

PHRA 2166

Health Science Academy/P-Tech

Pharmacy Technician Practicum Student Workbook/Syllabus

**Program guidelines, expectations, and
evaluation criteria**



Department of Pharmacy Technology

Pharmacy Technician Training Program

Pharmacy Technician Practicum

PHRA 2166

Health Science Academy/P-Tech

Austin Community College, Eastview Campus

3401 Webberville Road #9214

Austin, TX 78702



The Pharmacy Technician Program conducted by
Austin Community College, Austin, Texas, is accredited
by the American Society of Health-System Pharmacists (ASHP) and the
Accreditation Council on Pharmacy Education (ACPE).

For more information concerning accreditation, please

Visit the ASHP website at www.ashp.org/technician

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PRACTICUM ELIGIBILITY

PREREQUISITE COURSES

The Pharmacy Practicum is in the second semester of the program. The student must have completed the following prerequisite courses with a “C” or higher *prior* to their practicum semester:

- Essentials of Medical Terminology HPRS 1106
- Student Success for Health Professionals, HPRS 1171
- Introduction to Pharmacy, PHRA 1301
- Pharmaceutical Mathematics, PHRA 1309
- Community Pharmacy Practice, PHRA 1313
- Institutional Pharmacy Practice, PHRA 1349
- Drug Classification PHRA 1305

CO-REQUISITE COURSES

The student must also have either completed, or be currently enrolled in the following co-requisite courses:

- Pharmacy Tech Certification Exam Review PHRA 1243

IMMUNIZATION REQUIREMENTS

In addition to the above academic requirements, students must have completed the following immunization requirements:

- Hepatitis-B Series (3 injections)
- Varicella
- Measles, Mumps, Rubella
- Measles (Second Vaccination)
- Tetanus/Diphtheria
- Meningitis (if applicable)
- Received a non-reactive, two-step, (TB) PPD (Purified Protein Derivative) skin test for Tuberculosis prior to *their* practicum semester. Documentation of the two-step PPD skin test must be made on a completed *ACC TB Form*. *Should their TB skin test be determined to expire prior to the end of their practicum semester, they will be required to complete a single-dose, repeat skin test. Paperwork for the repeat TB skin test is to be obtained from the Practicum Coordinator.*
- Student may also be required to have influenza and COVID-19 vaccinations as required by the clinical site.

CRIMINAL BACKGROUND CHECK

All health science students must complete a criminal background check prior to acceptance into the program. Students must repeat the CBC should they have a one semester (or longer) lapse in registration from the health science program. In addition, pharmacy technician students are required to complete an additional criminal background check and FBI fingerprint as a TSBP condition of trainee registration. The fingerprint process requires

the student to provide a valid social security number. Students are responsible for payment of all associated fees. For more information, see: <http://sites.austincc.edu/health/student/resources/#cbc>

HEALTH INSURANCE

Students must obtain and maintain health insurance throughout their entire practicum semester; from at least 2 weeks prior to practicum orientation, up thru the time that they have worked their final practicum rotation hour. For specific information on health insurance requirements and support in obtaining assistance with finding health insurance, go to: <http://sites.austincc.edu/health/student/resources/#health-insurance>

TSBP REGISTRATION

Students must also complete this State legal and regulatory requirement as defined by the Texas State Board of Pharmacy (TSBP). This will require the student to complete an additional criminal background check and fingerprint process. The student must provide a valid social security number in order to complete the fingerprinting process. Students are responsible for payment of all related fees.

- Register and maintain valid registration as a Technician Trainee with the Texas State Board of Pharmacy which will not expire during the Practicum semester, **OR**
- Register and maintain valid registration as a Registered Pharmacy Technician with the Texas State Board of Pharmacy which will not expire during the Practicum semester
- Additional information on the Texas State Board of Pharmacy and the requirements for technicians and technician trainees, see the TSBP website at: www.pharmacy.texas.gov

DRUG SCREENING

All students must pass a pre-placement drug screening. Screening instructions will be provided during the pre-practicum meeting with the program chair. Students who fail to pass the drug screen are subject to the actions defined on the student instruction forms. In addition, health science students participating in a clinical course may face drug and alcohol screening upon reasonable suspicion that the student is under the influence of drugs or alcohol. For more information go to the ACC health science website at <http://sites.austincc.edu/health/student/resources/#drug-screen>

HIPAA AND CONFIDENTIALITY

Students are required to complete the online HIPAA training for health science students and must submit completed HIPAA acknowledgement form and confidentiality forms to PHRA administrative assistant. HIPAA training is good for one year from the date of completion. If necessary, the student will be required to repeat the online HIPAA training and submit new, completed forms, prior to the practicum so that their training will not expire during the practicum period. More information can be found at <http://sites.austincc.edu/health/student/resources/#hipaa>

FACILITY-SPECIFIC PRACTICUM REQUIREMENTS

Students may be required to complete additional facility-specific requirements such as completing additional paperwork, attending a pre-placement interview or orientation session, internet-based training activities, or other activities specified in the affiliation agreement between ACC and the facility.

*Practicum facilities reserve the right and the discretion to accept or reject students and to impose further and/or more stringent screening standards, **including and not limited to additional criminal background checks, drug testing, or other screening processes.** Students assigned to these facilities must comply with such requests. Students should notify the ACC Pharmacy Technician Program's accreditation coordinator immediately if a site requests that they do a facility mandated drug screen (in addition to the one required by the program prior to starting their practicum rotation) as there may be specific procedures which must be followed to be in compliance with college requirements. Additional fees may apply for these facility-specific screening processes. The student is responsible for all fees associated with these requirements.*

Failure to comply with these established eligibility guidelines constitutes ineligibility to participate in the Practicum, which may lead to disciplinary action up to and/or including dismissal from the Program. **If a student is found to be ineligible for practicum placement or continuation of the practicum externship at any time during the program, or if the student is unable to meet practicum learning objectives, they may be subject to disciplinary action, up to and including dismissal from the program.**

PRACTICUM PLACEMENT CRITERIA

Students are assigned to a practicum facility based upon evaluation from Program faculty and the Practicum Coordinator. Students are not permitted to select their practicum assignments or the geographic area of their assignments. Students are, however, permitted to submit requests to the Practicum Coordinator at the time of the petition. Such requests may be taken into consideration; however, they cannot always be honored when assigning students to practicum facilities as placement is at the discretion of the Program.

As part of the placement process, the practicum coordinator may consult with pharmacy faculty to solicit a recommendation as to the most appropriate site for the student's practicum placement based on the students' knowledge, skills, and abilities in a variety of criteria. The final decision regarding practicum placement rests with the Practicum Coordinator.

Placement Criteria, in alphabetical order, includes:

- Academic Performance
- Behavioral and Social Skills
- Communication Skills
- Intellectual Skills
- Laboratory Skills and Performance evaluations in PHRA 1313, PHRA 1349, and PHRA 1345 (if applicable)
- Motor Skills
- Observational Skills (Visual and Auditory)
- Other skills and criteria as outlined within the Technical Standards in the Pharmacy Technology Student Handbook
- Prompt return of the practicum petition and site rotation request form
- Successful completion of requirements outlined in the Practicum Clearance Ticket that is provided to students during the midterm meeting prior to their practicum semester.

Students seeking further explanation of the placement process may contact the Practicum Coordinator or the Department Chair for more information.

PHARMACY TECHNICIAN PROGRAM ACCREDITATION

The Pharmacy Technician Program is accredited by the American Society of Health-System Pharmacists (ASHP), and the Accreditation Council on Pharmacy Education (ACPE). The history of accreditation for the ACC Pharmacy Technician Program has steadily grown over the years since our program filed for initial accreditation in August 1998, concurrent to when the first class was accepted into the Training Program. Accreditation could not be granted until the first class had graduated which occurred in August 1999. On September 17, 1999, a site visit team from ASHP visited ACC to evaluate the Pharmacy Technician Training Program. During the site visit, students and graduates were interviewed to provide information to the surveyors regarding their experiences in the Program. The ASHP Commission on Credentialing considered the Program for Accreditation at its meeting in February 2000. Accreditation can be granted for up to six years from the date of the application. Austin Community College received full accreditation through 2005.

In September, 2010, ASHP conducted a reaccreditation site visit. Graduates, current students, faculty, staff, and the advisory committee were interviewed to provide information to the surveyors regarding their experiences in the

Program. In December, 2010, the ASHP Commission on Credentialing considered the Program for Reaccreditation. Austin Community College received full reaccreditation through 2016.

Beginning in 2015, ASHP combined forces with the Accreditation Council on Pharmacy Education (ACPE) to form the Pharmacy Technician Accreditation Commission (PTAC). PTAC will be responsible for initial review of accreditation applications and renewals and will make recommendation to the boards of both ASHP and ACPE. Accreditation and reaccreditation status will therefore, be determined by ASHP and ACPE based on recommendation from PTAC.

As required, we submitted a program update survey, and based on that survey, in July, 2015, the program received notice that we had been ratified and received full approval to be ASHP/ACPE accredited.

In November, 2016 the Program underwent its mandatory 6-year reaccreditation visit by the accreditation site surveyors. In December, 2016 we underwent our six-year reaccreditation visit and in May, 2017 were notified that we received the full six-year reaccreditation which carries us through 2022. The Pharmacy Technician Program will undergo continuous reevaluation, which includes written reports at least every three years and reexamination by site visit at least every six years.

To remain accredited, the Program must follow “ASHP Accreditation Standards for Pharmacy Technician Training Programs.” The standards have been developed to: *protect the public, serve as a guide for pharmacy technician education and training program development, provide criteria for the evaluation of new and established programs, and, promote continuous improvement of established programs.*

The Standard consists of three sections: Section I – Competency Expectations Section II – Structure and Process to Promote Achievement of Competency Expectations, Section III – Assessment of Standards and Key Elements, View the entire standard at <https://www.ashp.org/professional-development/technician-program-accreditation> The purpose of gaining accreditation is to demonstrate that the Training Program meets or exceeds the requirements of the Standard. As a student and graduate of a training program, accreditation is important for several reasons. First, accreditation ensures that you are receiving training and skills that reflect the national standard. Second, employers will know that the education and training you received meets the Standard’s criteria. Finally, accredited programs must constantly work to remain up-to-date on pharmacy practice trends. Because of this continuous evaluation process, students can be sure that they are learning the most current information available relating to pharmacy.

PHARMACY TECHNICIAN PROGRAM GOALS

The education and training program shall be based on the following goals that reflect current and future pharmacy technician functions and responsibilities at the entry-level. While not intended to be prescriptive, the *Model Curriculum for Pharmacy Technician Training*, provides sets of educational objectives identified for achieving each of the goals listed below. In addition, the model curriculum provides guidance for grouping and sequencing instruction. It is recommended as a guide for meeting the standard and for training. This resource can be obtained from the ASHP website at <https://www.ashp.org/professional-development/technician-program-accreditation>. The program director and faculty may add educational goals and objectives that meet current needs of the community and pharmacy profession for pharmacy technician services

The Model Curriculum, 5th edition, is categorized into the five goal categories with corresponding objectives.

The Model Curriculum objectives are listed under the corresponding standard categories.

STANDARD 1: PERSONAL/INTERPERSONAL KNOWLEDGE AND SKILLS

KEY ELEMENTS FOR ENTRY-LEVEL

- 1.1 Demonstrate ethical conduct.
- 1.2 Present an image appropriate for the profession of pharmacy in appearance and behavior.
- 1.3 Demonstrate active and engaged listening skills.
- 1.4 Communicate clearly and effectively, both verbally and in writing.
- 1.5 Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals.
- 1.6 Apply self-management skills, including time, stress, and change management.
- 1.7 Apply interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork.
- 1.8 Demonstrate problem solving skills.

ADDITIONAL KEY ELEMENTS FOR ADVANCED-LEVEL

- 1.9 Demonstrate capability to manage or supervise pharmacy technicians in matters such as conflict resolution, teamwork, and customer service.
- 1.10 Apply critical thinking skills, creativity, and innovation.
- 1.11 Apply supervisory skills related to human resource policies and procedures.
- 1.12 Demonstrate the ability to effectively and professionally communicate with other healthcare professionals, payors and other individuals necessary to serve the needs of patients and practice.

STANDARD 2: FOUNDATIONAL PROFESSIONAL KNOWLEDGE AND SKILLS

KEY ELEMENTS FOR ENTRY-LEVEL

- 2.1 Explain the importance of maintaining competency through continuing education and continuing professional development.
- 2.2 Demonstrate ability to maintain confidentiality of patient information, and understand applicable state and federal laws.
- 2.3 Describe the pharmacy technician's role, pharmacist's role, and other occupations in the healthcare environment.
- 2.4 Describe wellness promotion and disease prevention concepts.

- 2.5 Demonstrate basic knowledge of anatomy, physiology and pharmacology, and medical terminology relevant to the pharmacy technician's role.
- 2.6 Perform mathematical calculations essential to the duties of pharmacy technicians in a variety of settings.
- 2.7 Explain the pharmacy technician's role in the medication-use process.
- 2.8 Practice and adhere to effective infection control procedures.

ADDITIONAL KEY ELEMENTS FOR ADVANCED-LEVEL

- 2.9 Describe investigational drug process, medications being used in off-label indications, and emerging drug therapies.
- 2.10 Describe further knowledge and skills required for achieving advanced competencies.
- 2.11 Support wellness promotion and disease prevention programs.

STANDARD 3: PROCESSING AND HANDLING OF MEDICATIONS AND MEDICATION ORDERS

KEY ELEMENTS FOR ENTRY-LEVEL

- 3.1 Assist pharmacists in collecting, organizing, and recording demographic and clinical information for the Pharmacist Patient Care Process.
- 3.2 Receive, process, and prepare prescriptions/medication orders for completeness, accuracy, and authenticity to ensure safety.
- 3.3 Assist pharmacists in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices.
- 3.4 Prepare patient-specific medications for distribution.
- 3.5 Prepare non-patient-specific medications for distribution.
- 3.6 Assist pharmacists in preparing, storing, and distributing medication products including those requiring special handling and documentation.
- 3.7 Assist pharmacists in the monitoring of medication therapy.
- 3.8 Maintain pharmacy facilities and equipment.
- 3.9 Use information from Safety Data Sheets (SDS), National Institute of Occupational Safety and Health (NIOSH) Hazardous Drug List, and the United States Pharmacopeia (USP) to identify, handle, dispense, and safely dispose of hazardous medications and materials.
- 3.10 Describe Food and Drug Administration product tracking, tracing and handling requirements.

- 3.11 Apply quality assurance practices to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies.
- 3.12 Explain procedures and communication channels to use in the event of a product recall or shortage, a medication error, or identification of another problem.
- 3.13 Use current technology to ensure the safety and accuracy of medication dispensing.
- 3.14 Collect payment for medications, pharmacy services, and devices.
- 3.15 Describe basic concepts related to preparation for sterile and non-sterile compounding.
- 3.16 Prepare simple non-sterile medications per applicable USP chapters (e.g., reconstitution, basic ointments and creams).
- 3.17 Assist pharmacists in preparing medications requiring compounding of non-sterile products.
- 3.18 Explain accepted procedures in purchasing pharmaceuticals, devices, and supplies.
- 3.19 Explain accepted procedures in inventory control of medications, equipment, and devices.
- 3.20 Explain accepted procedures utilized in identifying and disposing of expired medications.
- 3.21 Explain accepted procedures in delivery and documentation of immunizations.
- 3.22 Prepare, store, and deliver medication products requiring special handling and documentation.

ADDITIONAL KEY ELEMENTS FOR ADVANCED-LEVEL

- 3.23 Prepare compounded sterile preparations per applicable, current USP Chapters.
- 3.24 Prepare medications requiring moderate and high level non-sterile compounding as defined by USP (e.g., suppositories, tablets, complex creams).
- 3.25 Prepare or simulate chemotherapy/hazardous drug preparations per applicable, current USP Chapters.
- 3.26 Initiate, verify, and manage the adjudication of billing for complex and/or specialized pharmacy services and goods.
- 3.27 Apply accepted procedures in purchasing pharmaceuticals, devices, and supplies.
- 3.28 Apply accepted procedures in inventory control of medications, equipment, and devices.
- 3.29 Process, handle, and demonstrate administration techniques and document administration of immunizations and other injectable medications.
- 3.30 Apply the appropriate medication use process to investigational drugs, medications being used in off-label indications, and emerging drug therapies as required.
- 3.31 Manage drug product inventory stored in equipment or devices used to ensure the safety and accuracy of medication dispensing.

STANDARD 4: PATIENT CARE, QUALITY AND SAFETY KNOWLEDGE AND SKILLS

KEY ELEMENTS FOR ENTRY-LEVEL

- 4.1 Explain the Pharmacists' Patient Care Process and describe the role of the pharmacy technician in the patient care process.
- 4.2 Apply patient- and medication-safety practices in aspects of the pharmacy technician's roles.
- 4.3 Explain how pharmacy technicians assist pharmacists in responding to emergent patient situations, safely and legally.
- 4.4 Explain basic safety and emergency preparedness procedures applicable to pharmacy services.
- 4.5 Assist pharmacist in the medication reconciliation process.
- 4.6 Explain point of care testing.
- 4.7 Explain pharmacist and pharmacy technician roles in medication management services.
- 4.8 Describe best practices regarding quality assurance measures according to leading quality organizations.

ADDITIONAL KEY ELEMENTS FOR ADVANCED-LEVEL

- 4.9 Verify measurements, preparation, and/or packaging of medications produced by other healthcare professionals.
- 4.10 Perform point-of-care testing to assist pharmacist in assessing patient's clinical status.
- 4.11 Participate in the operations of medication management services.
- 4.12 Participate in technical and operational activities to support the Pharmacists' Patient Care Process as assigned.
- 4.13 Obtain certification as a Basic Life Support Healthcare Provider.

STANDARD 5: REGULATORY AND COMPLIANCE KNOWLEDGE AND SKILLS

KEY ELEMENTS FOR ENTRY-LEVEL

- 5.1 Describe and apply state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances.
- 5.2 Describe state and federal laws and regulations pertaining to pharmacy technicians.
- 5.3 Explain that differences exist between states regarding state regulations, pertaining to pharmacy technicians, and the processing, handling and dispensing of medications.

- 5.4 Describe the process and responsibilities required to obtain and maintain registration and/or licensure to work as a pharmacy technician.
- 5.5 Describe pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.
- 5.6 Describe Occupational Safety and Health Administration (OSHA), National Institute of Occupational Safety and Health (NIOSH), and United States Pharmacopeia (USP) requirements for prevention and treatment of exposure to hazardous substances (e.g., risk assessment, personal protective equipment, eyewash, spill kit).
- 5.7 Describe OSHA requirements for prevention and response to blood-borne pathogen exposure (e.g., accidental needle stick, post-exposure prophylaxis).
- 5.8 Describe OSHA Hazard Communication Standard (i.e., “Employee Right to Know”).

ADDITIONAL KEY ELEMENTS FOR ADVANCED-LEVEL

- 5.9 Participate in pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.
- 5.10 Describe major trends, issues, goals, and initiatives taking place in the pharmacy profession.

Note: Upon completion of Level 1 certificate the student will have been taught and tested in all of the Entry-level competencies. This will occur in classroom, clinical and/or laboratory courses.

RESPONSIBILITIES

STUDENT RESPONSIBILITIES

ATTENDANCE

The student is expected to attend ALL scheduled practicum sessions. If a student is unable to attend, the student must notify the Preceptor/experiential site coordinator (i.e., experiential site coordinator) by phone and email (if applicable) immediately. It will be the student's responsibility to reschedule hours in order to make up any hours missed so that they complete the required number of hours within the allotted timeframe. It will also be the responsibility of the student to notify the Practicum Liaison and Practicum Coordinator of any missed sessions.

