must pass a Scholastic Level Exam (SLE) with a score of 11 or higher. The applicant is entitled to two attempts on the same day to achieve a passing score. In the event the applicant fails to achieve the minimum passing score after the second attempt, the applicant is eligible to retake the exam a third attempt after a minimum of 24 hours has elapsed from date of the second attempt. After these three attempts the applicant can retake the test one more time 30 days from the date of the last attempt.

All recruiting activities by PHT are ethical and compliant with state, federal and accrediting agencies. Faculty and staff from FVI participate in numerous recruiting activities including career day programs; business, industry and workforce development career/job fairs; community health fairs; classroom presentations; campus tours; and individual recruiting by student affair personnel, administration and faculty. The Marketing and Admission Department, administration and faculty, develop recruiting material that are ethical and accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. Primary materials used for recruiting include, but are not limited to, FVI School Catalog, brochures, multi-media presentations, newspaper, television and radio advertising, FVI website, and various promotional items. **(S-2 Individual Program Criteria 16).**

Prior to admission, students are informed to the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity. Prior to admission, all students are informed of the cost of their selected program, including costs associated with registration, tuition, fees, books, materials, tools, and other costs that may be unique to a particular program. Information on tuition, fees and other training expenses is contained in the Student Catalog/Handbook as well on FVI website. The Student Services Office maintains a detailed cost sheet for each program. These cost sheets are available for prospective students prior to admission**. (S-2 Individual Program Criteria 17).**

For all coursework delivered via distance education: The institution has processes in place to establish that the students who register for a distance education course or program is the same student who participates in and completes the program and receives the academic credit. Part of the workflow of our instructors who do online training is to periodically enable the students’ webcams and verify that the student is indeed present. In addition, students must always enroll in person and thus they need to come to the school and present valid identification**,** nevertheless FVIdoesn’t has PHT online Program at this time **(S-2 Individual Program Criteria 19).**

FVI delivers instructional programs in high-demand fields which develop learners into a skilled workforce that improves the individual’s quality of life as well as providing existing and new industry with a skilled workforce in a climate of state and academic responsibility. The PHT mission statement supports and is congruent with the mission of the institution as well as its governing body. (**S-2 Individual Program Criteria/programs 2**). The programs offered in FVI are congruent with its mission and provide adequate training based on the workforce development needs of the region and state. FVI uses procedures outlined in catalog/handbook to ensure that business and industry standards and advice from occupational program advisory committees are utilized in PHT program development and revision. The PHT program is evaluated on at least an annual basis (**S-2 Individual Program Criteria/programs 1**). (**S-2 Individual Program Criteria/programs 3**).

The program's occupational and educational policies may be found on the school catalog which is published online and linked to from the homepage of every single program. Thus, our policies are verifiably accessible to the public and non-discriminatory. **(S-2 Individual Program Criteria/programs 4, 5).** Our liftoff process and the delineation and of work duties within FVI ensures that mission-critical policies are always enforced by the same officers and are thus consistently applied. **(S-2 Individual Program Criterion/programs 6).**

This program has clearly stated objectives, defined content relevant to meet these objectives and the current needs of the industry, and student evaluations that reflect content and objectives, as outlined in the school catalog **(S-2 Individual Program Criteria/programs 10 to 12).** This is evident in each course syllabus and as described in each course description:

**AHP100 – Introduction to Health Profession 80.0 Clock Hours**

This course is designed to provide the student with an overall understanding of health as a profession. Included in this course is an overview of career planning and preparation that will prepare the student to become a successful part of the working force. This module will also include strategies for student success that will prepare the student to better assimilate the material that will be given during the rest of the program. As part as a core part of this course students will be introducing to basic medical terminology that will help understand future material such as pharmacology and anatomy. In-services given on this course will include: OSHA, HIPAA and CPR training. Out-of-class activities will be assigned and assessed as part of this module.

