

Instructional Materials Evaluation Criteria – Pharmacy Tech. Rubric

(includes Medical Terminology, Medical Office Management, Anatomy & Physiology, Clinical & Laboratory Procedures

Title _____ **ISBN#** _____

Established Track Record? YES NO

If yes, please list research source(s):

Meets National Standards? YES NO

Standard I: Students will describe the basic concepts of human anatomy and physiology, common diseases and disorders of all body systems related to pharmacodynamic and pharmacokinetic properties of drugs.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
01.01-Identify and describe basic human anatomy.			
01.02-Identify and describe basic human physiology.			
01.03-Analyze the relationship of human physiology and drugs.			
01.04-Examine diseases and disorders of the human body.			

Standard II: Students will identify pharmacology, drugs, drug sources, drug actions and their effects on the human body.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
02.01-Differentiate between brand names, generic names, uses and therapeutic classification of drugs.			
02.02-Explain the pharmacodynamics and pharmacokinetics (biopharmaceutics) of drugs in the human body.			

02.03-Explain the Absorption, Distribution, Metabolism and Elimination (ADME) process of drugs.			
02.04-Analyze the science of preparing and dispensing medications.			
02.05-Demonstrate knowledge of therapeutic effects, side effects and adverse reactions of drugs.			
02.06-Discuss basic posology and toxicology.			
02.07-Examine the ADME drug factors that relate to pediatric and elderly drug administration.			
02.08-Identify different forms of drug products and the routes by which they are administered.			
02.09-Explain the basic terminology of chronic drug administration and drug dependence.			
02.10-Discuss factors that can alter drug response in the patient.			
02.11-Compare beneficial and harmful effects of drugs.			

Standard III: Students will apply the skills necessary to interpret and understand pharmacy and medical terminology.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
03.01-Identify basic structure of pharmaceutical and medical words.			
03.02-Apply word building and definitions.			
03.03-Correctly use pharmaceutical terminology, medical terminology and medical abbreviations.			
03.04-Define root words, prefixes, suffixes, abbreviations and symbols of medical terminology.			
03.05-Apply pharmaceutical terminology in processing prescriptions.			

Standard IV: Students will assist the pharmacist in calculating ingredients and doses, and determine dosage form, quantity and supply of medications dispensed in a variety of pharmacy settings.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
04.01-Solve basic mathematical problems involving fractions, decimals, percents, ratios and proportions.			
04.02-Perform conversions from one metric unit of measure to another.			
04.03-Interpret and use the four systems of measurement and perform conversions.			
04.04-Set up ratio and proportion equations and solve for unknown terms.			
04.05-Evaluate drug problems involving solutions, solid dosage forms, injection solutions and TPN solutions.			
04.06-Analyze problems involving pediatric and elderly dosing.			
04.07-Prepare and calculate the drug dosage for intravenous solutions.			
04.08-Prepare and calculate reconstituted non-injected solutions for oral and internal feeding.			
04.09-Calculate drug dosage based on the body weight of the pediatric, adult and the elderly patient.			
04.10-Demonstrate proficiency in meeting pharmacy efficiency and accuracy standards.			
04.11-Demonstrate calculator functions.			
04.12-Explain percentage preparations (w/w, w/v, v/v).			

Standard V: Students will assist the pharmacist in the preparation of admixtures and demonstrate correct operation and procedures of admixture equipment.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
05.01-Interpret the calibration of the appropriate equipment to administer the IV admixture medication to the patient.			
05.02-Identify and explain the most common parenteral routes of administration used in the institutional pharmacy.			
05.03-Accurately prepare an IV admixture in the laminar flow hood.			
05.04-Describe and categorize the drugs most commonly used in an IV admixture.			
05.05-Identify and describe the facilities, equipment and supplies used in the preparation of IV admixture medications.			
05.06-Explain and demonstrate the aseptic techniques and procedures followed in the preparation of an IV admixture.			
05.07-Describe the preparation, equipment, supplies, techniques and precautions used in compounding chemotherapy drugs.			
05.08-Measure, calculate and transfer IV drugs.			
05.09-Identify universal precautions to avoid IV contamination.			
05.10-Explain the proper procedure for repacking IV drugs.			
05.11-Prepare TPN solutions for patients.			
05.12-Describe the flow of IV admixture orders within the			