The student is expected to arrive to the practice site 10 minutes prior to their scheduled work time. This will allow the student time to get settled in and be ready to go exactly at their scheduled start time. If the student displays poor work ethic, such as arriving late to work, improper dress, multiple sick calls or having to consistently reschedule hours, etc., the Preceptor/experiential site coordinator has been instructed to contact the Practicum Liaison and/or Coordinator immediately.

TRANSPORTATION

The student must provide his or her own transportation.

DRESS CODE

The student should be appropriately dressed according to the standards of the site and the profession. Clothing should be clean and wrinkle-free. Students in their retail or mail-order rotation should wear either TEAL colored scrubs, or a uniform or dress code determined by the facility. The student must wear their ACC picture ID badge and Pharmacy Technician Trainee badge at all times.

REGISTRATION

The student must complete all requirements outlined on the Practicum Clearance Ticket provide to the student during the midterm meeting prior to the practicum semester. Enrollment in the practicum, and any co-requisite courses (if applicable) including the payment of all appropriate fees should be completed during the college's regular registration period. The student must maintain registration in all co-requisite courses (if applicable) during the practicum semester. If the student drops a co-requisite course, they must also drop the Practicum course. Students should consult with the Pharmacy Technician Program Chair prior to making any schedule changes during the practicum semester.

PATIENT CONFIDENTIALITY

The student must respect all confidences revealed while he/she is performing the practicum. Students must uphold HIPAA and confidentiality standards. No information regarding fee systems, patient records, policies and procedures, etc. should be disclosed. Students are not allowed to take photos, record audio or video during their practicum. Students may not access medical records for any reason other than the performance of an essential skill. Students may not access their own medical records under any circumstance.

ON-THE-JOB PERFORMANCE

The pharmacy technician student should:

1. be an active participant in the learning experience.
2. have mutual respect and courtesy for the preceptor/experiential site coordinator and pharmacy staff, and always communicate in a professional manner.
3. interact privately and professionally with the preceptor/experiential site coordinator if there is a disagreement.
4. check with the preceptor/experiential site coordinator or assigned trainer for direction regarding any questions or issues, especially those dealing with prescription orders.
5. view criticism as a learning experience and endeavor to incorporate this corrective feedback in a positive manner.
6. be aware of the laws and regulations governing the practice of pharmacy.
7. not accept or receive any form of payment, financial or otherwise, from the assigned site for work performed as part of the practicum. (Employment of the student outside of practicum hours must be discussed with the Program Coordinator.)
8. always use common sense.
9. complete site-specific training and testing as requested by practicum preceptor/experiential site coordinator or practicum coordinator.
10. follow all site rules including no smoking regulations.

ACADEMIC

The pharmacy technician student shall complete all academic standards and requirements set forth within this handbook and the Pharmacy Technician Program Student Handbook. The student is required to provide the practicum coordinator with his/her schedule, in writing, each week. The student is required to attend all requested meetings with the practicum coordinator. The student is required to complete a midterm and final practicum self-evaluation and other practicum paperwork which will be reviewed by the preceptor and submitted to the accreditation coordinator. Student will complete a series of games, quizzes, and practice exams to prepare for the national certification exam. Student will take the national certification exam (PTCB) during their last week of the semester.

REGULATORY

1. The student shall maintain an “Active” registration as a Technician Trainee or as a Registered Pharmacy Technician, which will not expire or be in a “pending” status during the practicum semester.
2. The student shall report assigned practicum worksites to the State Board of Pharmacy within 72 hours of starting the rotation.
3. If the student wishes to take the Pharmacy Technician Certification Board Exam (PTCE) prior to the end of their practicum semester, the student should NOT change their registration status with the TSBP until after the practicum rotation has been completed. Please see the practicum coordinator prior to signing up for the PTCE.

PRECEPTOR/EXPERIENTIAL SITE COORDINATOR RESPONSIBILITIES

PRACTICUM INFORMATION SOURCE

The preceptor/experiential site coordinator/experiential site coordinator should explain to the student what is expected of him/her, particularly with regard to: appearance/dress, attitude, scheduling of hours, parking, site-specific policies and procedures, applicable security and emergency procedures, and general characteristics of the practice site.

ROLE MODEL

The preceptor/experiential site coordinator/experiential site coordinator should instill in the student a sense of professional ethics and pride, as well as encourage communication, trust, respect and understanding.

STUDENT LEARNING EXPERIENCE

The preceptor/experiential site coordinator/experiential site coordinator should not assume the student’s competency but determine it through discussion, observation and experience. It is the preceptor/experiential site coordinator/experiential site coordinator’s responsibility to expose the student to all aspects of pharmacy practice as is performed at their facility, and to make every attempt to inform, educate, and train the student to the best of their ability. While the preceptor/experiential site coordinator is not expected to provide all of the students’ training, they are expected to oversee the students’ scheduling and verify that the person assigned to train the student meets qualifications to do so as defined in the *Preceptor/experiential site coordinator’s Training Manual*. The preceptor/experiential site coordinator should ensure that the student is always scheduled with an experienced technician or pharmacist that has the knowledge, skill, ability, and willingness to train the student. The preceptor/experiential site coordinator and other pharmacy personnel should refrain from using the student as an “extra pair of hands.”

EVALUATIONS

Performance evaluations should be conveyed to the student in private. Criticism should be constructive and focused on the students’ learning, obtainment of the objectives, and improvement over the course of the practicum experience. The preceptor/experiential site coordinator, or their qualified designee, is responsible for completing evaluation forms on student progress. The preceptor/experiential site coordinator (or their designee)

must initial the student's timesheet. The preceptor/experiential coordinator must (or their designee) review the student's self-evaluations and complete the midterm and final performance appraisals, as well as the performance appraisal checklist and signature form. This is required by the program's accrediting agency. The preceptor/experiential site coordinator should meet with the student to discuss the evaluations and checklist. Both the student and the preceptor/experiential site coordinator must sign and date all forms. The preceptor/experiential site coordinator should provide the student with a completed, signed, and dated copy of all paperwork, should keep a copy for themselves, and must send the original directly to the Pharmacy program using one of the methods detailed on in this workbook and on the student's practicum paperwork. The preceptor must return the following forms which will comprise the student's grade for the experiential rotation portion of the PHRA 2166 course: timesheet, student midterm self-evaluation, midterm performance appraisal, student final self-evaluation, final performance appraisal, performance appraisal checklist, and performance appraisal checklist signature page.

STAFF INFORMATION

The preceptor/experiential site coordinator should discuss the objectives of the practicum with all pharmacy employees, and should remind them of the important role they play in the students' education and clinical training. Responsibilities and expectations should be clearly communicated to pharmacy staff to avoid misunderstanding and conflict about the employees' and/or student's role during the practicum.

SITE RESPONSIBILITIES

DRESS CODE

Students in the ACC Pharmacy Technician program are required to wear teal colored scrubs and close-toed shoes, which the student will provide. However, if the site has a required dress code, they should inform the student and provide the student with required clothing items (if applicable).

PARKING

The preceptor/experiential site coordinator or site representative will provide the student with information about parking places and policies.

MISCELLANEOUS

The practicum site will provide the student with a place to store personal belongings in a safe and secure manner. The practicum site should review all pertinent policies and procedures with the student, especially those related to security, health and safety. Students are not allowed to have their cell phone on their person during working hours unless they are outside the pharmacy during an approved break. Please provide a secure place for the student to store their cell phone or instruct the student to leave their cell phone while at work.

PRACTICUM ROTATION INFORMATION

The student will be assigned to complete a minimum of 128 hours of on-the-job training. The student must complete 128 hours in a community or mail order pharmacy. The student is assigned to one facility.

STUDENT SCHEDULE

The student will be assigned to complete 128 hours of on-the-job training during the practicum rotation. The schedule is to be determined by agreement between the student and the preceptor/experiential site coordinator. Student schedules must be emailed to preceptor/experiential site coordinator, practicum coordinator, and practicum liaison (if applicable), and must be approved in advance by the practicum coordinator.

Students not completing the rotation within the established time must meet with the practicum coordinator to determine a plan to catch up so that the practicum is completed within the allotted time frame. Failure to complete all required hours, and/or to abide by the “catch up” plan, may result in the student earning an “F” for the course, and would; therefore, not pass the practicum. Grades of “Incomplete” are generally not issued for this course. In the case of an unexpected emergency, the student must meet with the practicum coordinator to sign a formal agreement related to receiving an “I”, the requirements and parameters for course completion, and the consequences of failing to abide by the agreement. In the event of an unforeseen emergency, the student would only be considered for an incomplete provided that they meet the minimum program standards for granting an “I”, which include: completion of at least 80% of the coursework, with average grade on course work to be $\geq 75\%$.

The student is expected to work a minimum number of hours each week to successfully complete the rotation, and still have time to complete required practicum coursework. In the spring semester, students should plan to work an average of 12 hours per week to complete the rotation in approximately fourteen (14) weeks. Students are required to work a minimum of eight (8) hours per week. If student is routinely failing to work the minimum required weekly hours, the preceptor should contact the practicum liaison or coordinator immediately so that we can intervene and assist with getting the student back on track. Students are not permitted to work more than 24 hours per week. Any requests for exceptions to the minimum or maximum requirements must be submitted to the practicum Coordinator via email (decisions on any requests will be received within three business days).

Once the student has been assigned, they are required to contact their preceptor/experiential site coordinator within 24 hours. If the student has not received a reply from the site preceptor/experiential site coordinator within 72 hours of initial contact, they are to immediately email the practicum coordinator and the practicum liaison (if applicable), so that they can follow-up with the preceptor/experiential site coordinator. At the time of initial contact with the preceptor/experiential site coordinator, the student and preceptor/experiential site coordinator need to agree upon the student’s schedule. The student must provide that schedule by email to the Practicum Coordinator, the preceptor/experiential site coordinator, and the practicum liaison (if applicable) as soon as it established and should update it as applicable. The student is required to provide the Practicum Coordinator with their schedule at least one week before it is in effect, except for the first two weeks of the semester. In the case of the first two weeks of the semester, as schedules are being arranged, the student is to email their schedules as soon as they have been determined. The student may begin work immediately after they registered their site with the TSBP, have received permission to start from their site preceptor/experiential site coordinator/experiential site coordinator, and have provided the Practicum Coordinator, preceptor/experiential site coordinator, and practicum liaison (if applicable) with their first schedule.

A timesheet is included in this manual for the convenience of monitoring the student's hours. **The timesheet must be initialed weekly by the preceptor/experiential site coordinator (or their qualified designee) and turned in to the Pharmacy program or Practicum Liaison (if applicable) at the end of the semester.** If the preceptor or designee is not available to initial the end of week timesheet, the student may have the pharmacist on duty initial their timesheet. The Practicum Coordinator, Preceptor/Experiential Site Coordinator, and/or Practicum Liaison (if applicable) may request to evaluate the student's timesheet at any time during the semester to ensure accuracy and completeness.

The student must inform the preceptor/experiential site coordinator, the Practicum Coordinator, and the Practicum Liaison (if applicable) of any tardiness, absences, and/or schedule changes (anticipated or unexpected). Failure to do so may negatively affect the final grade and status in the practicum. Under no circumstances should the student be at the practicum site without prior notification to the Practicum Coordinator, Preceptor/experiential site coordinator, and Practicum Liaison (if applicable). **The Practicum Coordinator must have an email that details when students are at their rotation site at all times.**

EVALUATION AND GRADING FOR THE PRACTICUM COURSE

All paperwork including the student site and self-evaluation forms, the student's revised resume, a completed student self-evaluation, and program exit survey, are due during the students' final meeting with the practicum coordinator, which will take place during the last week of the semester. In addition, the student is to complete four (4), multiple choice quizzes in Blackboard, are due dates that are listed in the Course Schedule folder in Blackboard. The quizzes are based on information in the course textbook and are designed to prepare you for the course final exam, as well as the national certification exam (PTCB) that the student will take upon completion of the course. The final exam will be completed at an ACC testing center by the due date listed in Blackboard. In addition, the student will undergo a mock interview with the practicum coordinator during their scheduled meeting which will take place during the final week of the semester. Please allow two hours for your final meeting, the meeting must be scheduled in advance with the practicum coordinator. In most cases, your practicum coordinator will set the date and time for your final meeting during your mandatory midterm meeting with the coordinator. An overall score totaling $\geq 75\%$ of all possible points is required to pass the course.

Maximum number of possible points for this course: 1000 points

Minimum number of points required to pass this course: 750 points

SITE EVALUATION

Maximum points possible: 500 pts worth 50% of grade

Your preceptor/experiential site coordinator or their qualified designee will complete two performance appraisals to evaluate the students' progress in the practicum. The *Midterm Performance Appraisal* should be completed upon the student completing approximately 64 hours of their practicum. The *Final Performance Appraisal*, the *Performance Appraisal Checklist*, and *Performance Appraisal Checklist Signature Page* should be completed during the student's last week working at the site.

By the end of the site rotation, it is hoped that the student will demonstrate entry-level competency for each goal. During the final performance appraisal, the preceptor/experiential site coordinator will evaluate the student's performance in the nine areas outlined on the performance appraisal forms. The preceptor/experiential site

coordinator should note the student's growth during the internship, provide praise where it was earned, and constructive feedback noting where the student has room for improvement.

To aid in the evaluation process, **the student is REQUIRED to complete a Midterm and Final Practicum Student Self-Evaluations. You should give your completed midterm self-evaluation to them once you have completed working your 60th practicum hour. You should give your completed final self-evaluation to them once you have completed working your 100th practicum hour.**

Reflect on your performance in each section and honestly grade your own performance. Your preceptor will be using the same tools to complete your midterm and final evaluations. The opportunity to compare your self-evaluation with preceptors may provide you with valuable insight to improve your performance and/or acknowledge your achievements.

Required evaluative paperwork including your completed timesheet, student self-evaluations, preceptor performance appraisals, checklist, and signature page must be submitted by the preceptor/experiential site coordinator (or their designee) to the ACC Pharmacy Technician Program's Accreditation Coordinator via email, fax, or postal service, or e-mail. The student may NOT deliver the paperwork to the practicum coordinator. It must be submitted directly from the preceptor/experiential site coordinator to the pharmacy program by one of methods listed in this workbook.

Note: The student is responsible for verifying that practicum preceptor/experiential site coordinator has submitted the required documents to the practicum coordinator. **Failure to submit ALL required evaluative paperwork (including: your completed timesheet, Midterm Student Self-Evaluation, preceptor Midterm Performance Appraisal, Final Student Self-Evaluation, preceptor Final Performance Appraisal, Preceptor Performance Appraisal Checklist, and Preceptor Performance Appraisal Signature page may result in the student receiving zero points for the site evaluation section of the grading scale and student's subsequent failure of the course.** NOTE: Student MUST retain a copy of all completed and signed paperwork as this may be requested as a back-up if the preceptor does not submit paperwork on time.

STUDENT SELF-EVALUATIONS

MAXIMUM POINTS POSSIBLE: 200 pts. (worth 20% of grade)

The student must complete a midterm student self-evaluation which will be given to the preceptor by the time the student completes 60 hours at their practicum site. The student must complete a final self-evaluation by the time they complete 100 hours at their practicum site. The preceptor will review the self-evaluations and use them to help assess the student's performance, identify knowledge or skill gaps, and recognize student successes. The student midterm and final evaluations must be provided to the program's accreditation coordinator at the end of the semester for inclusion in their student file.

UPDATED RESUME

MAXIMUM POINTS POSSIBLE: 100 pts. (worth 10% of grade)

The student is encouraged to start with the resume that they submitted during the PHRA 1301 *Introduction to Pharmacy* course, and incorporate the instructor feedback that they received, in order to create an updated, professional resume. The resume should be updated to include their completion of our ASHP/ACPE Accredited

Pharmacy Technician Program, identify the student's learning in lecture and lab courses – including a listing of skills obtained such as: 24-hour cart fill, crash carts, floor stock, automated dispensing machines, repackaging bulk meds into unit dose packages, non-sterile compounding, sterile compounding, narcotic record keeping, oral syringe preparation, fill and refill prescriptions, enter prescriptions into pharmacy computer system, customer service, cash register operation, etc. The resume should also clearly outline experience obtained from each of the student's practicum rotation. Student resumes should also identify completion of ACPE accredited IV certification, TSBP trainee registration status, and intent to take the PTCE. Students are encouraged to seek feedback and/or support from the practicum liaison prior to submitting the resume which will be due at the time of their final meeting with the practicum coordinator.

Mock Interview

MAXIMUM POINTS POSSIBLE: 100 pts. (worth 10% of grade)

Student will complete a mock interview with the Practicum Coordinator that is designed prepare the student for interviewing for pharmacy technician positions. Students should be properly attired and well-prepared for the mock interview, which will be scheduled during the student's mandatory midterm meeting, and which will take place during the last week of the semester at the time of the student's final meeting with the practicum coordinator.

COMPLIANCE WITH REQUIREMENTS OUTLINED IN THE PRACTICUM ORIENTATION – STUDENT AGREEMENT OF UNDERSTANDING DOCUMENT

MAXIMUM POINTS POSSIBLE: 50 pts. (worth 5% of grade)

Students must follow all instructions detailed in the Practicum Orientation – *Student Agreement of Understanding* form, which includes but is not limited to: emailed schedule submission and updates (if applicable) sent to Practicum Coordinator, Practicum Liaison, and Preceptor/Experiential Site Coordinator prior to going to practicum site, TSBP site registration within 72 hours of receiving placement from coordinator, attempting contact with preceptor/experiential site coordinator and appropriate follow-up within defined timeframe, checking Blackboard and email regularly and responding to calls/emails from the Practicum Coordinator and Practicum Liaison (if applicable) within 72 Hours of receipt, applying for graduation prior to due date, etc.

BLACKBOARD DISCUSSION BOARD POSTS & RESPONSES

MAXIMUM POINTS POSSIBLE: 50 PTS. (worth 5% of grade)

Students are required to make at least five (5) Discussion Board posts by following the instructions in the Discussion Board folder in Blackboard. Posts must be made by due dates listed in the course schedule.

The Texas State Board of Pharmacy (TSBP) requires any person licensed or registered by the Board to report their place of employment or work. Therefore, as a Pharmacy Technician Trainee who will be working in a pharmacy, even though it is unpaid, you must register your internship site with the TSBP. You **MUST** do this within 72 hours of starting your internship. Failure to register your site with the TSBP may result in a citation and/or fine for the internship site, and may jeopardize your licensure with TSBP. If you have ANY trouble registering your site with TSBP, email the practicum coordinator or the practicum liaison immediately.

To add a pharmacy to your registration record, follow these steps:

1. Visit the TSBP homepage at www.pharmacy.texas.gov
 - Go to the login field and enter your **login**, then enter your **password** in the password field and password.
2. On the right side of the page, click on the link to your registration profile
3. Under the *Functions* list on the left side of the page, click on the link for **Technician Employment Relationships**
4. Click **Yes** to question Are you changing your employment information?
5. Click the **Add** button
6. In the Type of Relationship dropdown box, select **Staff [Your Role: Technician or Pharmacist]**
7. Directly below that, under the **Other Party Role: Pharmacy** section
 - Use the drop down list to select the correct **License Type** for your practicum site (see the paperwork provided by your practicum coordinator)
 - Then enter the Pharmacies' **License Number** from the paperwork provided to you by the practicum coordinator.
8. Click the **Next** button
9. Verify the employer matches your assigned practicum site. Then click the **Add** button

Congratulations, you're done.

NOTE: The TSBP webpage has a video tutorial to walk you through the process if you need additional assistance. Be sure to login to your TSBP profile 24 hours after you register your practicum site to verify that your profile is accurate. Contact the Practicum coordinator or the practicum liaison (if applicable) if you need assistance. In addition, the student **MUST** delete each of your practicum sites once you have completed your rotation hours. Failure to do so can result in action by the TSBP that may include fine, and/or license/registration suspension or similar. In addition to potential penalties you may face, your practicum sites may also face similar penalties.

The following documentation is to be used for the evaluation of student performance and progress throughout the Practicum rotation.