**Lecture Hours: 40.0 Lab Hours: 40.0**

**AHP110 – Anatomy and Physiology of the Human Body 80.0 Clock Hours**

This course covers the anatomy and Physiology of the human body and it is designed to allow the student to obtain the basic understanding of the structures and functions of the various organ system and how they correlate to the effects of the medication on the body, also including common diseases with an emphasis on pathophysiology that will be fully explore on the pharmacology classes. Out-of-class activities will be assigned and assessed as part of this class.

**Lecture Hours: 40.0 Lab Hours: 40.0**

**PHT100 –Principles of Pharmacy Practice I 80.0 Clock Hours**

This course is designed to introduce the student to the professional aspects of working in pharmacy technology on a retail setting including: major chain and independent pharmacies. Subjects includes: ethics, history and current pharmacy laws as well as exposing the student with aspect of patient care, medication order and fill process and being able to obtain information required to interpret and type the prescription label, with the use of a pharmacy software (Avoca) on a retail setting. Out-of-class activities will be assigned and assessed as part of this module.

**Lecture Hours: 40.0 Lab Hours: 40.0**

**PHT110 – Principles of Pharmacy Practice II 80.0 Clock Hours**

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

**Lecture Hours: 40.0 Lab Hours: 40.0**

**PHT115 –Math Calculation for Pharmacy Technicians 80.0 Clock Hours**

This course is designed to help the student a solid understanding of pharmacy calculation and business math with an emphasis on pharmacy billing and Reimbursement. Subjects included on this course: Roman Numbers, conversions between metric and house hold system, Dose dosification included on retail and institutional pharmacies, Pediatrics dosification, IV flowrate, and extemporaneous compounding calculations. Out-of-class activities will be assigned and assessed as part of this class.

**Lecture Hours: 40.0 Lab Hours: 40.0**

**PHT120 – Pharmacology 80.0 Clock Hours**

In this course will introduce the student to the realm of pharmacology and pharmacokinetics, beginning with definition and medical terminology needed to further understand the subject of pharmacology and mechanism of action of all major drug classification that will be divided by body system disorders. Subjects included on this course will include: Drug abuse and misuse, Antibiotics and Anti-invectives, integumentary, Urinary and Reproductive system aliments. Out-of-class activities will be assigned and assessed as part of this class.

**Lecture Hours: 40.0 Lab Hours: 40.0**

**PHT130 - Pharmacology II 80.0 Clock Hours**

This course is designed as a continuation of Pharmacology I, but new student will be able to enter as well, as there will be a review part of pharmacy and medical terminology that will allow the student to better assimilate the material of the course. Subjects included on this course, will be mainly focus on classification of drugs used for the following body systems: Cardiovascular, Muscle-Skeletal, Respiratory, Nervous, Endocrine/Lymphatic and Gastro Intestinal Systems. Out-of-class activities will be assigned and assessed as part of this module.

**Lecture Hours: 40.0 Lab Hours: 40.0**

**PHT135 – Aseptic and Extemporaneous Compounding 80.0 Clock Hours**

This course will explore and prepare the student to be able to adequate perform aseptic and extemporaneous compounding process. During the sterile compounding part of the course the student will be expected to performed the right aseptic technique under the laminar air flow hood, fully understand USP-797 guide lines, handling and disposal of waste products, documentation preparation such as Batch preparation, compound record and be able to determine product stability (Beyond date use). During the extemporaneous compounding part of the course the student will be expected to perfume the right extemporaneous compounding process and fully understand USP-795 guidelines, determine product stability (beyond date use) and to keep track of proper documentation such as formula sheets and compounding logs. Out-of-class activities will be assigned and assessed as part of this module.