institutional setting.			
Standard VI: Students will illustrate knowledge of proper compounding techniques using equipment to weigh, measure, reduce, and combine ingredients.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
06.01-Select the most appropriate methods and techniques used to prepare pharmaceutical compounds.			
06.02-Describe extemporaneous compounding and common situations in which compounding are required.			
06.03-Explain the basic concepts of the stability of compounded formulations.			
06.04-Describe methods of preparing, packaging, labeling, shelf life, storage and stability of the different drugs used in compounding formulations.			
06.05-Describe the equipment used for weighing, measuring and compounding of pharmaceuticals.			
06.06-Choose proper techniques for weighting pharmaceutical ingredients and measuring liquid volumes.			
06.07-Expalin the processes by which solutions, suspensions, ointments, creams, powders, suppositories, gums, inhalations, injections, lip balms, lozenge or troches, nasal, optics, ophthalmics, oral solutions, rectal solutions and veterinary formulas are prepared.			
06.08-Apply compounding notes and calculation equations for preparing different formulas of compounding.			

06.09-Explain the commercial availability of different medications used in pharmacy compounding.			
06.10-Describe compounding principles for dosage forms.			
06.11-Explain methods of mixing solid and semi-solid dilutions.			

Standard VII: Students will identify and assist the pharmacist in monitoring federal, state and local laws, regulations and professional ethics. Students will demonstrate knowledge of the pharmacy law system and regulations established by governmental bodies (FDA, DEA, and state boards of pharmacy). Students will maintain professional standards and codes of ethics established by professional pharmacy associations/organizations.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
07.01-Explain the common legal terms used by state and federal agencies involved with pharmacy drug regulation.			
07.02-Explain the duties that may legally be performed by the pharmacy technician in Utah.			
07.03-Distinguish among common law, statutory law, regulatory or administrative law, ethics and professional standards.			
07.04-.List and explain the federal and state regulations agencies (FDA, DEA, BOP).			
07.05-Identify and explain safety considerations regulated by federal law.			
07.06-Identify the federal regulations for the repackaging of medications.			
07.07-Identify and follow the Utah pharmacy technician laws and rules			

required to practice pharmacy.			
07.08-Discuss the Utah Pharmacy Practice Law (Title 58-17a).			
07.09- Discuss the Utah Pharmacy Practice Law and Regulations for the practice of Pharmacy.			
07.10-Identify and follow the Utah Controlled Substances Act and Rules.			
07.11-Identify the rules of administrative law from the Division of Occupational and Professional Licensing Act and Title in Utah.			

Standard VIII: Students will describe and explain the basic concepts of a pharmacy computer system to assist the pharmacist in prescription processing, drug interaction, drug verification and patient education.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.01-Utilize the computer system and practice the prescription process.			
08.02-Add or select third party records, utilizing information on patient's insurance prescription card and add or update information.			
08.03-Demonstrate the process of refilling prescriptions, utilizing the computer system.			
08.04-Describe the DAW override code and preauthorization number used to fill or refill a prescription in the computer system.			
08.05-Describe the override code for interactions and allergies and the preauthorization number used to fill or refill prescriptions in the			

computer system.			
08.06-Explain the process for obtaining quotes for drugs requested by a patient and match prices at other pharmacies.			
08.07-Demonstrate the steps used in the computer system program to assist patients in the process of obtaining prescriptions.			
08.08-Describe the drug, physician and patient maintenance programs.			
08.09-Demonstrate use of the wholesale computer system program in creating orders, receiving orders, generating printouts and managing quantity changes of drugs on hand.			
08.10-Demonstrate use of the insurance company computer system program to charge prescriptions to a third party and determine eligibility for a patient.			
08.11-Explain how to locate and utilize information about third party medication restrictions, exclusions, rejected claims, submitting claims, other coverage and limitations, rebilling and reimbursement processing.			
08.12-Describe and demonstrate the computer process required to enter information for compounding medications.			
08.13-Demonstrate the use of the computer system to process IV admixtures for patients.			