This section includes:

- ☐ Community or Mail-Order Pharmacy Documentation
 - ☐ Student Timesheet
 - ☐ Midterm Performance Appraisal
 - ☐ Final Performance Appraisal
 - ☐ Performance Appraisal Checklist
 - ☐ Performance Appraisal – Signature Page

Attention Community or Mail-Order Pharmacy Preceptor/Experiential Site Coordinators

Thank you for your willingness to work with our program's practicum students. Please refer to the letter provided to you by your assigned student for details about the requirements for working with an ACC Pharmacy Technician Program practicum student. Please also review the detailed instructions in the ACC Pharmacy Technician Program *Preceptor/Experiential Site Coordinator's Training Manual* for detailed information on how to complete and submit the student timesheet, midterm performance appraisal, final performance appraisal, and preceptor/experiential site coordinator checklist, and site information/signature forms.

If you have never had an ACC student at your pharmacy, you will be provided with a copy of the *Preceptor/Experiential Site Coordinator's Training Manual*, by either the student, or the Practicum Liaison. Please be sure that all forms are completed and provide as much process-improvement focused feedback as possible to the student. Please verify that all forms have been signed and dated, by both you and the student. After you have reviewed the performance appraisal with the student, please make a copy of all signed and dated paperwork for your records, give a copy to the student, and submit the originals to the pharmacy program.

You or your designee must submit all practicum paperwork directly to the pharmacy program by email, fax, or direct mail (see the appraisal checklist signature page in this student workbook, or the *Preceptor/Experiential Site Coordinator's Training Manual* for additional information about submitting required paperwork). Please contact the Practicum Coordinator if you have any questions, are encountering issues with a student, or need a copy of the *Preceptor's Handbook*, any of the student paperwork. Thank you again for your willingness to work with our students in this invaluable way.

~Lisa McCartney, Practicum Coordinator
lmccartn@austincc.edu

COMMUNITY OR MAIL-ORDER PHARMACY ROTATION TIMESHEET

Student Name: _____

Student Signature: _____

Preceptor Name: _____

Date of Completion: _____

Preceptor/Experiential Site Coordinator Signature: _____

Pharmacy Name & Store # (if applicable): _____

Week	Date Range	Monday # of hours worked	Tuesday # of hours worked	Wednesday # of hours worked	Thursday # of hours worked	Friday # of hours worked	Saturday # of hours worked	Sunday # of hours worked	Total # hours for the week	Preceptor/ Trainer Initials
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
TOTAL HOURS Must be ≥ 128 total										

PRECEPTOR/EXPERIENTIAL SITE COORDINATOR: Please be sure to initial hours weekly and the final hours total. Keep a copy for your records and provide a copy to the student. Submit the completed timesheet to the program's accreditation coordinator within 3 days of completion of the student's rotation hours. You may submit the timesheet by any of the following methods: fax:

512-223-5849, scan and email to sheridan.robinson@austincc.edu or snail mail to: Sheridan Robinson, ACC-EVC, 3401 Webberville Rd, #9216, Austin, TX 78702. Thank you for mentoring our students in this most valuable practicum experience!

COMMUNITY OR MAIL-ORDER PHARMACY ROTATION – TO BE COMPLETED BY PRECEPTOR

MIDTERM PERFORMANCE APPRAISAL

Student Name: _____ Date _____

Preceptor/Experiential Site Coordinator Name: _____

Pharmacy Name and Location or store #: _____

Nine areas of performance have been listed to help preceptors/experiential site coordinators consider and evaluate that students in a detailed and comprehensive manner. To provide students with the most specific and relevant feedback, preceptors/experiential site coordinators **must provide a score using the Five-Point Likert scale for each of the nine sections of the appraisal**. Preceptors may also provide detailed and specific feedback for each section, where indicated, or under the section titled “Other Comments”. NOTE: Prior to completing your midterm performance appraisal of the student, please review the student’s midterm self-evaluation – which they are required to provide to you prior to the completion of their 60th practicum hour. Your scores should reflect your evaluation of the student, and they may not match the scores that the student assigned to themselves on the self-evaluation. However, comparing the student’s self-evaluation to your performance appraisal can help to identify gaps in the student’s learning and point out areas where the student is performing exceptionally well.

KNOWLEDGE

Consider knowledge learned at the site as well as acquired classroom knowledge and how it was put to use. In comparison with other students or new employees who have worked approximately 60 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ Far above Expectations!

Feedback regarding student’s knowledge:

ABILITY TO LEARN NEW CONCEPTS

Consider how well the student asked questions and attempted new things. In comparison with other student or new employees who have worked approximately 60 hours at your pharmacy, is this student performing.

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's ability to learn new concepts:

INITIATIVE

Consider how well the student took initiative or offered ideas. In comparison with other students or new employees who have worked approximately 60 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's initiative:

QUALITY OF WORK

Consider how neat, accurate and consistent the student's work was. In comparison with other students or new employees who have worked approximately 60 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's quality of work:

QUANTITY OF WORK

Consider the amount of work completed compared to the level of pharmacy technician experience. In comparison with other students or new employees who have worked approximately 60 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's quantity of work:

COMMUNICATION

Consider how well the student interacted with others. In comparison with other students or new employees who have worked approximately 60 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's communication:

JUDGMENT

Consider how logically the student thought and acted. In comparison with other students or new employees who have worked approximately 60 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's judgment:

ATTITUDE

Consider the student's overall attitude about the practicum as well as toward being a pharmacy technician. In comparison with other students or new employees who have worked approximately 60 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's attitude:

ATTENDANCE

Consider the student's timeliness and dependability while assigned to the site. In comparison with other students or new employees who have worked approximately 60 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's attendance:

OTHER COMMENTS

Student Signature

Preceptor/Experiential Site Coordinator Signature

Date of Mid-Term Appraisal Review

PRECEPTOR/EXPERIENTIAL SITE COORDINATOR:: Please be sure to sign and date where indicated. Keep a copy for your records and provide a copy to the student. Submit the completed midterm evaluation to the program's accreditation coordinator immediately upon completing the evaluation and reviewing it with the student. You may submit the completed evaluation by any of the following methods: fax: 512-223-5849 or scan and email to sheridan.robinson@austincc.edu. Thank you for mentoring our students in this most valuable practicum experience!

COMMUNITY OR MAIL-ORDER PHARMACY ROTATION – TO BE COMPLETED BY PRECEPTOR

FINAL STUDENT PERFORMANCE APPRAISAL

Student Name: _____ Date _____

Preceptor/Experiential Site Coordinator Name: _____

Pharmacy Name and Location or store #: _____

Nine areas of performance have been listed to help evaluate the student. To provide students with the most specific and relevant feedback, preceptors/experiential site coordinators **must provide a score using the Five-Point Likert scale for each of the nine sections of the appraisal**. Preceptors may also provide detailed and specific feedback for each section, where indicated, or under the section titled “Other Comments”. **PRECEPTOR MUST PROVIDE A FINAL OVERALL % SCORE FOR STUDENT’S PRACTICUM ROTATION WHERE INDICATED ABOVE SIGNATURE LINE.** Preceptor should be as detailed and specific as possible as this will be of greatest benefit to the student. The written performance appraisal should be reviewed with the student and the student should have an opportunity to ask questions to gain greater clarity as necessary. **NOTE:** Prior to completing your final performance appraisal of the student, please review the student’s final self-evaluation – which they are required to provide to you prior to the completion of their 100th practicum hour. Your scores should reflect your evaluation of the student, and they may not match the scores that the student assigned to themselves on the self-evaluation. However, comparing the student’s self-evaluation to your performance appraisal can help to identify gaps in the student’s learning and point out areas where the student is performing exceptionally well.

Both the preceptor/experiential site coordinator and the student should sign and date all paperwork where indicated. Paperwork should be submitted by the preceptor to the program’s accreditation coordinator using one of the methods identified below. The preceptor/experiential site coordinator should keep a signed copy for their records, and a signed copy should be provided to the student.

KNOWLEDGE

Consider knowledge learned at the site as well as acquired classroom knowledge and how it was put to use. In comparison with other students or new employees who have worked approximately 120 hours at your pharmacy, is **this** student performing:



1 – Far below expectations



2 – Slightly below expectations



3 – As expected



4 – Above Expectations +



5 – Far above Expectations!

Feedback regarding student’s knowledge:

ABILITY TO LEARN NEW CONCEPTS

Consider how well the student asked questions and attempted new things. In comparison with other students or new employees who have worked approximately 120 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's ability to learn new concepts:

INITIATIVE

Consider how well and how often the student took initiative or offered ideas. In comparison with other students or new employees who have worked approximately 120 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's initiative:

QUALITY OF WORK

Consider how neat, accurate and consistent the student's work was. In comparison with other students or new employees who have worked approximately 120 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's quality of work:

QUANTITY OF WORK

Consider the amount of work completed compared to the level of pharmacy technician experience. In comparison with other students or new employees who have worked approximately 120 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's quantity of work:

COMMUNICATION

Consider how well the student interacted with others. In comparison with other students or new employees who have worked approximately 120 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's communication:

JUDGMENT

Consider how logically the student thought and acted. In comparison with other students or new employees who have worked approximately 120 hours at your pharmacy, is this student performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 –As expected ☐ 4 –Above Expectations + ☐ 5 –Far above Expectations!

Feedback regarding student's judgment:

ATTITUDE

Consider the student's overall attitude about the practicum as well as toward being a technician. In comparison with other students or new employees who have worked approximately 120 hours at your pharmacy, is this student performing:



1 – Far below expectations



2 – Slightly below expectations



3 –As expected



4 –Above Expectations +



5 –Far above Expectations!

Feedback regarding student's attitude:

ATTENDANCE

Consider the student's timeliness and dependability while assigned to the site. In comparison with other students or new employees who have worked approximately 120 hours at your pharmacy, is this student performing:



1 – Far below expectations



2 – Slightly below expectations



3 –As expected



4 –Above Expectations +



5 –Far above Expectations!

Feedback regarding student's attendance:

OTHER COMMENTS

Considering the entirety of the students' performance at your facility, assign a percent score from 0% to 100% based on the scale below, to assign the student a grade for their rotation with your facility.

*(Excellent: 90-100%; Good: 80-89%; Average: 75-79%;
Poor: 69-74%; Failing: $\geq$ 68%)*

Enter Student % Score Here

Student Signature

Preceptor/Experiential Site Coordinator Signature

Date of Final Appraisal Review

PRECEPTOR/EXPERIENTIAL SITE COORDINATORS: Please be sure to sign and date where indicated. Keep a copy for your records and provide a copy to the student. Submit the completed final evaluation to the program's accreditation coordinator immediately upon completing the evaluation and reviewing it with the student. You may submit the completed evaluation by any of the following methods: fax: 512-223-5849 or scan and email Sheridan.robinson@austincc.edu Thank you for mentoring our students in this most valuable practicum experience!

PERFORMANCE APPRAISAL CHECKLIST

This appraisal checklist should be filled out at the end of the student's practicum experience and submitted as a part of the student's Final Evaluation. Consider the student's performance and experience and indicate whether or not the student has demonstrated minimum competency in the goal area. If so, note that by placing a checkmark in the PASS column. Student's may demonstrate minimal competency by performing various tasks, by participating in discussions or asking questions relative to the task or goal, or by observing other pharmacy personnel as they complete related tasks.

If the student has failed in the competency area (as evidenced by: multiple errors without demonstrating post-feedback improvement, unwillingness to perform required tasks related to the competency goal, insubordination, etc.) indicate that by making a checkmark in the FAIL column. Please be sure to email the practicum coordinator or liaison as soon as possible, should you have a student who is failing any component of their practicum internship, as early intervention with the student may help to turn a negative situation into an opportunity for the students' learning and growth.

Please provide the student with written feedback (this may be done by writing in the "Additional Comments" section below, or by attaching a Word document that details the specifics for any competency area(s) that you checked as "failed". Be sure to review this with the student and to have all forms/paperwork signed and dated by both you and the student.

For any failed competency, please note why the student failed (give specific examples wherever possible), and suggestion(s) that you have for actions the student could take to improve their performance in the failed competency area(s). Be sure to return your comments with the final student paperwork that you send to the pharmacy program.

The goal statements and related competency objectives are based on the ASHP Model Curriculum, *5th Edition*. Due to the wide variety of activities performed in different pharmacies within the same practice setting, it is likely that your pharmacy may not perform all of the competency objectives and related duties and goals listed on this checklist. **For any competency objectives that require student demonstration of skills or activities are not performed in your pharmacy, please leave the check boxes blank.** You can be assured that the student has or will receive instruction and evaluation in those skills in previous or concurrent didactic and pharmacy skills courses that satisfy the requirements for the competency objectives that are comprise the goal statement.

PERFORMANCE APPRAISAL CHECKLIST — TO BE FILLED OUT BY PRECEPTOR

At the completion of the student's practicum rotation, evaluate their competency in each of the applicable Goal Statements and corresponding objectives and goals listed below. If the student has attained basic, entry-level knowledge and/or skills competency, indicate that by placing a check mark under the "PASS" column, next to the Goal Statement. If the student does not meet even minimal knowledge and/or skills competency, indicate that by placing a check mark under the "FAIL" column, and then record your feedback at the end of the checklist, or on a separate Word document.

Preceptor/Experiential Site Coordinator's, Please Note: There may be some goal statements that do not apply directly to duties that are performed by technicians within your specific practice setting. *In those cases, leave both check boxes blank. Please do not mark either box for that goal statement.*

PASS = Competent (minimal, basic competency skills and/or understanding noted)

FAIL = Incompetent (does not meet even minimal competency standards, lacks basic skills)

Goal Statements	PASS	FAIL
Personal/Interpersonal Knowledge and Skills		
Demonstrate ethical conduct.		
Present an image appropriate for the profession of pharmacy in appearance and behavior.		
Demonstrate active and engaged listening skills.		
Communicate clearly and effectively, both verbally and in writing.		
Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals.		
Apply self-management skills, including time, stress, and change management.		
Apply interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork.		
Demonstrate problem solving skills.		
Foundational Professional Knowledge and Skills		
Explain the importance of maintaining competency through continuing education and continuing professional development.		
Demonstrate ability to maintain confidentiality of patient information, and understand applicable state and federal laws.		
Describe the pharmacy technician's role, pharmacist's role, and other occupations in the healthcare environment.		
Describe wellness promotion and disease prevention concepts.		
Demonstrate basic knowledge of anatomy, physiology and pharmacology, and medical terminology relevant to the pharmacy technician's role.		
Perform mathematical calculations essential to the duties of pharmacy technicians in a variety of settings.		
Explain the pharmacy technician's role in the medication-use process.		
Practice and adhere to effective infection control procedures.		

Processing and Handling of Medications and Medication Orders		
Assist pharmacists in collecting, organizing, and recording demographic and clinical information for the Pharmacist Patient Care Process.		
Receive, process, and prepare prescriptions/medication orders for completeness, accuracy, and authenticity to ensure safety.		
Assist pharmacists in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices.		
Prepare patient-specific medications for distribution.		
Prepare non-patient-specific medications for distribution.		
Assist pharmacists in preparing, storing, and distributing medication products including those requiring special handling and documentation.		
Assist pharmacists in the monitoring of medication therapy.		
Maintain pharmacy facilities and equipment.		
Use information from Safety Data Sheets (SDS), National Institute of Occupational Safety and Health (NIOSH) Hazardous Drug List, and the United States Pharmacopeia (USP) to identify, handle, dispense, and safely dispose of hazardous medications and materials.		
Describe Food and Drug Administration product tracking, tracing and handling requirements.		
Apply quality assurance practices to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies		
Explain procedures and communication channels to use in the event of a product recall or shortage, a medication error, or identification of another problem.		
Use current technology to ensure the safety and accuracy of medication dispensing.		
Collect payment for medications, pharmacy services, and devices.		
Describe basic concepts related to preparation for sterile and non-sterile compounding.		
Prepare simple non-sterile medications per applicable USP chapters (e.g., reconstitution, basic ointments and creams).		
Assist pharmacists in preparing medications requiring compounding of non-sterile Products.		
Explain accepted procedures in purchasing pharmaceuticals, devices, and supplies.		
Explain accepted procedures in inventory control of medications, equipment, and devices.		
Explain accepted procedures utilized in identifying and disposing of expired medications.		
Explain accepted procedures in delivery and documentation of immunizations.		
Prepare, store, and deliver medication products requiring special handling and documentation.		

Patient Care, Quality and Safety Knowledge and Skill		
Explain the Pharmacists' Patient Care Process and describe the role of the pharmacy technician in the patient care process.		
Apply patient- and medication-safety practices in aspects of the pharmacy technician's Roles.		
Explain how pharmacy technicians assist pharmacists in responding to emergent patient situations, safely and legally.		
Explain basic safety and emergency preparedness procedures applicable to pharmacy services.		
Assist pharmacist in the medication reconciliation process.		
Explain point of care testing.		
Explain pharmacist and pharmacy technician roles in medication management services.		
Describe best practices regarding quality assurance measures according to leading quality organizations.		
Regulatory and Compliance Knowledge and Skills		
Describe and apply state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances.		
Describe state and federal laws and regulations pertaining to pharmacy technicians.		
Explain that differences exist between states regarding state regulations, pertaining to pharmacy technicians, and the processing, handling and dispensing of medications.		
Describe the process and responsibilities required to obtain and maintain registration and/or licensure to work as a pharmacy technician.		
Describe pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.		
Describe Occupational Safety and Health Administration (OSHA), National Institute of Occupational Safety and Health (NIOSH), and United States Pharmacopeia (USP) requirements for prevention and treatment of exposure to hazardous substances (e.g., risk assessment, personal protective equipment, eyewash, spill kit).		
Describe OSHA requirements for prevention and response to blood-borne pathogen exposure (e.g., accidental needle stick, post-exposure prophylaxis).		
Describe OSHA Hazard Communication Standard (i.e., "Employee Right to Know").		

Additional Comments or Feedback – Preceptor/experiential site coordinators, please provide specific feedback on areas that student excelled, areas for improvement, and suggested next steps for student to become more proficient in any of the goal areas. Note: for any area listed as "FAILED", you must provide details specific to why the student failed that competency and what they should do to improve. Please attach a separate page if necessary.

Preceptor/Experiential Site Coordinators, Please NOTE: Be sure to fill out the *Performance Appraisal Checklist – Signature Form* on the following page, and submit it along with all appraisal paperwork, and signed/dated Word document attachment detailing any failed competency areas (if applicable) directly to the pharmacy program. **Please provide a signed copy of all practicum paperwork to the student, and keep a copy for your records.** Thank you for serving as a preceptor/experiential site coordinator for the ACC Pharmacy Technician Program!

COMMUNITY OR MAIL-ORDER PHARMACY ROTATION — TO BE FILLED OUT BY PRECEPTOR

PERFORMANCE APPRAISAL CHECKLIST — SIGNATURE FORM

Student Signature

Preceptor/experiential site coordinator Signature

Date of Final Appraisal Review

Pharmacy Name_____

Address or Store #_____

TSBP Pharmacy License Number_____

Pharmacy License Exp. Date_____

Preceptor/Experiential Site Coordinator Name_____

Preceptor/Experiential Site Coordinator TSBP License or Registration # _____

Preceptor/Experiential Site Coordinator TSBP License or Registration Expiration Date_____

Preceptor/Experiential Site Coordinator PTCB Certification Number (if applicable)_____

Preceptor/Experiential Site Coordinator PTCB Expiration Date (if applicable)_____

*Please complete and review the timesheet, student midterm self-evaluation, preceptor midterm performance appraisal, student final self-evaluation, preceptor final performance appraisal, and preceptor/experiential site coordinator checklist with the student and have them sign where indicated. The preceptor/experiential site coordinator or their designated evaluator should also sign, date, and complete the signature form above. **Give a signed copy of all paperwork to the student, keep a signed copy for your records, and then send the originals (ALL paperwork must be signed and dated by BOTH the student and preceptor/experiential site coordinator) to the ACC pharmacy technician program by any of the following methods:***

Email: sheridan.robinson@austincc.edu

Fax: 512-223-5849

In Person: Completed paperwork may be given directly to the Practicum Liaison during a site visit (if applicable). NOTE: Due to security and academic integrity considerations, forms may NOT be given to the student for submission to the program.