**Lecture Hours: 40.0 Lab Hours: 40.0**

**PHT140: PTCB Certification Preparation 80.0 Clock Hours**

This course is design to prepare the student to take and assure a better passing rate of the Pharmacy Technician Certification Board (PTCB) exam which is the most recognize certification among employers. The course outline will follow the official PTCB blue print to ensure that every major topic will be covered and discussed during the total length of the course. Official PTCB blue print will be attached with this description. Out-of-class activities will be assigned and assessed as part of this module.

**Lecture Hours: 40.0 Lab Hours: 40.0**

**PHT150 – Pharmacy Clinical Externship 200.0 Clock Hours**

This 200-hour module is designed to provide the student with supervised, practical hands-on and observational experiences in the working pharmacy. Students will be expected to gain experiences in either a hospital pharmacy or a community (retail) pharmacy. Students will gain exposure to “on-the-job” experiences and training in the pharmacy setting and practice of skills, gaining experiences in all aspects of drug preparation, and distribution utilized by participating sites.

**Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 200.0. Prerequisite: Completion of Didactic Program.**

A systematic process is utilized to document that the objectives and content of programs are current and ensure that it meets the requirements needs for the medical field. The objectives for each training program offered by FVI are evaluated by each program’s Occupational Advisory Committee at one of the Bi-annual Occupational Advisory Committee meetings held each year. Any changes to the objectives identified during this review are evaluated with respect to needed program changes. Recommended changes, deletions, and/or additions are documented in the minutes of the program review meeting and are utilized for curriculum revisions when applicable. **(S-2 Individual Program Criterion/programs 13)**. **(S-2 Individual Program Criterion/programs 14).**

At a minimum of every two years during the advisory board meetings, three bona fide potential employers review and can suggest recommendations concerning admission requirements and program content, length, objectives, instructional materials and competency testing are evaluated along with program delivery mode, proficiency requirements and skills **(S-2 Individual Program Criteria/programs 15 to 26)** Through the completion of Employer Verification Forms (EVF), employers with the potential to hire or who have hired completers, provide input on salaries of entry-level earnings for use by the institution in consideration of tuition and length of the program to starting salaries **(S-2 Individual Program Criterion/programs 27).**

At the current time FVI enrolls students at the end of each unit and classes are offered on a rotating basis, allowing students to complete the program within a publicized timeframe **(S-2 Individual Program Criterion/programs 28).** The Pharmacy Technician program following a 30 instructional week format consists of 600 clock hours with a curriculum including courses of Anatomy and physiology, Fundamentals I and II, Pharmacy Technician Theory and Lab Skills and EKG course, among others.

The requirements for associate degree programs do not apply to this program **(S-2 Individual Program Criteria/programs 29 through 31).**

For all coursework delivered via distance education **(S-2 Individual Program Criteria/programs 32).** Do not apply to this program.

The program is overseen by a full-time, on-campus Program Director, who is supervised by the Campus Vice President, at the campus level with support from the corporate office and follows all guidelines required by Florida Vocational Institute and COE **(S-2 Individual Program Criteria/programs 33).** The Program Director and faculty have appropriate involvement in planning, approval, and on-going evaluation of curriculum with an opportunity to receive feedback to the Advisory Committee **(S-2 Individual Program Criteria/programs 34).**

The institution has varied evaluation methodologies that reflect established professional and practice competencies. **(S-2 Individual Program Criteria/programs 35).** Our assessments are based on the stated learning outcomes of the courses. Our advisory committee review process helps us maintain the quality and relevancy of our curriculum and the learning objectives which facilitate the attainment of the educational goals. **(S-2 Individual Program Criterion/programs 36)**

Individual student records including but not limited to: demographics, period of enrollment, financial and educational program records are maintained in the company-wide computer software program Diamond D. These records are also kept by hardcopy in a fire resistant filing system or room **(S-2 Individual Program Criteria/programs 37).**