Standard IX: Students will demonstrate fundamental pharmacy techniques and skills.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
09.01-Operate a computer system to process prescriptions.			
09.02-Apply medical and pharmaceutical terminology when processing prescriptions.			
09.03-Apply pharmacy law regulations.			
09.04-Explain HIPAA and its impact on community and hospital pharmacies.			
09.05-Operate the cash register for prescription sales.			
09.06-Operate the computer to print patient information, drug interactions, drug information, call doctor labels, prescription labels, and other pharmacy information.			
09.07-Locate brand and generic drugs in the pharmacy.			
09.08-Locate different sections of the pharmacy.			
09.09-Locate drugs for therapeutic class or common use in the pharmacy.			
09.10-Identify the five schedules of controlled substances in the pharmacy.			
09.11-Demonstrate proper customer service when answering the telephone or working in the drop-off and pick-up windows.			
09.12-Classify OTC drugs, active ingredients, drug action and indication for use.			
09.13-Identify the most common			

hospital and community drugs used.			
09.14-Operate the pharmacy stations and demonstrate job responsibilities.			
09.15-Utilize 100% of the pharmacy to acquire professional skills.			
09.16-Develop logical, organized reasoning and decision-making skills to identify and resolve problems in the pharmacy.			

Standard X: Students will prepare to assist patients in selecting OTC and herbal supplements to alleviate symptoms and to assist the pharmacist in determining which patients using OTC or herbal supplements need counseling.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
10.01-Describe how to assess strength, flexibility, and cardiovascular endurance with simple equipment.			
10.02-Identify the methods of periodization.			
10.03-Identify strength training considerations and illustrate proper lifting and spotting techniques.			
10.04-Evaluate the advertising of OTC and herbal products.			
10.05-Explain the labeling requirements for OTC and herbal products and their place in medical therapy according to the Dietary Supplement Health and Education Act.			
10.06-Compare OTC, herbal, homeopathic and dietary supplements.			
10.07-Identify and practice methods			

to obtain patient history of non-prescription medications.			
10.08-Explain potential hazards of non-prescription products including contamination, adulteration, interaction with prescription medications and adverse reactions.			
10.09-Apply techniques to determine which patients using non-prescription products need counseling by a pharmacist.			

Standard XI: Students will use the Internet to research and study a variety of pharmacy related topics. Students will also research opportunities for more training and job market entry options.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
11.01-Apply and understand Internet terminology, structure and function.			
11.02-Explain and demonstrate professional use of the Internet.			
11.03-Incorporate Internet information into the pharmacy technician profession.			
11.04-Demonstrate use of the Internet browser.			
11.05-List research capabilities and limitations of the Internet.			
11.06-Demonstrate knowledge of legal and ethical issues.			
11.07-Identify risks and safety concerns.			
11.08-Describe the value of the Internet to the health care professional.			
11.09-Analyze criteria to evaluate the			

validity of health information on the Internet.			
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Standard XII: Students will follow the guidelines of medication orders and returns, maintain security of the pharmacy, manage prescription and non-prescription drug lists in the pharmacy, keep the pharmacy clean and organized, and maintain and obtain the medication inventory.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
12.01-Analyze the pharmacy department for efficient management, maximum function and workflow.			
12.02-Identify and list the professional bodies and associations/organizations which set and maintain pharmacy standards (ASHP, UPS, JCAHO, ASCP, OSHA).			
12.03-Explain the concept of pharmacy formulary.			
12.04-Identify the work areas in the pharmacy.			
12.05-Identify sources of medications.			
12.06-Explain the medication purchasing process.			
12.07-Apply concepts of inventory management.			
12.08-Identify and describe the procedures for receiving orders.			
12.09-Identify and describe the procedures for stocking medications.			
12.10-Identify medication storage requirements for pharmaceutical			