Note: ALL forms must be completed (MUST be signed and dated) and submitted to the pharmacy program in order to meet our ASHP Accreditation requirements. Please let me know if you have any questions. Performance appraisal paperwork must be sent directly by you or your designee to the pharmacy program and may not be submitted by the student.

PRACTICUM STUDENT SELF EVALUATIONS — TO BE FILLED OUT BY STUDENT

STUDENT MID TERM AND FINAL SELF EVALUATIONS — GIVE TO PRECEPTOR WHEN FINISHED

The following Midterm and Final Practicum Student Self-Evaluations must be filled out BY THE STUDENT and given to the preceptor. You should give your completed midterm self-evaluation to them once you have completed working your 60th practicum hour. You should give your completed final self-evaluation to them once you have completed working your 100th practicum hour. All paperwork should be reviewed with and signed by your preceptor or their designee and submitted to the ACC Pharmacy Technician Programs Accreditation Coordinator.

Reflect on your performance in each section and honestly grade your own performance. Your preceptor will be using the same tools to complete your midterm and final evaluations. The opportunity to compare your self-evaluation with preceptors may provide you with valuable insight to improve your performance and/or acknowledge your achievements.

STUDENT MIDTERM SELF-EVALUATION: Complete and submit to your preceptor immediately upon working 60 hours at your practicum site. THIS IS A MANDATORY COMPONENT OF THIS COURSE.

STUDENT FINAL SELF-EVALUATION: Complete and submit to your preceptor immediately upon working 100 hours at your practicum site. THIS IS A MANDATORY COMPONENT OF THIS COURSE.

MIDTERM PRACTICUM SELF EVALUATION —STUDENT TO COMPLETE & GIVE TO PRECEPTOR

Student Name: _____ Date _____

Preceptor/Experiential Site Coordinator Name: _____

Pharmacy Name and Location or store #: _____

Nine areas of performance have been listed to help you and your preceptor evaluate your performance in a detailed and comprehensive manner. Score your performance at the midpoint of your practicum rotation. At a minimum, you **MUST** provide a score using the Five-Point Likert scale for each of the nine sections of the appraisal. You are encouraged (but not required) to also provide a rationale for why you scored yourself as you did in each section. **Give a COPY of your completed midterm self-evaluation to your preceptor prior to having them complete their midterm performance appraisal, do this at the time you complete the 60th hour of your rotation.** Keep the original copy of your midterm self-evaluation and turn it in to the program's accreditation coordinator. Comparing your score to your preceptor's score will help you to identify any gaps in performance so that you can target them for improvement prior to your final evaluation. You may use the section titled "Other Comments" to provide general input regarding your practicum experience (optional).

Reflect on your practicum performance and evaluate yourself in an honest and thoughtful manner.

KNOWLEDGE

Consider the knowledge you gained at the site as well as the knowledge you gained in the classroom and laboratory – how well did you put it to use? At this point in your practicum rotation (e.g., approximately 60 hours) are you performing:



1 – Far below expectations



2 – Slightly below expectations



3 – As expected



4 – Above Expectations +



5 – Far above Expectations!

Rationale regarding your score in this section (optional):

ABILITY TO LEARN NEW CONCEPTS

Consider how well you asked questions and attempted new things. At this point in your practicum rotation (e.g., approximately 60 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

INITIATIVE

Consider how well and how often you took initiative or offered ideas. At this point in your practicum rotation (e.g., approximately 60 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

QUALITY OF WORK

Consider how neat, accurate and dependable your work performance was. At this point in your practicum rotation (e.g., approximately 60 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

QUANTITY OF WORK

Consider the amount of work you completed on average - at this point in your practicum rotation (e.g., approximately 60 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

COMMUNICATION

Consider how well you have communicated and interacted with others – this may include customers and co-workers. At this point in your practicum rotation (e.g., approximately 60 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

JUDGMENT

Consider how logically you have thought and acted during your practicum experience. At this point in your practicum rotation (e.g., approximately 60 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

ATTITUDE

Consider your overall attitude about the practicum as well as toward being a pharmacy technician. At this point in your practicum rotation (e.g., approximately 60 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

ATTENDANCE

Consider your timeliness, attendance, and dependability at your practicum site - at this point in your practicum rotation (e.g., approximately 60 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

OTHER COMMENTS

Student Signature

Preceptor/Experiential Site Coordinator Signature

Date of Mid-Term Self-Evaluation Review

FINAL STUDENT SELF-EVALUATION —STUDENT TO COMPLETE & GIVE TO PRECEPTOR

Student Name: _____ Date _____

Preceptor/Experiential Site Coordinator Name: _____

Pharmacy Name and Location or store #: _____

Nine areas of performance have been listed to help you and your preceptor evaluate your performance in a detailed and comprehensive manner. Score your performance at the end of your practicum rotation. At a minimum, you **MUST** provide a score using the Five-Point Likert scale for each of the nine sections of the self-evaluation. You are encouraged (but not required) to also provide a rationale for why you scored yourself as you did in each section. **Give a COPY of your completed final self-evaluation to your preceptor prior to having them complete their final performance appraisal, do this at the time you complete the 100th hour of your rotation.** Keep the original copy of your final self-evaluation and turn it in to the program's accreditation coordinator. Comparing your score to your preceptor's score will help you to identify any gaps in performance so that you can target them for improvement prior to your final evaluation. You may use the section titled "Other Comments" to provide general input regarding your practicum experience (optional). **YOU MUST ALSO GIVE YOURSELF A % SCORE FOR YOUR OVERALL PRACTICUM PERFORMANCE IN THE BOX WHERE INDICATED BELOW.**

Reflect on your practicum performance and evaluate yourself in an honest and thoughtful manner.

KNOWLEDGE

Consider the knowledge you gained at the site as well as the knowledge you gained in the classroom and laboratory – how well did you put it to use? At this point in your practicum rotation (e.g., approximately 100 hours) are you performing:

☐

1 – Far below expectations

☐

2 – Slightly below expectations

☐

3 – As expected

☐

4 – Above Expectations +

☐

5 – Far above Expectations!

Rationale regarding your score in this section (optional):

ABILITY TO LEARN NEW CONCEPTS

Consider how well you asked questions and attempted new things. At this point in your practicum rotation (e.g., approximately 100 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

INITIATIVE

Consider how well and how often you took initiative or offered ideas. At this point in your practicum rotation (e.g., approximately 100 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

QUALITY OF WORK

Consider how neat, accurate and dependable your work performance was. At this point in your practicum rotation (e.g., approximately 100 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

QUANTITY OF WORK

Consider the amount of work you completed on average - at this point in your practicum rotation (e.g., approximately 100 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

COMMUNICATION

Consider how well you have communicated and interacted with others – this may include customers and co-workers. At this point in your practicum rotation (e.g., approximately 100 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

JUDGMENT

Consider how logically you have thought and acted during your practicum experience. At this point in your practicum rotation (e.g., approximately 100 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

ATTITUDE

Consider your overall attitude about the practicum as well as toward being a pharmacy technician. At this point in your practicum rotation (e.g., approximately 100 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

ATTENDANCE

Consider your timeliness, attendance, and dependability at your practicum site - at this point in your practicum rotation (e.g., approximately 100 hours) are you performing:

- ☐ 1 – Far below expectations ☐ 2 – Slightly below expectations ☐ 3 – As expected ☐ 4 – Above Expectations + ☐ 5 – Far above Expectations!

Rationale regarding your score in this section (optional):

OTHER COMMENTS

Considering your entire practicum performance, assign a percent score from 0% to 100% based on the scale below. <i>(Excellent: 90-100%; Good: 80-89%; Average: 75-79%; Poor: 69-74%; Failing: ≤ 68%)</i>	Enter % Your Score Here
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Student Signature

Preceptor/Experiential Site Coordinator Signature

Date of Mid-Term Self-Evaluation Review

STUDENT & PRECEPTOR: Please be sure to sign and date where indicated. Student and preceptor should both keep a copy. Preceptor should submit the midterm self-evaluation to the program's accreditation coordinator immediately upon completing the evaluation and reviewing it with the student. If you prefer, you may submit it at the end of the rotation as part of the student's completed file. You may submit the completed evaluation by any of the following methods: fax: 512-223-5849 or scan and email to accreditation coordinator at sheridan.robinson@austincc.edu. Thank you for mentoring our students in this most valuable practicum experience!

STUDENT SITE AND SELF-APPRAISAL DOCUMENTATION — STUDENT TO COMPLETE & SUBMIT TO PHARMACY TECHNICIAN PROGRAM'S ACCREDITATION COORDINATOR

The following Site Appraisal and Self-Appraisal information will be used by the student to evaluate the facility, practicum site, and preceptor/experiential site coordinator assigned to each student. In addition, the student is asked to honestly evaluate their own participation their practicum site.

The site appraisal information will be confidentially utilized to inform and assist the practicum coordinator and Pharmacy Technician Program to ensure that we are providing our students with the best possible experiential sites available. If you have any questions regarding the checklist or its use, please contact the Practicum Coordinator or Pharmacy Department Chair.

The aggregated, confidential results of this appraisal will be communicated as appropriate either in writing or verbally at various intervals as a process improvement tool which is part of our ongoing efforts to support our affiliated pharmacy sites in providing the highest quality for our student internships. Results may be distributed to the corporate or district contact through which the rotation was arranged, or their designee. Student identifying information will be kept confidential and will not be included in the feedback.

The student is responsible for filling out the Community or Mail-Order Pharmacy Student Site Appraisal/Internship Self-Appraisal upon completion of their practicum rotation.

NOTE: Do NOT give the following documents to your preceptor. The Student Site Appraisal/Internship Self-Appraisal forms are to be submitted by you, to the ACC Pharmacy Technician Program's Accreditation Coordinator, prior to the final week of the semester. Submit your Student Site Appraisal/Internship Self-Appraisal form to: Sheridan.Robinson@austincc.edu or you can put it under the door of her office in EVC #9216.



**COMMUNITY OR MAIL-ORDER PHARMACY STUDENT SITE APPRAISAL — STUDENT TO COMPLETE & GIVE TO ACC PHARMACY TECHNICIAN
ACCREDITATION COORDINATOR**

Student Name _____

Pharmacy Name & Store # (if applicable) _____

Preceptor/Experiential Site Coordinator: _____

Date _____ Student Signature _____

1. Were you able to either perform, observe, or discuss each of the goal statements listed in the Community or Mail-Order Pharmacy Site Appraisal Checklist?

Yes _____ No _____

If no, why? _____

2. After reviewing the goal statements on the Community or Mail-Order Pharmacy Site Appraisal Checklist, are there any identified areas that you would like to have had more experience with? If so, what are they?

3. Do you feel you were allowed adequate opportunity to perform or observe pharmacy technician duties or activities during your community or mail-order pharmacy rotation?

If no, why? _____

4. Did your preceptor/experiential site coordinator or their designee provide you with instruction or information regarding your schedule, assigned trainer, parking, appropriate attire, or other necessary information in order to get started on your rotation?

If no, please provide specific feedback or areas that were not addressed _____

5. Most of the supervised instruction was provided by:

Pharmacist _____ Technician _____ Others _____

6. How would you describe your supervision?

- ☐ Close (constant)
- ☐ Frequent
- ☐ Infrequent (seldom)
- ☐ Inadequate (almost none)

7. Did your preceptor/experiential site coordinator, or someone designated or assigned by them, provide you with adequate instruction or training on procedures or duties you were asked to perform?

- ☐ Yes
- ☐ No

If no, please provide specific feedback on the area you felt you were not provided adequate onsite training or instruction _____

8. Did you receive timely feedback on performed activities, errors, necessary corrections, etc.?

- ☐ Yes
- ☐ No

If no, please describe the situation where you felt that feedback should have been given _____

9. Was the feedback that you received constructive?

☐ Yes

☐ No

If no, please explain: _____

10. Did your preceptor/experiential site coordinator or their designee review your evaluations with you, and provide you with a signed copy of your appraisal paperwork?

☐ Yes

☐ No

If no, please explain: _____

11. In your opinion, was the rotation...

☐ Too long

☐ Adequate

☐ Too short

Explain your answer: _____

12. How would you rate your experience at this site?

☐ Exceptional

☐ Above Average

☐ Satisfactory

☐ Needs improvement

☐ Unsatisfactory

Provide an explanation for your answer to question 12 - _____

13. In your opinion, what changes would improve this experience? _____

14. Do you feel as though you were adequately prepared for the practicum, why or why not? _____

STUDENT SELF-APPRAISAL OF PRACTICUM INTERNSHIP IN COMMUNITY OR MAIL-ORDER PHARMACY — STUDENT TO COMPLETE & GIVE TO ACC PHARMACY TECHNICIAN ACCREDITATION COORDINATOR

1. Did you arrive on time for all of your scheduled practicum hours?

☐ Yes

☐ No

2. If you were late for a shift, did you contact your preceptor/experiential site coordinator to let them know?

☐ Yes

☐ No

3. If you missed or rescheduled a shift, did you contact your preceptor/experiential site coordinator and the practicum coordinator to let them know?

☐ Yes

☐ No

4. Do you feel that your punctuality and/or attendance played a role in your success or struggle during the practicum? Why or Why not? _____

5. Do you feel that your attitude played a role in your success or struggle during the practicum? Why or why not?

6. What was your greatest success or “win” during this rotation? _____

7. What was your greatest challenge during this rotation? _____

8. What did you learn about yourself during this rotation? _____

9. Identify at least one “growth opportunity” (i.e., areas where you need to learn, grow, become stronger) that you became aware of during this rotation? _____

10. Identify or describe one thing (i.e., an “action step”, goal, or achievable next step) that you can do to help you strengthen the area that you identified in question 9 (above)? _____

11. *Commitment to Change* – Will you commit to following thru on the action step that you identified in question “10” (above), within the next year?

☐ Yes

☐ No

12. In what ways has this rotation changed, informed, or solidified your pharmacy career path and/or next steps once you complete the pharmacy technician certificate program? _____

13. Comments or feedback regarding your experience at your community or mail-order pharmacy practicum site:

STUDENT REFERENCE COPY

By initialing before each statement, I fully agree to the following:

- 1)_____ I understand that I will not be allowed to take the practicum course this semester if I have not successfully completed all course requisite requirements and corequisite requirements. If I am enrolled in mandatory corequisite courses (PHRA 1305) I MUST maintain enrollment in the course and progress satisfactorily according to the individual course requirements. If I withdraw from a corequisite course I will need to withdraw from the practicum. I understand that I MUST meet with the Practicum Coordinator ASAP prior to withdrawing from the practicum and/or any corequisite course.
- 2)_____ I will read the entire practicum workbook no later than 72 hours after the practicum orientation meeting. I will contact the practicum coordinator immediately if I have any questions. I will abide by all guidelines and rules contained in the practicum workbook.
- 3)_____ As required by the ACC Health Sciences division, I will maintain health insurance coverage throughout my practicum semester.
- 4)_____ I will make an initial attempt to contact my preceptor within 24 hours of completing the practicum orientation. If no response, I will make a 2nd contact attempt within 48 hours of my first contact attempt. I will email the practicum coordinator and the practicum liaison (if applicable) in the event I have not received a response from my preceptor within 72 hours of my second contact attempt so that they can follow-up with my preceptor.
- 5)_____ I will provide both the practicum coordinator and the practicum liaison with an e-mail copy of my schedule as soon as it is confirmed. I will email updated schedules as soon as I receive them. I will put the subject line PHRA 2166 in all emails related to this course.
- 6)_____ I understand that I MUST contact my preceptor and speak directly to my preceptor or their designee (or the pharmacist in charge), immediately if I am going to be late or am going to miss a shift at my practicum site. Failure to do so will result in my receiving a “no call, no show”, and may lead to my withdrawal from the practicum site. Being asked not to return to a practicum site is very serious and may result in my receiving failing grade for the course.
- 7)_____ I understand that I MUST notify by email Ms. McCartney, Mrs. Robinson, and practicum liaison within 24 hours of any missed day or schedule changes.
- 8)_____ I will maintain an active ACC Gmail address and check both my ACC Gmail and the Blackboard announcements page at least twice per week during the semester and will respond accordingly. I will notify the practicum coordinator, the practicum liaison, and the pharmacy department’s administrative assistant, via email, immediately upon any change in my contact information.
- 9)_____ I will immediately register my training site with the State Board of Pharmacy once I have been assigned to each of my practicum sites. I understand that failure to register my site with the TSBP within 72 hours of starting my rotation might result in citation and/or a fine to the site, as well as jeopardize my standing in the PHRA program, and endanger my pharmacy registration. Within 24 hours of completing the process, I will check my TSBP

account to verify that I have correctly completed my site registration. I will contact the pharmacy liaison immediately if I have problems registering my site with the TSBP.

10)____ I will use the subject line PHRA 2166 for ALL course emails. I will include BOTH the practicum coordinator and the practicum liaison as instructed in the practicum orientation instructions posted in Blackboard. I will use professional email etiquette for all communications with my preceptor, practicum coordinator, and instructors.

11)____ I agree to respond to calls and emails from my preceptor and/or the practicum coordinator and practicum liaison within 24 hours.

12)____ I will arrive to my assigned practice site 10 minutes prior to my scheduled time. I will be focused and ready to learn and work. I will avoid discussing personal issues at my practicum site.

13)____ I will maintain HIPAA confidentiality requirements at all time. I will not access any pharmacy or medical records unless it is during the course of my required practicum duties. I will not access my own pharmacy or medical records for any reason.

14)____ I will not make or receive personal phone calls at my practicum site. I will not surf the internet, check social media, text, tweet, post, take photos, record audio/video, do my homework, or otherwise engage in non-practicum-related activities while at my practicum site. My phone will be kept in my purse, locker, or car and will not be kept in my pocket or on my person while working. I will NEVER use my phone unless I am outside of the pharmacy on an approved break.

15)____ I will maintain a positive attitude and will always communicate in a professional manner. I will use every experience as an opportunity to learn and grow. I will conduct myself in a professional manner at all times. I will follow the rules and regulations of my practicum site, including complying with no-smoking regulations.

16)____ I will complete the coursework outlined in Blackboard, or otherwise assigned by the practicum instructor or the program's accreditation coordinator. I will submit coursework by the due dates specified in Blackboard.

17)____ I understand that, due to the sensitive nature of the pharmacy environment, I may be asked to undergo a drug screen at any time before or during my practicum rotation. In addition, I understand that I may be subject to drug and/or alcohol testing should there be reasonable suspicion that I am under the influence of drugs or alcohol. Refer to the Pharmacy Technician Program Handbook, Health Sciences Division Policy and Procedure section, for further information on our substance abuse policy. If I am asked to do this, I will contact the ACC accreditation coordinator immediately.

18)____ I understand that, due to the sensitive nature of the pharmacy environment, my practicum sites have the authority to search my belongings, including my car, while I am on their property during my rotation.

19)____ I understand that it is my responsibility to be certain that all practicum-related paperwork is submitted directly to the PHRA accreditation coordinator. I realize that I will need to get signed copies of all paperwork from my preceptor. I will need to follow-up with my preceptor to be sure that they have submitted my completed and signed timesheet, midterm performance appraisal, final performance appraisal, preceptor's checklist, and preceptor signature forms, as well as signed copies of my completed self-evaluations. I understand that the preceptor's paperwork is worth 25% of my overall practicum grade, and that it is required by our accreditation standards. I realize that I may fail the course if paperwork is not submitted to the PHRA accreditation coordinator.