The PHT program is outlined in the Florida Vocational Institute’s school catalog which include program tuition and fee charges, refund policies, requirements for admissions and academic and any information technology requirements that may be needed during the student enrollment period **(S-2 Individual Program Criteria/programs 38)**. In order for to provide appropriate and significant interaction between faculty and students, Florida Vocational Institute’s syllabi contain the instructor’s name and email address. Individualized tutoring schedules are available to assist with student academic needs as well as student progress reports throughout the program **(S-2 Individual Program Criteria/programs 39)**. As stated in the school catalog, clock-to-credit hour conversion formula: A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of theory lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities. In addition, there is assigned out of class/ preparation hours for a credit hour course. **(S-2 Individual Program Criteria 40)**

For all coursework delivered via distance education **(S-2 Individual Program Criterion/programs 41):** Does not apply to this program.

The Pharmacy Technician program incorporates academic competencies and occupational skills to provide a comprehensive program that incorporates learning styles to accomplish the program’s mission by graduating Technician to help meet the needs of their community in entry-level positions **(S-2 Individual Program Criteria/instruction 1)**. Academic instruction also includes competencies that are essential in their chosen career such as job knowledge, skills required for the position, work habits and professional attitudes **(S-2 Individual Program Criteria/instruction 2)**.The term lay-out of instruction for the PHT program incorporates lecture, lab, and work based activities in a format designed to achieve basic to advanced instruction allowing for a foundation to expand upon achieving effective learning as a Pharmacy Technician **(S-2 Individual Program Criteria/instruction 3).**

The sequence of instruction required for program completion is used to organize de curriculum, guide the delivery of instruction, direct learning activities, and, evaluate student progress in order to maximize the learning of competencies essential to success in the occupation**.** Course objectives and content are reviewed by business and industry representatives serving on the program Occupational Advisory Committees to ensure that program offerings are in keeping with current workplace standards and practices. Program content and objectives are reviewed on a periodic basis by statewide curriculum committees made up of instructors in the program area, Program Directors and subject matter experts. Any significant changes which require revisions or additions to the existing curriculum are processed in accordance with the FVI policy and procedures. **(S-2 Individual Program Criteria/instruction 4-7).**

The PHT program maintains an occupational advisory board that has at least three members who have expertise in the field of the pharmacy (**S-2 Individual Program Criteria/instruction 8-9).** As required by the Council on Occupational Education, every two years three bona fide potential employers review each FVI program and verify that admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program are adequate for the current needs of business and industry. Occupational Advisory Committee members make recommendations to the program instructors based upon the employer findings**. (S-2 Individual Program Criteria/instruction 10-15)** The instructors, in turn, convey recommendations to appropriate program and curriculum personnel in accordance the FVI Policy. Informal information is also obtained through feedback from employers and previous students. An additional component of the review process involves regular instructor contacts with business and industry. This ensures that students obtain the necessary skill sets for successful program completion **(S-2 Individual Program Criteria/instruction 16)** .Incorporated into the educational program is job related health and safety and fire prevention instruction **(S-2 Individual Program Criteria/instruction 17).**

Every attempt is made in FVI, through dedicated and discretionary funds, to equip occupational programs with up-to-date, equipment and supplies similar to that currently in use in the occupation so that students can develop skills on equipment and materials that are actually used in the occupation. In some cases, local business and industry have donated new or recently retired equipment for use in classrooms and/or Labs. Additionally, the availability of current equipment and materials used in training is reviewed annually by the Occupational Advisory Committees. Each occupational program curriculum includes lab time to allow sufficient practice for students to develop skill proficiency with equipment and tools of the occupation. (**S-2 Individual Program Criteria/instruction 18)**

Course outlines, lesson plans, and competency tests are organized to achieve effective instruction in the classroom and laboratory settings **(S-2 Individual Program Criteria/instruction 19)**

Our evaluation methods include testing, both subjective and objective, classroom participation, laboratory and clinical experience. These methodologies set clear standards for success. Comprehensive testing at the end of each module plus quizzes and laboratory are used to evaluate the student achievement based on competencies expected by employers and the by association that certify our students. An evaluation of the clinical skills is conducted prior to sending the student to externship to verify that students are ready to face the responsibilities of a real healthcare scenario. That evaluation document is made part of the student record. Career Services is provided with a copy of the skills assessment prior to the extern being assigned to a site.