companies.			
12.11-Describe the procedures and methods used for returning unwanted medications and supplies.			
12.12-Identify the function of a medication package.			
12.13-Describe the procedures for sales transactions using the cash register.			
12.14-Describe the routine duties to maintain the pharmacy.			
12.15-Describe and identify OTC medications stocked by the pharmacy technician or pharmacist, assist customers to locate medication and instruct on usage.			
12.16-Differentiate between pharmacy compounding and manufacturing.			
12.17-Explain important aspects of weighing pharmaceuticals and measuring liquid pharmaceuticals.			
12.18-Describe the concept of reconstitution.			
12.19-Identify common elements of the unit dose distribution system.			
12.20-Discuss why pharmacy workers need to know how to safely handle the many potentially hazardous materials in the pharmacy environment.			
12.21-Identify the general safety rules and precautions in the pharmacy environment.			
12.22-Discuss the importance of cleanliness in the pharmacy work environment.			
12.23-Explain the necessity and			

importance of cleaning and maintenance of specialized pharmacy equipment.			
12.24-Review the pharmaceutical technology advancements that are common in the pharmacy system.			
12.25-Identify the fire safety rules for the pharmacy workplace.			
12.26-Restate general rules regarding what to do in the event of a pharmacy robbery.			

Standard XIII: Students will assist the pharmacist by providing excellent customer service.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
13.01-Demonstrate the importance of maintaining a caring attitude with the patient or customer.			
13.02-Adopt a caring attitude towards patients in all aspects of the job responsibilities.			
13.03-Compare and contrast the provision of direct patient care in various patient care settings.			
13.04-Describe the importance of handling patients' or customer's problem.			
13.05-Prepare to help the patient or customer locate OTC drugs.			
13.06-Council patients on the use of OTC drugs as approved by the pharmacist.			
13.07-Explain the importance of the professional pharmacy staff relationship with the patient or			

customer.			
Standard XIV: Students will examine their personal ethics, assist the pharmacist in improving the code of ethics in the pharmacy setting and demonstrate ethical conduct in all job related activities.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
14.01-Explain the “Code of Ethics for Pharmacy Technician.”			
14.02-Explain the concept of the pharmacy as a moral community.			
14.03-Explain the patient-pharmacy technician relationship.			
14.04-Explain the pharmacy staff-other health professional relationship.			
14.05-Demonstrate honesty and integrity.			
14.06-Demonstrate professional and ethical competency.			
14.07-Demonstrate ethical drug distribution.			
14.08-Practice the standards of professional communication.			
14.09-Analyze and discuss other principles of professional conduct that guide the pharmacist and pharmacy technician.			

Standard XV: Students will maintain an image appropriate for the pharmacy technician profession and demonstrate professional skills necessary to benefit the patient or customer.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage

15.01-Adopt attire that follows the pharmacy's dress code.			
15.02-Maintain appropriate personal hygiene.			
15.03-Demonstrate personal control and professional decorum.			
15.04-Communicate professionally when speaking or writing.			
15.05-Demonstrate correct grammar, punctuation, spelling, style and formatting conventions in preparing all written communications.			
15.06-Pronounce technical terms correctly.			
15.07-Demonstrate appropriate and effective listening skills.			
15.08-Explain the importance of body language when communicating with others.			
15.09-Choose a communication style appropriate for the audience and demonstrate effective strategies for communicating with patients who are non-English speaking or who display other communication barriers.			
15.10-Formulate plans to solve professional problems commonly encountered on the job.			
15.11-Use a systemic approach to problem solving.			
15.12-Identify and list pharmacy technician professional associations and organizations (PTCB, BOP, NPTA, ASHP, AAPT, APA, PTEC).			