20)_____I understand that I am required to average 12 hours per week at my practicum. I understand that I MUST work a minimum of 8 hours per week at my practicum site. If I fall behind, I will contact the practicum coordinator for assistance in getting back on track. Due to COVID-19, courses with a live clinical component may face impacts including changing, reducing, or temporarily restricting clinical hours entirely. Should it be necessary to complete the clinical component of a course(s), students may be required to finish outstanding requirements during the intersession break between semesters, or in the subsequent semester. Should a delay in clinical hours be necessitated due to the pandemic, students in good standing will be issued an incomplete ("I") until they are able to complete the required lab or clinical component, either during the intersession break or summer semester, as necessary. Once student has completed the required coursework, the incomplete grade will be replaced with a letter grade.

21)_____I understand the importance of the relationship between the ACC pharmacy technician program and each of the practicum sites. I will always behave in such a manner that supports the growth and continuance of that relationship.

22)_____ By enrolling in a class with a clinical component, I acknowledge that ACC may be required as a condition of my participation at an affiliated clinical site to send certain information regarding me to a clinical affiliate, in compliance with rules, policies, and protocols of the clinical affiliate. Such information may include my social security number, immunization records, and other personal or educational information about me that is reasonably required by the clinical affiliate's standard rules, policies, and protocols that apply to its employees. I knowingly consent to such a requirement, and hereby authorize ACC to send such personal and educational information as may be reasonably required to the clinical affiliate.

23)_____ I will complete the Practicum Midterm Student Self-Evaluation and give it to my preceptor prior to my 60th hour of work. I will complete the Practicum Final Student Self-Evaluation and give it to my preceptor prior to my 100th hour of work. I will complete the Student Site and Self-Appraisal in my workbook and give it to the ACC Pharmacy Technician Accreditation Coordinator before the last week of class. In addition, I will complete the Graduation Exit Survey and other paperwork as directed to do so by the accreditation coordinator.

24)_____Upon approval by pharmacy technician Department Chair, I will work with the accreditation coordinator and my high school health science coordinator to create my account, pay for, and register for a testing date for the PTCB National Pharmacy Technician Certification Exam NO Later THAN May 7th.

25)_____I agree to always do my best work, learn from my mistakes, ask for assistance when needed, and will always maintain my focus on patient health and safety. I will maintain the highest level of ethics, honesty, and professional integrity. I will treat the entire practicum experience as though it is a formal job interview and will conduct myself accordingly.

I have carefully read and agree to each of the statements in the practicum student agreement of understanding letter. I understand that failing to follow any of the statements listed above may result in a negative impact on my grade which could result in failure of the course. I have been fully informed of what is expected of me during my practicum rotation, and the potential consequences for non-compliance. My signature below signifies that I agree to everything outlined in the Agreement of Understanding and have completed the mandatory practicum orientation session.

Student Printed Name: _____

Student Signature: _____ Date _____

PREAMBLE

These Standards are developed to:

- protect the public by ensuring the availability of a competent workforce;
- describe pharmacy technician education and training program development at the Entry-level and Advanced-level;
- provide criteria for the evaluation of new and established education and training programs; and • promote continuous improvement of established education and training programs.
- And promote continuous improvement of established education and training programs.

The ASHP/ACPE Standards for Pharmacy Technician Education and Training (Standards) were developed with input from a broad range of constituents interested in or affected by pharmacy technician education and training. The intent is to establish a national standard for the preparation of the pharmacy technician workforce. The Standards focus on the competency expectations required of pharmacy technicians completing training programs and the assessment of those competencies by the program. The Standards also address the structural and process-related elements within training programs necessary to implement evidence-based outcome measures that document achievement of the Standards. ASHP/ACPE expects pharmacy technician education and training programs to be in compliance with all elements outlined in the Standards.

ASHP (American Society of Health-System Pharmacists) has been accrediting pharmacy residencies since 1963 and pharmacy technician education and training programs since 1983 (www.ashp.org). The Accreditation Council for Pharmacy Education (ACPE) was established in 1932 for the accreditation of professional degree programs in pharmacy, and in 1975, its scope was broadened to include accreditation of providers of continuing pharmacy education (www.acpe-accredit.org). In 2014, a collaboration was formed between ASHP and ACPE with the goal of working together in the accreditation of pharmacy technician education and training programs.

PHARMACY TECHNICIAN ACCREDITATION COMMISSION (PTAC)

The Pharmacy Technician Accreditation Commission (PTAC) is a collaboration between ASHP and ACPE to promote, assure, and advance the quality of pharmacy technician education and training programs in the United States. The responsibilities of the PTAC include recommending changes to the accreditation Standards, surveying programs for accreditation, modifying the Standards and regulations, and making recommendations for accreditation of programs to the ASHP and ACPE Boards of Directors. The ASHP and ACPE Boards of Directors ratify the recommendations made by the PTAC and have the final vote for accreditation of programs and other work performed by the PTAC.

REVISION OF STANDARDS: SUMMARY OF CHANGES

- Entry-level and Advanced-level pharmacy technician education and training standards have replaced the previous concept of one level of pharmacy technician education and training.
- Programs can choose to offer an Entry-level, an Advanced-level, or a combination of Entry-level and Advanced-level pharmacy technician education and training programs.
- All students need to complete an Entry-level program to pursue Advanced-level education and training or can complete a program that prepares for both levels as a continuous program.
- Standards have been reorganized into three sections with the competency expectations being moved to the forefront.
- The Standards have been restructured into 15 standards with key elements of each standard that need to be met.
- For some of the Standards, the key elements are broken into Entry-level and Advanced-level.
- These Standards no longer include the words “must” and “should”. The Standards are declarative statements of expectation.
- Minimum hour requirements have been edited to reflect education and training needs for Entry-level and Advanced-level competencies.
- More emphasis on collaborative behaviors and workflow with pharmacist and health care staff.

SECTION I: COMPETENCY EXPECTATIONS

The education and training program develops the competencies that reflect current and future pharmacy technician functions and responsibilities at the Entry-level and the Advanced-level.

To educate at the Advanced-level, the education and training program will prepare students to achieve both Entry-level and Advanced-level knowledge, skills, behaviors, and abilities.

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

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

STANDARD 1: PERSONAL/INTERPERSONAL KNOWLEDGE AND SKILLS

KEY ELEMENTS FOR ENTRY-LEVEL:

- 1.1 Demonstrate ethical conduct.
- 1.2 Present an image appropriate for the profession of pharmacy in appearance and behavior.
- 1.3 Demonstrate active and engaged listening skills.
- 1.4 Communicate clearly and effectively, both verbally and in writing.
- 1.5 Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals.
- 1.6 Apply self-management skills, including time, stress, and change management.
- 1.7 Apply interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork.
- 1.8 Demonstrate problem solving skills.

ADDITIONAL KEY ELEMENTS FOR ADVANCED-LEVEL

- 1.9 Demonstrate capability to manage or supervise pharmacy technicians in matters such as conflict resolution, teamwork, and customer service.
- 1.10 Apply critical thinking skills, creativity, and innovation.
- 1.11 Apply supervisory skills related to human resource policies and procedures.
- 1.12 Demonstrate the ability to effectively and professionally communicate with other healthcare professionals, payors and other individuals necessary to serve the needs of patients and practice.

STANDARD 2: FOUNDATIONAL PROFESSIONAL KNOWLEDGE AND SKILLS

KEY ELEMENTS FOR ENTRY-LEVEL

- 2.1 Explain the importance of maintaining competency through continuing education and continuing professional development.
- 2.2 Demonstrate ability to maintain confidentiality of patient information, and understand applicable state and federal laws.
- 2.3 Describe the pharmacy technician's role, pharmacist's role, and other occupations in the healthcare environment.
- 2.4 Describe wellness promotion and disease prevention concepts.

- 2.5 Demonstrate basic knowledge of anatomy, physiology and pharmacology, and medical terminology relevant to the pharmacy technician's role.
- 2.6 Perform mathematical calculations essential to the duties of pharmacy technicians in a variety of settings.
- 2.7 Explain the pharmacy technician's role in the medication-use process.
- 2.8 Practice and adhere to effective infection control procedures.

ADDITIONAL KEY ELEMENTS FOR ADVANCED-LEVEL

- 2.9 Describe investigational drug process, medications being used in off-label indications, and emerging drug therapies.
- 2.10 Describe further knowledge and skills required for achieving advanced competencies.
- 2.11 Support wellness promotion and disease prevention programs.

STANDARD 3: PROCESSING AND HANDLING OF MEDICATIONS AND MEDICATION ORDERS

KEY ELEMENTS FOR ENTRY-LEVEL:

- 3.1 Assist pharmacists in collecting, organizing, and recording demographic and clinical information for the Pharmacist Patient Care Process.
- 3.2 Receive, process, and prepare prescriptions/medication orders for completeness, accuracy, and authenticity to ensure safety.
- 3.3 Assist pharmacists in the identification of patients who desire/require counseling to optimize the use of medications, equipment, and devices.
- 3.4 Prepare patient-specific medications for distribution.
- 3.5 Prepare non-patient-specific medications for distribution.
- 3.6 Assist pharmacists in preparing, storing, and distributing medication products including those requiring special handling and documentation.
- 3.7 Assist pharmacists in the monitoring of medication therapy.
- 3.8 Maintain pharmacy facilities and equipment.
- 3.9 Use information from Safety Data Sheets (SDS), National Institute of Occupational Safety and Health (NIOSH) Hazardous Drug List, and the United States Pharmacopeia (USP) to identify, handle, dispense, and safely dispose of hazardous medications and materials.
- 3.10 Describe Food and Drug Administration product tracking, tracing and handling requirements.

- 3.11 Apply quality assurance practices to pharmaceuticals, durable and non-durable medical equipment, devices, and supplies.
- 3.12 Explain procedures and communication channels to use in the event of a product recall or shortage, a medication error, or identification of another problem.
- 3.13 Use current technology to ensure the safety and accuracy of medication dispensing.
- 3.14 Collect payment for medications, pharmacy services, and devices.
- 3.15 Describe basic concepts related to preparation for sterile and non-sterile compounding.
- 3.16 Prepare simple non-sterile medications per applicable USP chapters (e.g., reconstitution, basic ointments and creams).
- 3.17 Assist pharmacists in preparing medications requiring compounding of non-sterile products.
- 3.18 Explain accepted procedures in purchasing pharmaceuticals, devices, and supplies.
- 3.19 Explain accepted procedures in inventory control of medications, equipment, and devices.
- 3.20 Explain accepted procedures utilized in identifying and disposing of expired medications.
- 3.21 Explain accepted procedures in delivery and documentation of immunizations.
- 3.22 Prepare, store, and deliver medication products requiring special handling and documentation.

ADDITIONAL KEY ELEMENTS FOR ADVANCED-LEVEL

- 3.23 Prepare compounded sterile preparations per applicable, current USP Chapters.
- 3.24 Prepare medications requiring moderate and high level non-sterile compounding as defined by USP (e.g., suppositories, tablets, complex creams).
- 3.25 Prepare or simulate chemotherapy/hazardous drug preparations per applicable, current USP Chapters.
- 3.26 Initiate, verify, and manage the adjudication of billing for complex and/or specialized pharmacy services and goods.
- 3.27 Apply accepted procedures in purchasing pharmaceuticals, devices, and supplies.
- 3.28 Apply accepted procedures in inventory control of medications, equipment, and devices.
- 3.29 Process, handle, and demonstrate administration techniques and document administration of immunizations and other injectable medications.
- 3.30 Apply the appropriate medication use process to investigational drugs, medications being used in off-label indications, and emerging drug therapies as required.
- 3.31 Manage drug product inventory stored in equipment or devices used to ensure the safety and accuracy of medication dispensing.

STANDARD 4: PATIENT CARE, QUALITY AND SAFETY KNOWLEDGE AND SKILLS

KEY ELEMENTS FOR ENTRY-LEVEL

- 4.1 Explain the Pharmacists' Patient Care Process and describe the role of the pharmacy technician in the patient care process.
- 4.2 Apply patient- and medication-safety practices in aspects of the pharmacy technician's roles.
- 4.3 Explain how pharmacy technicians assist pharmacists in responding to emergent patient situations, safely and legally.
- 4.4 Explain basic safety and emergency preparedness procedures applicable to pharmacy services.
- 4.5 Assist pharmacist in the medication reconciliation process.
- 4.6 Explain point of care testing.
- 4.7 Explain pharmacist and pharmacy technician roles in medication management services.
- 4.8 Describe best practices regarding quality assurance measures according to leading quality organizations.

ADDITIONAL KEY ELEMENTS FOR ADVANCED-LEVEL

- 4.9 Verify measurements, preparation, and/or packaging of medications produced by other healthcare professionals.
- 4.10 Perform point-of-care testing to assist pharmacist in assessing patient's clinical status.
- 4.11 Participate in the operations of medication management services.
- 4.12 Participate in technical and operational activities to support the Pharmacists' Patient Care Process as assigned.
- 4.13 Obtain certification as a Basic Life Support Healthcare Provider.

STANDARD 5: REGULATORY AND COMPLIANCE KNOWLEDGE AND SKILLS

KEY ELEMENTS FOR ENTRY-LEVEL

- 5.1 Describe and apply state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances.
- 5.2 Describe state and federal laws and regulations pertaining to pharmacy technicians.
- 5.3 Explain that differences exist between states regarding state regulations, pertaining to pharmacy technicians, and the processing, handling and dispensing of medications.
- 5.4 Describe the process and responsibilities required to obtain and maintain registration and/or licensure to work as a pharmacy technician.
- 5.5 Describe pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.
- 5.6 Describe Occupational Safety and Health Administration (OSHA), National Institute of Occupational Safety and Health (NIOSH), and United States Pharmacopeia (USP) requirements for prevention and treatment of exposure to hazardous substances (e.g., risk assessment, personal protective equipment, eyewash, spill kit).
- 5.7 Describe OSHA requirements for prevention and response to blood-borne pathogen exposure (e.g., accidental needle stick, post-exposure prophylaxis).
- 5.8 Describe OSHA Hazard Communication Standard (i.e., “Employee Right to Know”).

ADDITIONAL KEY ELEMENTS FOR ADVANCED-LEVEL

- 5.9 Participate in pharmacy compliance with professional standards and relevant legal, regulatory, formulary, contractual, and safety requirements.
- 5.10 Describe major trends, issues, goals, and initiatives taking place in the pharmacy profession.

SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF COMPETENCY EXPECTATIONS

The following Standards and key elements, unless otherwise designated, apply to both Entry-level and Advanced-level programs.

STANDARD 6: AUTHORITY AND RESPONSIBILITY PROVIDED TO PROGRAM DIRECTOR

- 6.1 The program director is accountable for the overall quality of the program. He/she has considerable latitude in delegating instructors' and preceptors of records' responsibilities.
- 6.2 The program director:
 - (a) is a licensed pharmacist or a nationally certified pharmacy technician;
 - (b) has at least five years of experience as a pharmacist or pharmacy technician in pharmacy practice prior to entering the position;
 - (c) adheres to the state's regulations for licensure or registration in the practice of pharmacy; and
 - (d) demonstrates on-going continuing education in the field of pharmacy and/or education.
- 6.3. If the program director is a pharmacy technician, he/she:
 - (a) has graduated from an ASHP/ACPE-accredited pharmacy technician training program; or
 - (b) possesses or is actively pursuing, with a written plan for achieving, at least an Associate's Degree; or
 - (c) has an appropriate state teaching credential.
- 6.4. To stay current with professional issues, the program director is a member of a national pharmacy or education association and a state pharmacy association. He/she ensures that memberships in pharmacy and education associations are represented among the program faculty members.
- 6.5. The program director ensures that there is a sufficient complement of appropriate program faculty and staff to meet the needs of the program and to enable compliance with the Standards.
- 6.6. In the simulated portion of the program, the program director takes necessary precautions to ensure an effective and safe level of direct supervision of students.
- 6.7. Maintains records required in the Standards for at least three years or the time period specified by the institution's policy.
- 6.8. For the experiential component of the program, the program director or a qualified pharmacy technician instructor:
 - (a) selects adequate and appropriate experiential sites;
 - (b) documents that each experiential site has proper licensing;

- (c) determines that students will have the opportunity to practice a sufficiently wide range of activities in order to achieve the desired knowledge, skills, and abilities;
 - (d) reviews experiential training sites within the 12-month period prior to students being assigned/active in a site;
 - (e) ensures that affiliation agreements for all sites are completed and current; and
 - (f) ensures that the preceptor of record has received instruction regarding the requirements of the program and the responsibilities of the site.
- 6.9. The program director ensures that students' achievement of educational objectives is evaluated appropriately, to include their knowledge, skills, and abilities leading to Entry-level or Advanced-level pharmacy technician job competencies.

STANDARD 7: STRATEGIC PLAN

- 7.1 The program develops a strategic plan that is reviewed annually and revised every three years.
- 7.2 The plan:
- (a) reflects the role of the program within the community;
 - (b) includes short-term and long-term program goals;
 - (c) has specific measurable objectives;
 - (d) has strategies for achieving the goals and objectives of the strategic plans;
 - (e) has a schedule for analyzing and evaluating the plan and progress on the plan; and
 - (f) addresses program outcomes. (See section 14.2)

STANDARD 8: ADVISORY COMMITTEE

An advisory committee, comprised of a broad-based group of pharmacists, faculty, pharmacy technicians, and others as deemed appropriate, is established and meets at least twice a year. The advisory committee has specific authority for approving:

- 8.1 the curriculum;
- 8.2 experiential training sites;
- 8.3 criteria for admission and dismissal;
- 8.4 criteria for successful completion of the program; and
- 8.5 the training program's strategic plan.

STANDARD 9: CURRICULAR LENGTH

Students are required to complete the number of hours for each component to graduate.

KEY ELEMENTS FOR ENTRY-LEVEL

- 9.1 The training schedule consists of a minimum of 400 hours total, of health-related education and training, extending over a period of at least 8 weeks.
- 9.2 The period of training includes the following educational modalities: Didactic; Simulated; and Experiential.
- 9.3 The minimum number of hours for each component is as follows: Didactic – 120 hours; Simulated – 50 hours; Experiential – 130 hours (total of 300 hours); plus 100 additional hours, to obtain the minimum of 400 hours of training total. The additional 100 hours may be allocated to the three educational modalities listed above, based on the discretion of the program director and faculty.
- 9.4 Programs document their method of time calculation and the attribution of hours of academic instruction within all instructional components for the program.

KEY ELEMENTS FOR ADVANCED-LEVEL

- 9.5 The training schedule consists of a minimum of 600 hours total, of health-related education and training, extending over a period of at least 15 weeks (at least 7 additional weeks beyond Entry-level requirements).
- 9.6 The minimum number of hours for each component is as follows: Didactic – 160 hours (40 additional hours beyond Entry-level requirements); Simulated – 100 hours (50 additional hours beyond Entry-level requirements); and Experiential – 200 hours (70 additional hours beyond Entry-level requirements); plus 140 additional hours beyond Entry-level requirements, to equal a minimum of 600 hours training total. The additional 140 hours may be allocated to the three educational modalities listed above, based on the discretion of the program director and faculty.

STANDARD 10: CURRICULAR COMPOSITION AND DELIVERY

- 10.1 The didactic component provides a foundation that prepares students for the simulated and experiential components.
- 10.2 The simulated component:
 - (a) is a hands-on practice of skills without impact, or potential for impact, on patients and occurs before the experiential component;
 - (b) includes sufficient equipment and supplies for each student to realistically simulate an actual work environment and achieve the program's educational competencies;
 - (c) while each skill may be taught in isolation, by the end of the simulated component, students will be able to perform each skill in a sequential manner the way the skill is performed in an actual pharmacy setting; and

- (d) prepare students for the experiential component.
- 10.3.a Students in an Entry-level program complete at least one experiential rotation in a dispensing pharmacy setting where the student will utilize skills learned during their Entry-level curriculum.
- 10.3.b Students in an Advanced-level program complete at least one additional experiential rotation, in addition to any completed during an Entry-level program. This advanced experiential rotation takes place in a facility where the student will utilize skills learned during the Advanced-level curriculum.
- 10.4 Experiential training sites are recognized by an organization(s) appropriate to the practice setting (e.g., licensed by the State Board of Pharmacy).
- 10.5 The sequence of activities to transition from simulated to experiential is: (a) observation (student observes expert performing task); (b) simulation (including observation, feedback, and evaluation by an expert); and (c) experiential performance under supervision.
- 10.6 The preceptor of record:
 - (a) is a person who works at the experiential site and coordinates or oversees students' activities;
 - (b) has at least two years of experience in the type of pharmacy setting for which they are training students;
 - (c) is a certified pharmacy technician or licensed pharmacist; and
 - (d) acts as a liaison between the site and the program director to ensure that the student receives the intended educational experience and is evaluated effectively.
 - (e) ensures that only qualified pharmacy personnel are assigned to train students.
 - (f) ensures that required documentation (e.g., academic and professional record, student time sheets, evaluations) is submitted to the program in a timely fashion.