FVI adheres to the following policies regarding student grading:

Course competencies are utilized to measure student achievement. Grades awarded for performance on written examinations or practical skill assessments are in accordance with FVI policy. The FVI Student Catalog/Handbook describes the letter grade associated with the percentage grade.

The grading scale for all programs is listed below:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

0% - 59% F

Grades are reported on Midterm and Final Grade Rosters in accordance with FVI Policy. At the end of each course, the instructor or Program Director indicates on each student’s progress sheet (grade report or other teacher-made form) the courses taken and the level of competency as evidenced by both written and performance tests. A numerical percentage average is converted into a letter grade. This information is forwarded to Student Affairs (by roster) for entry into DiamondD database. DiamondD assigns quality points in accordance with the grade and number of credit hours for each course. **(S-2 Individual Program Criteria/instruction 20).**

For all coursework delivered via distance education **(S-2 Individual Program Criteria/instruction 21-23).** No applicable to PHT program

The faculty and administration firmly believe that work-based activities strengthen employability skills, reinforce learning, build confidence, and provide the student with work experience. Each work-based activity has a written instructional plan. For work-based activities conducted as part of a course, the course syllabus serves as the instructional plan. For work-based activities conducted off-site, a written plan specifies the objectives, experiences, competencies, and evaluations required**.** For programs utilizing work-based activities, a full-time or an adjunct faculty member having appropriate qualifications and credentials is designated as the supervisor of a student’s work-based experience. This person is identified in the Individualized Instructional Plan **(S-2 Individual Program Criteria/instruction 24-30)**

**CHALLENGES AND PROPOSED SOLUTIONS:**

In the 2007 fiscal year, FVI merged to form one Vocational education center. In 2015 FVI reorganized policies and procedures; this reorganization has impacted the admission/recruiting, programs and instruction of the educational programs. The committee designate to appointed to draft and evaluate Standard 2 Educational Programs found that all programs within FVI is in compliance with the Council on Occupational Education criteria as stated in Standard 2 of the Self-Study Manual. The committee found no areas where continued compliance may be difficult to maintain.

All programs recognize the need to continually upgrade and expand equipment and materials in order to provide skills training that simulate on-the-job experiences as closely as possible. Renewing old partnerships and forging new partnerships with business and industry to acquire new or recently retired equipment is one way of keeping laboratory equipment current. Another possible solution is for faculty to be involved in taking courses related to the subject matter they teach and which enrich their professional profiles.

FVI realizes the challenge of recruiting, enrolling and retaining new students during a time of high wage increases and the availability of jobs in the skilled sector. Faculty and staff have become creative with respect to recruitment activities, training schedules, and the offering of evening courses in order to attract new students. The Institution continuously strives to strengthen partnerships with business and industry to train the employed to a higher skill and/or certification level.

**SUMMARY**

The practice of pharmacy is changing to meet the needs of a changing world. As a result, the role of the

Pharmacy Technician is changing. Pharmacy Technicians are being relied upon more and more to

perform the routine, day-to-day functions in the pharmacy so that the pharmacist can spend more time

expanding and adapting their practice to meet the needs of their patients. Today, Pharmacy Technicians

can expect to find excellent employment opportunities in a variety of settings in Florida and throughout

the United States, good pay, and the chance for advancement and new opportunities

The Pharmacy Technician Program faculty strives to support and provide quality instruction, knowledge, and practical experience to its graduates at a low cost. The goal of the graduate is to successfully pass an exam to gain a national certification as a Pharmacy Technician (CPhT) and to become employable, thus providing optimal pharmaceutical care in our community at an entry level for institutional, community, and other pharmacy practice settings.