Standard XVI: Students will explain the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
16.01-Demonstrate an understanding of HIPAA and its importance to health care.			
16.02-Outline professional guidelines for safeguarding the confidentiality of patient and propriety business information.			
16.03-Explain the role of the Department of Health and Human Services (HHS) as protectors of privacy of patient health information.			
16.04-Explain protected health information (PHI) as used by health care providers.			

Standard XVII: Students will be knowledgeable and demonstrate proficiency and safety with new pharmacy technology.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
17.01-Examine how pharmacy technicians can help facilitate a more efficient and effective pharmacy practice system.			
17.02-Explain the new roles technicians will assume in the drug distribution process using improved technology.			
17.03-Describe bar coding as it applies to drug distribution and explain the role of the pharmacy technician in this process.			

17.04-Describe how Computerized Prescription Order Entry (CPOE) differs in a variety of pharmacy settings and explain the role of the pharmacy technician in CPOE.			
17.05-Explain how a robot can change the workload of the pharmacy.			
17.06-Discuss the different functions of a personal digital assistant (PDA).			
17.07-Describe the value of the Internet to the pharmacy in checking for, preventing and searching for medication errors, health information, DEA numbers, pharmacy regulations and patient concerns.			

Standard XVIII: Students will demonstrate the skills, knowledge and responsibilities required to gain employment and maintain status as a professional pharmacy technician.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
18.01-Complete a job application form.			
18.02Develop a current resume.-			
18.03-Create a letter of application.			
18.04-.Perform successfully in an interview.			
18.05-Demonstrate appropriate follow-up procedures.			
18.06-Complete pharmacy technician internship/externship.			
18.07-Explain requirements to obtain and maintain national certification			

and state licensure.			
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Standard XIX: Students will identify causes, prevention, reporting and risk management of medication errors; practice safe medication use and prevent errors in the distribution, preparation, dispensation and administration of medications; and will encourage patients to ask questions to minimize errors.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
19.01-Identify causes of medication errors.			
19.02-Explain the importance of the Food and Drug Administration (FDA) MedWatch program.			
19.03-Discuss how to educate patients to identify, minimize and prevent medication errors.			
19.04-Apply the five rights of drug administration.			
19.05-Explain medications errors and human perspectives.			
19.06-Choose methods to prevent medication errors and share responsibilities.			
19.07-Explain the management procedures of medication errors.			
19.08-Identify the Drug Utilization Evaluation (DUE) process.			
19.09-Outline the criteria used to select medications for DUE reporting.			
19.10-Identify medications errors in relation to specific diseases and conditions.			
19.11-Explain the medication errors in pediatric and elderly patients and			

discuss adverse drug reactions in these populations.			
19.12-Identify common medication errors in pediatric and elderly patients and discuss adverse drug reactions in these populations.			

Standard XX: Students will develop essential human-relation skills needed to maintain gainful and satisfying employment.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.01-Apply problem-solving skills.			
20.02-Demonstrate appropriate work relations.			
20.03-Demonstrate appropriate attitudes and strategies for serving and working with diverse populations.			

Curriculum Coverage					N/A
Content	Accurate information reflecting current knowledge. No content bias.	Some inaccuracies found, however, information reflects current knowledge. No content bias.	Many inaccuracies were found on concepts. Content bias created problems with concepts.	Major inaccuracies found in content or concepts.	
Age Appropriate	A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage. Includes age appropriate cross-curricular references (e.g., literature, software, etc.) Content organized so prerequisite skills and knowledge are developed before more complex skills.	Some activities are adaptable to the appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed. Several activities are not based on appropriate levels.	
Physical Qualities					N/A
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for intended grade level	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs. Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. Clearly represents concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the text.	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	

Technology					N/A
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
Universal Access					N/A
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
Assessment	3	2	1	0	N/A
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	