THE FOLLOWING APPLY TO PROGRAMS USING DISTANCE LEARNING

- 10.7 Distance learning programs comply with all Key Elements of Standard 10.
- 10.8 Program directors and faculty make appropriate and effective use of technology to teach specified objectives. The technology is made readily accessible by students, including, but not limited to, reasonable accommodations for unexpected technology outages.
- 10.9 The program verifies that a student who registered for distance education or is participating in program-related off-campus activities is the same student attending the clinical experiential portion of the program, receiving credit, and graduating.
- 10.10 The technology ensures engagement and assessment of skill understanding throughout the course and provides procedures for response to student questions in a timely manner.

STANDARD 11: STUDENT RECRUITMENT, ACCEPTANCE, ENROLLMENT, AND REPRESENTATION

- 11.1 A policy and process is documented and provided to student recruitment personnel (staff who enroll prospective students, such as telephone marketers, enrollment advisors, and admissions representatives), that includes guidance to them as follows:
- (a) prior to the application process, providing prospective applicants complete and accurate information on the total student financial obligation they will incur by participating in the program;
 - (b) prior to enrollment, providing students complete and accurate information about financing options and answering any questions; and
 - (c) prior to enrollment, informing students that illicit drug use, criminal background checks, and immunization status may prevent future employment as a pharmacy technician, and that externship sites, employers, and State Boards of Pharmacy have regulations about drug use, criminal backgrounds, and immunization status.
- 11.2 The organization establishes qualifications that the applicants possess to ensure that they are reasonably likely to be able to achieve the educational goals and objectives of the program.
- 11.3 The organization determines with reasonable certainty, prior to acceptance of the applicant, that the applicant has proper qualifications to enroll. At a minimum, the student:
- (a) attends high school, possesses a high school equivalency certificate, or is a high school graduate;
 - (b) has demonstrated English language proficiency (including reading, writing, and speaking), except in cases where the native language of the country or territory in which the program is taking place is different (e.g., Puerto Rico);
 - (c) has demonstrated math proficiency sufficient to fulfill the requirements of pharmacy technician job responsibilities;
 - (d) meets the minimum age requirements that are based on states requirements for employment of pharmacy technicians; and
 - (e) obtained a certificate to illustrate that the student has obtained training in an ASHP/ACPE accredited program (for Advanced-level admissions).
- 11.4 The program has a documented process to assess applicants' background pertaining to any illicit drug use and criminal background. This information is used to make appropriate decisions regarding continuation in a program.
- 11.5 Reasonable accommodations are made for students and applicants with disabilities who request accommodation.
- 11.6 The organization provides applicants, prior to enrollment, with information about:
- (a) qualifications to enroll;
 - (b) the purpose of the training program;

- (c) requirements for state registration or licensure as a pharmacy technician;
 - (d) requirements for obtaining and maintaining national pharmacy technician certification;
 - (e) programmatic and institutional accreditation status;
 - (f) prospects for employment;
 - (g) realistic salary expectations or referral to local, state, or national statistics for salary expectations;
 - (h) total program cost;
 - (i) the program's dismissal policy including academic and non-academic criteria, including, but not limited to the organizations Student Code of Conduct; and
 - (j) graduate performance on national exams posted on public-facing materials and websites.
- 11.7 The program director ensures that a process for determining requirements and conditions for graduation is documented and implemented.
- 11.8 The following applies to distance programs:
- (a) the program provides information regarding applicants' technology requirements for the program.

STANDARD 12: FACULTY/INSTRUCTORS

- 12.1 Faculty/instructors have demonstrated expertise with at least three years of experience, and current knowledge in the areas in which they are instructing.
- 12.2 Faculty members/instructors adhere to state regulations for licensure or registration to practice as a pharmacist or pharmacy technician.
- 12.3 Faculty/instructors that are pharmacy technicians maintain national certification.
- 12.4 Faculty members, including the program director, instructors, and preceptors are evaluated regularly:
- (a) using a process that is defined and implemented;
 - (b) incorporate feedback from students and graduates; and
 - (c) information gained from evaluations for continuous improvement is analyzed, defined, and implemented.

STANDARD 13: DOCUMENTATION

Records related to the following are maintained and stored for three years (if the program has been in existence for at least three years) or the time period specified in institutional policy.

- 13.1 Qualifications of the program director and instructors.
- 13.2 Training activities that delineate the scope and period of training.
- 13.3 Activities performed in the didactic, simulated, and experiential segments of the program.
- 13.4 Reviews experiential training sites within the 12-month period prior to students being assigned/active in a site, experiential training site pharmacy services, and the onsite preceptor of record.
- 13.5 Programs recognize only those pharmacy technicians who have successfully completed the pharmacy technician training program by awarding an appropriate certificate or diploma.
- 13.6 The certificate is signed by the program director and a superior of the program director of the institution.
- 13.7 The certificate contains the name of the organization, program name and location, student name, completion date, and confirmation that the program is ASHP/ACPE accredited or in ASHP/ACPE candidate status, and if the program is an "Entry-level" or "Advanced-Level".
- 13.8 The organization shall maintain a list of all graduates from their program (beyond the minimum of the three year period).

SECTION III: ASSESSMENTS OF STANDARDS AND KEY ELEMENTS

STANDARD 14: ASSESSMENT OF COMPETENCY EXPECTATIONS

The program's staff conducts regular, ongoing, formative, and summative assessments of student competencies and program effectiveness that are used in the continuous quality improvement process.

- 14.1 Student Learning Assessments:
 - (a) Criteria-based assessment of students' competencies occurs in each component of the program (didactic, simulated, and experiential).
 - (b) The final phase of the simulated component of the program includes observation, feedback, and evaluation by an instructor/faculty member.
 - (c) The program director ensures that student evaluation is ongoing, systematic, and assesses students' progress toward meeting the requirements for graduation.
 - (d) Students receive frequent criteria-based feedback on their performance that enables them to identify strengths and weaknesses and gives them direction on how to improve.
 - (e) Evaluations are documented and kept on file.
 - (f) Assessment data used in the continuous quality improvement process is actively maintained.

- 14.2 Program assessments include, but are not limited to:
- (a) program completion;
 - (b) performance on national certification examinations or performance on a psychometrically valid evaluation;
 - (c) program satisfaction, including student, graduate, and employer satisfaction;
 - (d) job placement; and
 - (e) assessment data used in the continuous quality improvement process is actively maintained.

STANDARD 15: ASSESSMENTS OF STRUCTURE AND PROCESS

- 15.1 The program develops resources and implements a plan to assess attainment of standards 6-13.
- 15.2 Documentation of use of assessment data in the continuous quality improvement process is maintained.
- 15.3 If permitted by the program, policies and procedures are developed and implemented for transfer credit and course waivers.

Approved by the ASHP Board of Directors on June 2, 2018 and the Accreditation Council for Pharmacy Education Board of Directors on June 23, 2018. Developed by the Pharmacy Technician Accreditation Commission. This version supersedes the ASHP/ACPE Accreditation Standards for Pharmacy Technician Education and Training Programs, approved November 7, 2015 and will be effective January 1, 2019.

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PHARMACY TECHNICIAN PROGRAM POLICIES:

Mandatory Mid-Semester Meeting:

All students are required to meet with the pharmacy department chair at the mid-point of the semester to complete mandatory paperwork and discuss program progression. You will receive an email from either the department chair or our administrative assistant with instructions how to reserve a day/time for your mid-semester meeting. You will not be allowed to register for classes for next semester until your mid-semester meeting and associated paperwork has been completed.

Course Grading Policies:

A minimum grade of "C" (75%) is required in **both** lecture & laboratory components of all pharmacy Technician courses. If a student fails either component of a combined lecture/lab course, the final grade posted will be that of the failed portion of the course.

A student may be withdrawn from the program due to excessive absences and/or consistently failing to submit class assignments, for disruptive conduct during lecture or lab, or for displaying conduct detrimental to the ethics of a Pharmacy Technician. The student may utilize the approved Student Grievance Procedure of Austin Community College as detailed in the ACC Student Handbook in the disposition of a grievance or complaint without fear of recrimination or retaliation as a result of filing a grievance. The Pharmacy Technician faculty and staff understand that learning in group-situations can be beneficial. Some assignments will involve group participation; however, each student is expected to demonstrate his/her own competency by doing his/her own work. Any student caught cheating on examinations or other assignments will be subject to disciplinary action, including academic penalty and possible withdrawal from the program.

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Grades cannot be provided by faculty over the phone, by e-mail, or to a parent or fellow student. Grades will be posted in BlackBoard for this course.

PHRA Uniform Exam Retesting Policy:

- If the student misses an exam, they should plan to take the end of course replacement exam
- The end of course replacement exam can be used to replace a missing exam score, or if the student took all of the course exams, can be used to replace the lowest scoring exam
- If the student missed an exam and failed to take the replacement exam, they will earn a zero for that exam

The pharmacy technician program's replacement exam policy provides you with a way to still pass the course if you score poorly on an exam or miss it entirely. However, students should always plan to take assigned exams as the replacement exam is comprehensive and is potentially more difficult than the one they were originally assigned.

Late Work Policy

- It is essential to your learning and to overall class progress that you stay submit assigned coursework by the due dates indicated in your course schedule
- Assigned coursework is required
- You are encouraged to submit your work early. This will avoid potential issues related to unforeseen delays such as: being stuck in traffic, having to work overtime, being sick, sick kids, poor internet connection, etc.
- Unless otherwise approved - in advance by your instructor, all late work will be subject to a penalty, even if it was submitted late due to an unforeseen issue such as those described above
- Failure to submit your work by the assigned due dates will result in a late work penalty with a 5% deduction per day down to maximum point deduction of 25%
- After five days, the maximum the highest grade that can be earned on the assignment is 75%

Incomplete Policy

- o Incompletes are rarely granted. In certain circumstances, an incomplete (grade of “I”) will be granted if a student was unable to complete all requirements a course by the end of the semester.
- o To be considered for an incomplete, the student must have completed at least 80% of the coursework and have an average of 75% or higher in both the lecture and lab portion of the course.
- o Upon student request, the instructor will complete the necessary incomplete form which identifies the work that the student must complete to earn a grade, the instructions for submitting that work, and the date by which all work must be submitted. The instructor and student must sign the incomplete form. The instructor must then submit the signed form to the department chair for final approval.
- o Under no circumstances will the student be allowed to carry an incomplete longer than the end of the following semester. If the incomplete is not resolved by the deadline, the grade automatically converts to a failing grade or “F”.

Electronic Device Policy

- o Electronic devices including cell phones, pagers, smartwatches, AirPods, headphones, laptops, etc. may be disruptive to the learning environment and are generally prohibited in the classroom and lab
- o Unless otherwise directed by your instructor, please do the following:
 - Silence your electronic device(s) immediately upon entering the classroom or lab
 - Before class starts, place your silenced device in your bookbag or purse and place it under the table next to your chair
 - Failure to follow this policy may result in your electronic device being sequestered by the instructor. It will be returned to you upon completion of the class session
 - Failure to follow this policy, and the resulting disruption of the learning environment may put you in violation of our program’s *Agreement of Understanding* statement, and/or *Technical Standards and Essential Functions* statement that you signed prior to starting the program or course
 - Continued disruptions may result in disciplinary action up to and including dismissal from the course or program
 - If you have an emergency situation where you must be immediately available by phone, please inform the instructor who will assist with identifying an acceptable process that is not disruptive to the class
 - If applicable, your instructor will inform you when it is acceptable to remove your device from where it is stowed; however, it should be kept on silent while in classrooms, labs, and hallways

Attendance Policy:

Attendance in all pharmacy technician classes and labs are required. Except in the case of potentially contagious illness, or personal/family emergencies, absences are strongly discouraged. The student should make every attempt to notify the instructor, in advance, if an absence is anticipated. The student is responsible for getting missed notes from another student and any missed instructions and handouts, etc. from their instructor.

- **16-week course-** A student who misses three (3) class and/or lab sessions will be expected to meet with their faculty during office hours for a verbal attendance warning. A student who misses a fourth (4) class session will receive a written warning from the instructor.

- **12-week and 10-week hybrid courses:** Because of the limited number of live lab dates (often just two days for the entire course), a student who misses any lab sessions are generally encouraged to withdraw from the course and take it at a time when they can be fully available for the live labs. However, students in this situation should immediately consult with their assigned faculty to determine the best course of action for their particular situation.
- **8-week courses:** A student who misses two (2) class and/or lab sessions will be expected to meet with their faculty during office hours for a verbal attendance warning. A student who misses a third (3rd) class session will receive a written warning from the instructor.
- Students who miss an additional class and/or lab day, in addition to those described above, must also meet with the pharmacy program department chair to discuss the possibility of withdrawal and identify the best course of action.
- Students are expected to arrive to class on time and ready to begin. If a student arrives to class late, they should quietly enter without disturbing others.
- A student who is late by 10 minutes or more is considered officially tardy. Four official tardies will constitute as one absence.
- Students who are continually absent, arrive to class late, or come to class unprepared are in violation of the *Technical Standards and Essential Functions* agreement and/or the *Agreement of Understanding* that they signed at the beginning of program and are subject to disciplinary action including reduction in grade, being withdrawn or failing a course, or potentially being removed from the program.

Academic Integrity Statement:

- I understand that I am not to view unauthorized copies of previous or current versions of exams prior to taking them.
- I understand that I am prohibited from receiving exam or quiz questions or answers from another student and am prohibited from sharing questions or answers with any other student, including current, past, and/or future students.
- I understand that notes, smartwatches, smart glasses, AirPods, headphones, cell phones, computers or any other unauthorized devices are prohibited during exams and quizzes
- I understand that I must keep my eyes on my own paper and must not share views of my paper with anyone at any time.
- I understand that failure to abide by the policies described above will be considered cheating, which may result in disciplinary action, including academic penalty and possible withdrawal from the program.
 - Students in this course indicate their agreement & compliance with the following academic integrity statements by submitting the required Orientation Quiz during the first week of class

Withdrawal Policy:

Withdrawal from the course must be submitted before the Final Withdrawal Date. It is the responsibility of each student to verify their name is removed from the course enrollment once the withdrawal is initiated. If a course withdrawal is not completed before the Final Withdrawal Date, a failing grade will be entered for the semester grade. It is strongly encouraged to retain a copy of the course withdrawal form for your records. The instructor does, however, reserve the right to drop a student if necessary. Students, who enroll for the third or subsequent time in a course taken since Fall 2002, may be charged a higher tuition rate for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Safety Statement:

Health and safety are of paramount importance in classrooms, laboratories, and field activities. Students are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Emergency Procedures posters and Campus Safety Plans are posted in each classroom and should be reviewed at the beginning of each semester. All incidents (injuries/illness/fire/property damage/near miss) should be immediately reported to the course instructor. Additional information about safety procedures and how to sign up to be notified in case of an emergency can be found at <http://www.austincc.edu/emergency>

Everyone is expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual may be immediately dismissed from the day's activity and will be referred to the Dean of Student Services for disciplinary action.

In the event of disruption of normal classroom activities due to an emergency situation or an outbreak of illness, the format for this course may be modified to enable completion of the course. In that event, students will be provided an addendum to the class syllabus that will supersede the original version.

HIPAA Policy:

The Health Insurance Portability Accountability Act (HIPAA) Act requires that all protected health information be kept private and secure by all persons that handle, or have access to, that information (see HIPAA Compliance Manual at <http://sites.austincc.edu/hipaa/hipaa-compliance-manual/>). Since health sciences students, faculty, instructors, and staff use protected health information as part of the educational process (i.e. access to client health data to provide care and use of de-identified health data for educational assignments such as case studies and care plans), all health science students must annually complete an online training module to remain in compliance with HIPAA regulations. Students are not allowed to enter the clinical settings/fieldwork until this training has been completed. Any violations of HIPAA regulations will result in disciplinary actions up to and including dismissal from the program depending on the severity of the violation. ACC Website: <http://sites.austincc.edu/hipaa/>

ACC HEALTH SCIENCE POLICIES:

STUDENT STANDARDS OF CONDUCT

Students enrolled in ACC Health Sciences programs are expected to agree to and abide by all standards of conduct outlined in the ACC Catalog found here

<https://catalog.austincc.edu/support-services-and-student-progress/students-rights-and-responsibilities/student-standards-of-conduct-and-disciplinary-process/>.

Furthermore, individual programs within the Health Sciences may have supplementary expectations that must be followed as well.

The standards of conduct apply to all academic activities, both on and off campus, including classroom, online, labs, and clinicals. Any violations of these standards may lead to program-specific corrective actions or disciplinary measures.

ACADEMIC INTEGRITY:

Academic integrity is an essential component of student conduct and professional behavior in Health Sciences programs; hence, policies on scholastic dishonesty/academic misconduct will be strictly enforced. Engaging in academic misconduct, such as plagiarism or cheating, undermines the learning process. Moreover, in healthcare professions, maintaining integrity and honesty are of utmost importance, and

academic dishonesty erodes the ethical standards that govern these fields.

Academic work submitted by students shall be the result of their thought, research, or self-expression. For purposes of these regulations, academic work is defined as, but not limited to, exams and quizzes, whether taken electronically or on paper; projects, either individual or group; papers; classroom presentations; and homework. When students borrow ideas, wording, or organization from another source, they must appropriately reference that information.

Following syllabi and assignment instructions is of paramount importance to maintain academic integrity and avoid any form of academic misconduct. Syllabi serve as a roadmap for students, outlining the course objectives, expectations, and evaluation criteria. By carefully following assignment instructions, students demonstrate their ability to comprehend and execute tasks as intended, showcasing their understanding of the subject matter. Therefore, it is vital for all students to uphold the principles of integrity, demonstrate their commitment to academic excellence, and respect the guidelines laid out in the syllabi and assignment instructions.

ACC Health Sciences programs follow the College's due process on academic integrity as set forth in the Students' Rights and Responsibilities found here

<https://students.austincc.edu/student-rights-responsibilities/academic-integrity-process/> . Therefore, if a student is suspected of scholastic dishonesty/academic misconduct the program will follow the aforementioned process under students' rights and responsibilities/academic integrity.

In addition to the list of activities that may compromise academic integrity found:

<https://students.austincc.edu/student-rights-responsibilities/academic-integrity-process/> , the following actions outlined in Health Sciences policy may also constitute violations of scholastic dishonesty/academic misconduct include, but are not limited to, the following:

- • discussing any assessment tools such as examinations or mastery check-offs with students who have not taken the exam or completed the check-off
- • having a copy of the examination outside the time and place of test administration or test review
- • lying about or misrepresenting care given, clinical errors, or any action related to clinical experience
- • falsifying data in a patient health record
- • using unauthorized notes or other study aids during an examination
- • using unauthorized technology during an examination; only approved calculators may be allowed; no cell phones, smartphones, calculators that retain formulas, or personal devices for calculation
- • improper storage of prohibited notes, course materials, and study aids during an exam such that they are accessible or possible to view
- • looking at other students' work during an exam or on an assignment where collaboration is not allowed
- • colluding with another student on an exam or assignment
- • attempting to communicate with other students to get/give help during an exam or on an assignment where collaboration is not allowed (i.e., competency check-offs)
- • obtaining an examination before its administration
- • unauthorized entry (hacking) into test banks or examinations
- • altering graded work and submitting it for re-grading
- • allowing another person to do one's work and submitting it as one's own
- • submitting work done in one class for credit in another without the instructor's permission
- • removal of privacy screen on a computer
- • recording, taping or taking pictures without consent from the instructor

Cheating: The use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration.

Plagiarism: Defined as taking another person's intellectual work and using it as one's own. For example, this includes quoting without giving proper credit to a source, expanding another

person's work without giving credit to that person, or submitting another person's work under the pretense that it is one's own. Self-plagiarism means copying your own work and using it for another assignment without noting where it originated from and without proper citation or acknowledgement. Examples of self-plagiarism may include but are not limited to:

- Reusing or submitting of care or treatment plans
- Reusing or submitting of any material used in an assignment, practicum
- Reusing research content used in one assignment for another assignment

Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Collusion: Knowingly helping another individual violate any provision of the academic Integrity guidelines. Collusion includes assistance with assignments or tests that are not authorized by the instructor

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Falsifying institutional records or other legal or source documents: Includes altering grades, either written

or electronic, or other falsification of academic records such as application for admission, grade reports, test

papers, registration materials, and reporting forms used by the College.

Scholastic dishonesty/ academic misconduct is further defined in the student catalog as any activity that compromises academic integrity or subverts the educational process, including but not limited to, the following:

- Violation of rules contained in the course syllabus;
- Violation of college rules regarding the use of academic facilities, including labs and testing centers;
- Using or providing unauthorized information during exams;
- Using or providing unauthorized materials or devices during exams;
- Using or providing unauthorized assistance in labs, on fieldwork, in scholarship, or on a course assignment;
- Submitting plagiarized work for an academic assignment or requirement;
- Falsification, fabrication, or dishonesty in creating or reporting laboratory or

- research results;
- Falsification, fabrication, or dishonesty in creating any assignment;
- Falsification, fabrication, or alteration of any kind of documents related to clinical/fieldwork;
- Serving as, or enlisting the assistance of, a substitute for a student in any assignment, exam or course requirement;
- Alteration of grades to change the earned or assigned grade or credit;
- Alteration or unauthorized use of academic records or forms; and
- Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource materials.

If a student is found to have engaged in scholastic dishonesty/academic misconduct, it could lead to any one of the penalties outlined in

<https://students.austincc.edu/student-rights-responsibilities/academic-integrity-process/> .

In addition, a student may be placed on probation or withdrawn from the program. Please consult the program-specific handbook and syllabi for information on potential penalties and consequences that may affect your progress in the program.

PROGRAM PROGRESSION

To successfully progress through Health Science programs, the student must at a minimum (individual programs may have additional requirements): Please note individual programs may have additional requirements for progression.

- Complete pre-requisite courses before progressing in the program.
- Be enrolled in co-requisite courses at the same time.
 - a Withdrawal from any co-requisite course before the College official withdrawal date will result in withdrawal from all other co-requisite courses regardless of the current grade in the course.
 - b. Students who fail a co-requisite course are required to retake all co-requisite courses upon readmission.
- Achieve a minimum grade of C in all health science courses (grading scale of individual programs may vary)
- Satisfactorily meet course objectives.
-

GRADUATION

In addition to the graduation requirements as listed in the ACC College Catalog (<https://admissions.austincc.edu/graduation/>), the prospective graduate must:

1. Complete all courses listed in the official degree plan with a minimum grade of “C”:
2. Have official transcripts from all other colleges sent to ACC Admissions and Records for evaluation, if a student has taken courses at other colleges that apply to the degree plan.
3. Apply for graduation in accordance with college policies.

COMPLETION CEREMONY GUIDELINES

Completion ceremonies are a time to recognize the accomplishments of all students. This event culminates in a very significant achievement of a goal. Students are expected to present a professional appearance to acknowledge your role as a representative of a new profession and ACC.

COMPLETION CEREMONY GUIDELINES FOR ATTIRE

Required attire is business/professional. Examples include:

- Dress, pressed slacks or khakis
- Business style, button-down shirt/blouse, or “polo” style. T-shirts are not appropriate.
- Dresses or skirts that come to the top of the knee
- Business or dress type shoes with a low heel no higher than 2 ½” Flip flops are not appropriate. It is a time to recognize the accomplishments of all students.
- May wear clean athletic shoes if approved by the department chair.
- Shirts with “logos,” halter/strapless tops, and midriff tops, baseball caps, shorts, jeans are not appropriate.

GUIDELINES FOR STUDENT SPEAKER AND MEDIA

- One speaker may be selected that best represents the class.
- Student must submit his/her remarks in writing to the Department Chair for review at least three weeks before the ceremony. Remarks must meet professional standards, including:

- a. Proper use of English
 - b. No vulgarity, obscenity, slang or other improper verbiage
 - c. Follows HIPAA/HITECH and FERPA standards for confidentiality
 - d. Limit speech to 5-10 minutes.
- If a student deviates from the approved speech, exceeds the time limit, and/or remarks are inappropriate, the ceremony coordinator or department chair may terminate the speech. The ceremony will proceed according to the printed program.

USE OF MEDIA DURING THE COMPLETION CEREMONY

- Pictures of any hospital/healthcare agency, patients, visitors, or staff are prohibited.
- Pictures with alcohol or other activities that may be interpreted as unprofessional behavior are prohibited.
- The Department Chair must review the video or slideshow on a flash drive that will remain with the Department Chair until use.
- Limit video or slideshow to 5-10 minutes.

STUDENT COMPLAINT PROCEDURE

Health Science programs follow the College's policies for student complaints as outlined in the ACC Student Policies and Procedures found in the ACC Catalog at <http://www.austincc.edu/catalog>. The purpose of the student complaint procedure (<https://students.austincc.edu/student-rights-responsibilities/student-complaints/>) is to ensure students a fair process in the resolution of a complaint. Student complaints may include (but are not limited to) issues regarding classroom instruction or other college services and offices as well as discrimination based on race, color, gender, religion, age, national origin, disability, or sexual orientation. Complaints of discrimination and/or harassment can also be made directly to the College's Title IX, Title VI, and ADA Coordinator, whose contact information is listed in the section below.

Filing a student complaint challenging corrective action such as a warning, conference report, or placement on probation, does not delay or stop the imposition of the corrective action while the complaint is being processed. Retaliation against anyone for filing a complaint or reporting discriminating or harassing behavior is prohibited

GRADE DISPUTE POLICIES AND PROCEDURES

ACC's Grading Policy and Grade Dispute Process including Assignment Grade Dispute and Final Course Grade Dispute are handled following the steps located here

<https://students.austincc.edu/student-rights-responsibilities/grade-disputes/> . In addition, refer to program/course grading policies in the course syllabus and program student handbook.

If a student believes that an error has been made in the assignment of a grade, he or she should follow the Grade Dispute Policy in ACC Student Policies and Procedures found in the ACC

Catalog at <http://www.austincc.edu/catalog>

(<https://students.austincc.edu/student-rights-responsibilities/grade-disputes/>)

ASSIGNMENT OF GRADES

The instructor teaching the course shall assign grades. The instructor will provide information to the students at the beginning of the semester regarding the course, including the guidelines for grading. If the student has questions about a grading policy and/or a specific grade, the student must raise the question first with the instructor while enrolled in the course. If the student is unable to resolve the questions or objections with the

instructor, the student is to make an appointment with the department chair to discuss the matter or, if the instructor is the department chair, with the dean.

REPORTS OF DISCRIMINATION AND/OR HARASSMENT; NOTICE OF SEXUAL MISCONDUCT POLICY

If a Health Sciences student has a complaint regarding discrimination and/or harassment on the basis of actual or perceived race, color, national origin, disability, religion, age, gender, gender identity, or sexual orientation, the student should refer to the ACC Student Policies and Procedures found in the ACC Catalog at <http://www.austincc.edu/catalog>. The College's Sexual Misconduct Policy is found in Administrative Rule 3.10.003: Prohibition of Sexual Discrimination or Sexual Violence or Sexual Harassment. This rule can also be found in the ACC Student Handbook and ACC Catalog. Reports of harassment and/or discrimination can be made to the College's Title IX, Title VI, and ADA

coordinator: <https://offices.austincc.edu/equal-opportunity-compliance/title-ix-sexual-misconduct/>

Charlene Buckley

Highland Business Center

5930 Middle Fiskville Road

Austin, Texas 78752

512/223 7964

charlene.buckley@austincc.edu

SMOKING, NICOTINE VAPOR AND TOBACCO PRODUCTS

Austin Community College District “ACC” or “the college”) seeks to promote and protect the health and wellness of employees and students and to provide a safe, healthy, and productive teaching and learning environment for faculty, staff, students, and the public.

ACC prohibits the use, distribution, and/or sale of products and devices by any person on all premises owned, rented, leased, or supervised by the College, including all College facilities, buildings, and grounds. <https://sites.austincc.edu/administrative-rules/?p=1131>

The majority of the clinical facilities utilized by the Health Sciences programs are non-smoking facilities. Smoking and all smoke-related paraphernalia is prohibited on the property of these facilities. Students who are reported to have been smoking on the property of these facilities or in possession of smoke/tobacco or related items will be placed on immediate probation.

CLINICAL/PRACTICUM POLICIES PLACEMENT POLICY

Student clinical placements are an essential component of healthcare education, providing students with valuable hands-on experiences in clinical settings. However, the process of placing students in suitable clinical facilities involves careful consideration of several factors. The primary goal is to ensure that students receive the best possible clinical experiences while maintaining fairness in the placement process.

Health Science programs will not assign a student to a department or unit where the student is supervised and evaluated by the same person who serves as their employee supervisor, unless

there is clinical faculty present who are ultimately responsible for the supervision and evaluation of the students' clinical performance.

Overall, student clinical placements involve a complex balancing act to optimize the learning experience. By considering educational objectives, availability, geographical diversity, and fairness, educational programs strive to provide students with the best possible clinical experiences, preparing them for successful careers in Healthcare.

TECHNICAL STANDARDS & ESSENTIAL FUNCTIONS

Health Science programs establish technical standards and essential functions to ensure that students have the abilities necessary for completing professional education within those programs. These standards describe the essential functions a student must demonstrate to fulfill the requirements of general professional education in a health science program, and thus, are pre-requisites for entrance, continuation, and graduation. Applicants are not required to disclose the nature of any disability(ies); however, an applicant with questions about these technical requirements is strongly encouraged to discuss the issue with the program's Department Chair. If appropriate, and upon the request of the applicant/student, reasonable accommodations may be provided. These accommodations must be administered or provided without altering the essential requirements of the specific program or course.

Certain chronic and recurrent illnesses, or disabilities that are episodic in nature that interfere with patient care or safety may be incompatible with clinical education or clinical practice. Some accommodations could lead to a high likelihood of student absenteeism and should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor, which may jeopardize patient care, may result in failing the course or dismissal from the program.

Minimum abilities expected include the skills in the following five areas:

- Observation;
- Communication;
- Sensory and motor coordination and function;

- Intellectual, conceptualization, integration, and quantification; and
- Behavioral and social skills, abilities, and aptitude.

Each program will specifically identify the required Technical Standards and Essential Functions. Students are responsible for reviewing the Technical Standards and Essential Functions for the specific program, and must be able to meet those requirements as outlined with or without reasonable accommodations.

Qualified applicants with disabilities are encouraged to apply to the program. It is the responsibility of the student to contact the Student Accessibility Services (SAS) if they feel they cannot meet one or more of the technical standards listed, with or without reasonable accommodations. Students can obtain complete information from the SAS website at <https://students.austincc.edu/student-accessibility-services/> or through Student Accessibility Services Office on the campus where they expect to take the majority of their classes.

SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)

In 1990, the U.S. Department of Labor established the Secretary's Commission on Achieving Necessary Skills (SCANS) to examine the demands of the workplace and whether our nation's students are capable of meeting those demands. The Commission determined that today's jobs generally require competencies in the following areas:

- A. Resources: Identifies, organizes, plans and allocates resources
- B. Interpersonal: Works with others
- C. Information: Acquires and uses information
- D. Systems: Understands complex interrelationships
- E. Technology: Works with a variety of technologies

Underlying these competencies is the skills foundation:

- Basic Skills: Reading, writing, mathematics (arithmetical computation and mathematical reasoning), listening, and speaking;

- Thinking Skills: Creative thinking, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning; and
- Personal Qualities: Individual responsibility as well as self-esteem, sociability, self-management, and integrity.

The Texas Higher Education Coordinating Board requires that all degree plans in institutions of higher education incorporate these competencies and identify to the student how these competencies are achieved in course objectives. The specific competencies and objectives for each course will be included in the course syllabus.

PROFESSIONAL BEHAVIOR

Faculty of Austin Community College and the Health Sciences Programs have an academic, legal, and ethical responsibility to protect members of the public and the health care community from unsafe or unprofessional practices. Actions of a Health Sciences student directly affect the lives of others. For this reason, the highest standards in honesty and integrity are mandatory. Dishonesty and unethical behavior in any form will result in corrective actions or disciplinary measures and may result in dismissal from the program.

Health Science students, while representing Austin Community College at any clinical agency, must conduct themselves in an ethical, professional, and safe manner and shall abide by the professional conduct standards of the profession as defined by state law. Students are expected to assume responsibility for their actions and will be held accountable for them. Students will abide by ACC and clinical agency policies during each clinical experience. Off-campus conduct, including postings on social media, are subject to review by the program and/or College and may result in corrective actions or disciplinary measures if the postings or conduct violate the policies and professional standards outlined in this handbook.

Failure to adhere to program-specific policies related to professional behavior or safe clinical practice may result in the use of corrective actions or disciplinary measures as outlined in the Program Student Handbook.

PROFESSIONAL STANDARDS, ETHICS, AND CONFIDENTIALITY

Students must remember that the information concerning patients is confidential. Students are required to adhere to legal, ethical, and professional standards as established by state and federal regulatory agencies. Failure to comply with the above is cause for immediate dismissal from the program.

SOCIAL MEDIA AND PORTABLE ELECTRONIC DEVICES

Social media platforms are technology tools and online spaces for integrating and sharing user-generated content to engage constituencies in conversations and allow them to participate in content and community creation. Examples include but are not limited to:

- Blogs: Wordpress, Blogger
- Social Networking Sites: Facebook, Twitter, LinkedIn
- Virtual Social Worlds: Second Life
- Collaborative Projects: Wikis
- Content Communities: YouTube, Flickr, Instagram, Snapchat

WHAT ARE PORTABLE ELECTRONIC DEVICES (PED)?

Any non-stationary electronic apparatus with singular or multiple capabilities of recording, storing, processing, and/or transmitting data, video/photo images, and/or voice emanations. This definition generally includes, but is not limited to, laptops, PDAs, pocket PCs, palmtops, Media Players (MP3s), memory sticks (thumb drives), cellular telephones, smartphones, PEDs with cellular phone capability, and pagers.

GENERAL INFORMATION

When publishing information on social media sites, the student must be aware that information may be public for anyone to view and can be traced to the individual. There is no such thing as a “private”; social media site. The public, along with your future employers, expects high standards of professional behavior. Search engines may locate posts years after the publication date. Comments can be forwarded or copied. If

you are unsure about posting something or responding to a comment, consult with program faculty. Social media typically enables two-way communications with the audience; therefore, an individual has less control over how others will use materials. Social media may be used to investigate student behavior.

As a student in an ACC Health Sciences program, you will encounter confidential information within the classroom or patient care environment during clinical experiences/practicums. It is the responsibility of the student to follow the Social Media policy outlined below. Violation of any of these policies may result in corrective actions including remediation with additional training and guidance up to dismissal from the program.

SOCIAL MEDIA/ELECTRONIC DEVICE POLICY

- All social media postings must be made within the guidelines of the “Professional Behavior, Professional Ethics, and Confidentiality, Safe/Unsafe Clinical/Practicum” policies outlined in the program-specific student handbook, and State Professional Codes of Conduct/Code of Ethics as applicable to their specific field. Any violations of the above-referenced policies through the use of social media platforms or portable electronic communication devices will result in disciplinary action, which may include failure in a course and/or dismissal from the program. All postings to social media platforms must comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA)/Health Information Technology for

Economic and Clinical Health Act (HITECH), applicable facility policy, and state law. Any social media posting or comment to any online forum or website that violates HIPAA guidelines and jeopardizes a patient’s privacy or safety may result in immediate dismissal from the program.

- Do not share, post, or otherwise disseminate any information, including images, about a patient or information gained as a result of your presence in a clinical/practicum setting or as a result of a student- patient/client relationship.
- Do not identify patients/clients by name or post or publish information that may lead to the identification of a patient/client (examples include but not limited to: date of care, facility name, diagnosis, and treatment/surgery). Restricting access to postings through privacy settings is not sufficient

to ensure privacy.

- During clinical experiences/practicums, any use of electronic devices (cell phones of any kind, laptops, etc.) must be with faculty approval within the guidelines of facility/program policies.
- Do not take photos or videos of patients, families, personnel, or clinical facility areas on personal devices, including cell phones of any kind.
- Maintain professional boundaries in the use of electronic media. Online contact with patients/clients or former patients/clients blurs the distinction between a professional and personal relationship. You should not have any online contact with a current patient/client outside the communication methods allowed within the clinic/program.
- Student(s) must have permission from the faculty to videotape or audio tape in the classroom. Official accommodations made by the Student Accessibility Services (SAS) will be provided.
- Personal phone conversations or texting are NOT allowed at any time while in patient/client areas or the classroom. If the student needs to respond to an emergency text or call during class, the student is asked to leave the classroom.
- A first-time violation of this policy that can be remediated with additional training and guidance will result in placement on probation.
- Any social media comments or postings to any online forum or webpage that substantially disrupt the program, violate professional conduct standards, or indicate a potential danger or threat to a student, patient, or staff member, may result in immediate dismissal

SAFE/UNSAFE CLINICAL/PRACTICUM PRACTICES

The Health Sciences Programs identify safety as a basic human need. A safety need can be identified as physical, biological, and/or emotional in nature. Safe practices are a requirement of each program. Unsafe clinical/practicum practice shall be deemed to be behavior demonstrated by the student, which threatens or violates the physical, biological, or emotional safety of the patient, caregiver, students, staff, or

self. Unsafe or unprofessional clinical/practicum practice may result in the implementation of a corrective action or disciplinary measure outlined in this Student Handbook.

The following examples serve as guides to these unsafe behaviors but are not to be considered all-inclusive.

Physical Safety: Unsafe behaviors include but are not limited to:

- Inappropriate use of side rails, wheelchairs, other equipment in the environment.
- Lack of proper protection of the patient, which potentiates falls, lacerations, burns, new or further

injury.

- Failure to correctly identify patient(s) before initiating care in the environment.
- Failure to perform pre-procedure safety checks of equipment, invasive devices or patient status.

Biological Safety: Unsafe behaviors include but are not limited to:

- Failure to recognize violations in aseptic technique.
- Failure to follow infection control policies.
- Improper medication administration techniques/choices.
- Performing actions without appropriate supervision.
- Failure to seek help when needed.
- Attending clinical while ill.
- Failure to properly identify patient(s) prior to treatments

Emotional Safety: Unsafe behaviors include but are not limited to:

- Threatening or making a patient, caregiver, or bystander fearful.
- Providing inappropriate or incorrect information.
- Performing actions without appropriate supervision.
- Failure to seek help when needed, unstable emotional behaviors.

Unprofessional Practice: Unprofessional behaviors include but are not limited to:

- Verbal or non-verbal language, actions (including but not limited to postings on social media sites), or voice inflections which compromise rapport and working relations with patients, family members, staff, or physicians. These behaviors may potentially compromise contractual agreements and/or working relationships with clinical affiliates, or constitute violations of legal/ethical standards.

- Behavior which interferes with or disrupts teaching/learning experiences.
- Using or being under the influence of any drug or alcohol that may alter judgment and interfere with safe performance in the clinical or classroom setting.
- Breach of confidentiality in any form.
- Falsifying data in a patient health record.
- Misrepresenting care given, clinical errors, or any action related to the clinical experience.
- Recording, taping, taking pictures in the clinical setting without the expressed consent of the subject and the facility owner, and compliance with ACC's and clinical affiliate's policies.
- Leaving the clinical area without notification of faculty and clinical staff or supervisor.

CORRECTIVE ACTIONS/DISCIPLINARY MEASURES

Faculty are committed to assisting student success in the program. To afford students due process and an opportunity for remediation, Health Science students who are not meeting course objectives in class, clinical/practicum, or lab will be apprised of their performance status using the following recommended steps. The progression of these steps is not required. A student's academic or disciplinary misconduct or

performance can be addressed, beginning with probation or dismissal if warranted.

STEP 1: WARNING

The instructor provides the student with a verbal warning or written feedback as to their status. The instructor counsels the student regarding criteria for successful completion of the course and makes recommendations for improvement. Recommendations may include but are not limited to - utilization of peer study groups, tutors, computer-assisted instruction, seeking the assistance of the Health Sciences Retention Coordinator, ACC Success Coach, or Clinical counselor. At the discretion of the instructor and depending on the situation, this step may be bypassed and a

conference initiated. If the situation warrants probation or dismissal, the instructor will consult with the department chair to determine the appropriate disciplinary measure.

STEP 2: CONFERENCE

A meeting will occur between the student and the instructor to review the performance deficit(s). The student will receive a written Health Science Conference Report that will identify

specific course/program objectives not being met. If applicable, to address the relevant performance deficits, the student may be issued a remediation plan/contract, which will include deadlines for completion steps that will assist the

student in correcting the deficiency in order for the student to remain in the program and enhance the opportunity for success.

If at any time the student does not comply with any or all of the remediation or correction terms outlined in the conference report, the student may be placed on probation or dismissed from the program

STEP 3: PROBATION

A student may be placed on probation for any violation of the policies, standards, or provisions outlined in this handbook, or the College's Student Handbook/Code of Conduct. Probation is a specified time frame in which the student must improve or will be dismissed from the program.

Once the determination is made to place a student on probation, the student will meet with the instructor and department chair. The Health Sciences Retention Coordinator may be asked to assist with strategies for the student. The student and faculty will review and sign a Health Science Probation Report explicitly stating expectations that must be followed during the probationary period and the consequences for non-

compliance or unsatisfactory completion of these expectations.

STEP 4: DISMISSAL FROM THE PROGRAM

If at any time during the probation period, the student fails to meet any of the conditions of the probation contract, the student may be dismissed from the program. Accordingly, if at the end of the probation period, the student has not met the criteria for satisfactory performance outlined in the probation contract, the student may be dismissed from the program. A student who is placed on probation for unsafe clinical practices or behavior that violates the standards of the profession will be dismissed from the program for subsequent safety or professional conduct violations at any time during the program, even if the probationary period was completed successfully. If the student is dismissed from the program for a subsequent violation that occurs after the official college date for withdrawal from a course, the student will receive a performance grade of "F"; or "U"; unless a specific program state otherwise. A student can be placed on probation only once while in a Health Sciences program. If a student engages in behavior or conduct that would result in probation a second time, the student will be dismissed from the program. If an instructor is recommending a student's dismissal from the program, the recommendation must be reviewed and approved by the program's Department Chair. Before a

student can be dismissed from the program under this provision, a meeting must be held with the student to inform them verbally and in writing, of the reasons for the dismissal, and to provide them an opportunity to respond, either verbally or in writing. A student has 5 business days after this meeting if they wish to submit a response. Day one begins the first business day after the meeting. Following this opportunity to respond, the student may be dismissed, or other actions may be taken appropriate to the case. If the student is dismissed from the program, the notice of dismissal should inform the student as to whether they are eligible to reapply for readmission to the program. The notice must also provide notice to the student of the appeals process available to the student.

REASONS FOR IMMEDIATE PROBATION OR DISMISSAL

Some situations may require an immediate response without recourse to the progressive steps set forth above. In response to severe or extremely dangerous behavior, or additional adverse behavior that occurs while the student is awaiting resolution of a previous incident(s), the student may be immediately placed on probation or dismissed from the program. Please note if a student is dismissed from the program due to these behaviors, they may become ineligible for readmission. See program-specific policies and procedures pertaining to readmission into the program.

Examples of these include, but are not limited to:

- Unsatisfactory clinical performance.
- Unsatisfactory clinical attendance and punctuality.
- Inability to maintain physical and mental health necessary to perform the technical standards and essential functions of the program.
- Unethical, unprofessional behavior, and/or unsafe clinical practice.
- Refusal to participate with a procedure.
- Unsafe or unprofessional clinical practice that compromises patient or staff safety.
- Behavior which compromises clinical affiliations.
- HIPAA/HITECH violation that cannot be remediated with additional training or guidance.

- Violation of the Social Media and Electronic Device Policy that is egregious and substantially disrupts the educational or clinical environment, or is harmful to a patient's safety.
- Violations of patient confidentiality.
- Academic dishonesty or misconduct.
- Falsification of documentation.
- Dishonesty or unethical behavior towards a college official.
- Unprofessional behavior/unsafe behavior that seriously jeopardizes patient, student, staff, or preceptor safety.
- Unprofessional behavior that seriously jeopardizes clinical affiliations.
- Violation of any of the Standards of Conduct outlined in the ACC Student Handbook that do not warrant expulsion from the College.
- Violation of the College's Sexual Misconduct Policy found in Administrative Rule 3.10.003: Prohibition of Sexual Discrimination or Sexual Violence or Sexual Harassment.
- Failure to report changes to criminal history after the admissions background check is completed. (Please see the criminal background section.) Any off-campus conduct that results in criminal charges that are not aligned with the clinical agencies' standards or the professional and ethical standards of the College or Health Sciences programs will result in immediate dismissal from the program.

WITHDRAWAL

If a student voluntarily withdraws from a program, they must adhere to the program's specific withdrawal and readmission policies. An instructor can also initiate a withdrawal from a course for unsatisfactory performance, failure to meet course objectives, or violations of any professional or ethical policy, standard, or practice outlined in this handbook.

In some instances, withdrawal from a course may not necessarily lead to withdrawal from the semester or program. See specific program course progression and completion policies. If withdrawal from a course results in dismissal from the program, the procedures outlined in Step 4: Dismissal will be followed.

TYPES OF WITHDRAWAL

- **Student withdrawal**: Requested by student. Student should observe withdrawal deadlines as published in the College's Academic Calendar.
- **Instructor withdrawal**: Withdrawal from a course initiated by the instructor. If the withdrawal from the course results in dismissal from the program, the procedures outlined in Step 4: Dismissal will be followed.
- **Administrative withdrawal**: Withdrawal by the college for failure to pay required fees or never attending class.

The College's general withdrawal policies and appeal procedures are outlined below:

- Withdrawal Policy: Semester Credit Courses
<https://sites.austincc.edu/administrative-rules/administrative-rules/?p=1371>
- Instructor Initiated and Administrative Withdrawal and Appeal Policy
<https://sites.austincc.edu/administrative-rules/?p=1450>
- A student may also file a student complaint to appeal a withdrawal initiated by an instructor. Please see the earlier section on Student Complaint Procedures.

NOTE: If a withdrawal is past the official college date for withdrawal from a course, the student will receive a performance grade of "F" or "U"; under the circumstances outlined in this section unless a specific program states otherwise.

EXIT REVIEW MEETING/INTERVIEW

Before the withdrawal or dismissal from a program, a student must have an exit review meeting with a course instructor or Department Chair. If the student does not respond to mail or email correspondence regarding the exit review meeting, the email sent by the department will serve as the official exit documentation and any dates provided will be binding regardless of whether a meeting occurred. A student who is voluntarily withdrawing should consult their specific program for guidance on exit meeting/interview requirements. Students who are being dismissed from the program will have an exit review meeting in accordance with the dismissal procedures in Step 4 outlined above.

HEALTH AND SAFETY INFORMATION

PROFESSIONAL RISKS

Health Science students are called to protect the well-being of those in their care. Students will be serving vulnerable patients in various clinical facilities throughout clinical rotations during respective programs. Interactions with patients in the health care system involve inherent risks to both the patient and caregiver, including, but not limited to, COVID-19 and other communicable diseases. In the curriculum, students will be given information regarding known risks for various diseases and measures to decrease these risks. All students are expected to provide appropriate care to all assigned patients in any setting. These assignments may include patients with medical diagnoses of tuberculosis; hepatitis A, B, or C; AIDS; or other infectious diseases. Students are expected to implement standard precautions and appropriate barrier protection in the care of all assigned patients. Specific to COVID-19, students that may pose a higher risk to severe illness or death when contracting COVID-19 should make an informed decision as to whether it is in their best interests to participate in the health science program, which will include in person attendance at classes and/or in person participation in clinicals. Participation is a voluntary election and a student assumes all risks associated with this decision if the student has any underlying medical conditions or other conditions recognized by the Center for Disease Control and Prevention (CDC). Information available at <https://www.cdc.gov/>. For General Information see Austin Community College's website for latest information related to Coronavirus. <https://sites.austincc.edu/coronavirus/>

HEALTH INSURANCE

All Health Sciences students are required to carry personal health insurance. ACC does not offer personal/ optional health insurance plans to students. Students must identify a health insurance plan to provide coverage while enrolled in health sciences programs. Proof of insurance is required prior to the beginning of the first clinical course and prior to each semester. Information about health insurance is available at <https://sites.austincc.edu/health/insurance/>. Additional information for international students may be found at <https://admissions.austincc.edu/international-students/accepted-current-f-1-student-information/international-students-living-in-the-u-s/health-insurance-for-international-students/>. Each student is responsible for all costs of treatment/medical care required unless covered under the accident insurance policy described below.

FLU VACCINE

To protect patients and provide a safe environment for students, staff, and the public, all students participating in clinical/practicum experiences/courses in any facility may be required to provide documentation of the seasonal flu vaccine. Failure to have the immunization may have implications for clinical attendance. Students will be provided additional information when indicated.

TB TESTING AND CPR REQUIREMENTS

All Health Sciences students are required to provide the following documentation: Initial Tuberculosis Screening must be validated by a negative two-step TB screening (Mantoux test) or negative blood assay (QFT, TSPOT) within the past 90 days prior to beginning the program. TB tests done

prior to the 90-day period are not acceptable.

- If a prior **positive** reactor to TST, must show documentation of a negative blood assay within 90 days.
- If prior positive blood assay, present a negative chest x-ray within the past 2 years (this must not expire before or during your first semester); however, a clinical site may require a more recent chest x-ray. Additionally, be free of productive cough, night sweats, or unexplained loss of weight. (submit Disease Screening TB Questionnaire)
- Annual Testing: TST single step skin test or blood assay, as indicated, for all students; OR if prior positive blood assay, complete an annual review of active disease (TB) screening questionnaire.

Current CPR certification: must meet standards of the American Heart Association (AHA) Basic Life Support for the Healthcare Provider. The card verifying completion must be an AHA card (see specific program requirements).

All items must be current for the duration of the coming semester. If any item expires during the semester, it must be completed (redone) before the first day of class or earlier as directed by the program.

ACCIDENTS/EXPOSURE

Medical Professional Liability Insurance--Medical professional liability insurance is required for each Health Science student enrolled in a clinical course with patient contact. This insurance is purchased automatically through Austin Community College registration fees collected each semester.

Student Accident Insurance-- Austin Community College students purchase Student Accident Insurance by paying applicable Insurance Fees at the time of registration and current payment. The Student Accident Insurance pays for injuries occurring from school sponsored activities related to the selected classes. The insurance policy is a \$10,000 maximum benefit per accident policy with a \$25 deductible per claim. The policy pays for reasonable and customary charges for treatment of injuries. It does not pay for illnesses such as allergies, influenza, or fainting.

Important Notice: This plan of insurance is secondary to any health insurance you have. Submit your claim to your primary health insurance company first. When you receive an Explanation of Benefits Statement, send it along to us with an itemized bill and this completed form.

<https://drive.google.com/file/d/163WZACRErPCzmry8OEQHXosJZSQC9Dv/view>

STUDENT ACCIDENT PROCEDURES

1. Provide appropriate first aid.
2. Campus police should be notified if the accident occurs on campus in order to include the incident in the daily report for the campus.
3. An accident occurring in the clinical area requires immediate notification of the faculty responsible for the course. Student may choose to seek treatment (if desired) from their primary medical provider, a minor emergency center, or be transported to a hospital.
4. The student may assign insurance benefits or pay the bill at the time of treatment and request reimbursement from ACC's insurance company. The insurance policy is a \$25,000 maximum benefit per accident policy with a \$25 deductible per claim. (The student is responsible for the deductible). The policy pays for reasonable and customary charges for treatment of injuries. It does not pay for illnesses such as allergies, influenza, fainting, etc.
5. The injured student must use the designated claim form. All components of the claim form must be completed as directed.

<https://drive.google.com/file/d/163WZACRErPCzmry8OEQHXosJZSQC9Dv/view>

6. The faculty or student submits a copy of the completed Insurance Form, Fraud Warning Certification, and HIPAA release form to the Associate Dean Health Sciences immediately after the incident.

7. The faculty submits form at this link:

https://docs.google.com/forms/d/1N9EMD_eGNUE-jYbU3XL4me2zxZ0qucBK-uBHY0_esJY/viewform?edit_requested=true (paste link into browser to ensure success)

INFECTIOUS DISEASE EXPOSURE RESPONSE

Students and faculty members who experience an exposure to any potentially infectious materials (needle stick, mucous membrane, or non-intact skin) or airborne inhalation require specific follow-up. It is the responsibility of the individual to initiate appropriate first aid and to report the incident as soon as possible (preferably within one hour) to their immediate supervisor or instructor. It is the responsibility of the clinical and/or lab faculty or supervisor to ensure that the appropriate steps have been taken to provide for the safety of the student. It is the responsibility of the Department Chair to assist the faculty member following an exposure to the student or employee. Faculty will ensure that copies of the accident exposure procedures and appropriate forms will be made available to the students prior to their first clinical experience. If a student or faculty member is notified of possible exposure to COVID-19 at the location of a clinical, those individuals exposed should comply with the procedures of the clinical facility in addition to adhering to ACC's Health & Safety Protocols located here <https://sites.austincc.edu/coronavirus/health-safety-protocols/>.

FACILITY SPECIFIC ORIENTATION/TRAINING/TESTING

Austin Community College Health Science Students and faculty will follow procedures outlined in the Ascension Seton Safe Environment of Care (EOC), St. David's Mandatory Education Module, and as provided for any other clinical site. These procedures are designed by Ascension Seton and St. David's and adapted for use at ACC to educate students and faculty in procedures mandated by health care facilities. Additional training modules may be required for students in specific programs. All of the Ascension Seton and St. David's health organizations, in which ACC is affiliated, have agreed to the use of these procedures to educate students and faculty before their clinical rotations in those facilities.

The purpose of the test is to understand the safety and regulatory requirements related to patient care presented in the Ascension Seton Safe EOC Manual and St. David's Mandatory Education Module. The scope of these tests includes general safety, hazardous materials and waste, medical equipment, security, emergency preparedness, life safety and building construction, utility systems, confidentiality, and social environment. These tests are primarily multiple-choice with some short answer questions. These exams require the student to self-remediate. The students will not be able to move forward until they have correctly answered each question.

These exams are available at

<http://sites.austincc.edu/health/student/resources/#clinical-modules> or on departmental home pages. Specific instructions about how to access the test will be given to students by their instructor. When students have completed the tests, they will be required to make a copy for themselves and electronically mail a copy to their program. These files must be kept so that the College can prove compliance with the health care facilities' accreditation requirements.

Students who are assigned a clinical or practicum experience in a St. David's Healthcare Partnership facility will be required to sign a Statement of Responsibility form.

<http://sites.austincc.edu/health/student/resources/#clinical-modules>

Additional documentation as required. Other facilities may require students to complete facility-specific training modules/post-tests.

HIPAA/HITECH

The Health Insurance Portability Accountability Act (HIPAA) Act requires that all protected health information be kept private and secure by all persons that handle, or have access to, that information (see HIPAA Compliance Manual at

<http://sites.austincc.edu/hipaa/hipaa-compliance-manual/>). Since health sciences students, faculty, instructors, and staff use protected health information as part of the educational process (i.e. access to client health data to provide care and use of de-identified health data for educational assignments such as case studies and care plans), all health science students must annually complete an online training module to remain in compliance with HIPAA regulations. Students are not allowed to enter the clinical settings/fieldwork until this training has been

completed. Any violations of HIPAA regulations will result in disciplinary actions up to and including dismissal from the program depending on the severity of the violation. ACC Website: <http://sites.austincc.edu/hipaa/>

HIPAA BREACH NOTIFICATION PROCESS

If a breach occurs, the Event Notification Form found on the HS Faculty Resource page https://drive.google.com/file/d/1UhsPbY9d6ddOhacoTt6XYQ_F1VRaISbt/view must be completed within three working days and distributed as follows:

- Covered Entity (clinical site/facility)
- HIPAA Privacy Officer
- Program/Department HIPAA File

Violations and sanctions can be applicable to the College, program, and individual involved. The involved Program/Department follows the corrective action/ discipline process in the Student Handbook that addresses student confidentiality violations.

LATEX ALLERGY

According to NIOSH and the CDC, “Latex gloves have proved effective in preventing transmission of many infectious diseases to health care workers. But for some workers, exposures to latex may result in allergic reactions. Reports of such reactions have increased in recent years—especially among health care workers”. According to NIOSH, exposures to latex may result in skin rashes, hives, flushing, itching, nasal, eye, or sinus symptoms, asthma, and (rarely) shock. This statement is provided to notify students of the possible risk of latex allergies. It is essential to inform the program if you are or become allergic/sensitive to latex products.

SUBSTANCE ABUSE POLICY (SUSPICION-BASED DRUG TESTING)

The well-being of patients and clients cared for by our students is of primary concern in all Health Sciences programs, and a carefully designed and administered drug and alcohol misuse procedure can reduce accidents. Therefore, the Health Sciences Department has adopted a substance abuse testing program wherein a student who is participating in clinical courses will be tested for drugs when there is reasonable suspicion that the student is under the influence of alcohol and/or illegal drugs, i.e., drugs which are controlled substances under federal law

which are not being used under the supervision of licensed health care professional, or otherwise in accordance with the law. Students will be asked to submit to drug screening by their ACC clinical instructor at the expense of the College in the following circumstances:

1. Observable indication of actual use or impairment such as slurred speech, lack of coordination, incoherency, marijuana or alcohol odors.
2. Possession of drugs, apparent paraphernalia or alcoholic beverages.
3. Detailed, factual and persistent reports of misuse by multiple colleagues.
4. Abnormal or erratic behaviors such as sudden outbursts, mood swings, hostility or unusual anxiety that suggests possible drug use or alcohol misuse.
5. Involvement in suspicious accidents.
6. Apparent lapses in judgment or memory.
7. Unusual lethargy.

TESTING PROCEDURE

1. Document student's behavior. Confer with the department chair. If a department chair is the faculty member concerned about the student's behavior or if the department chair is unavailable, the conference will be with the dean or dean's designee.
2. If a student denies being under the influence of unauthorized substances, a request for a drug screen will be initiated.
 - a. The student will sign a consent to undergo drug screening.*
 - b. If the student refuses to consent to drug screening, the student will be immediately dismissed from the program.
3. Institute a Request for Drug Screen. Provide verbal and written instructions for the testing procedure, including time frames for the test.
4. Arrange for transportation directly to a designated testing center by specified transportation accompanied by a Health Sciences's; representative.
5. After the drug screen specimen has been obtained, the student will be transported by taxi or another specified method back to the point of origin or home.
6. Student is excluded from all clinical activities pending results of the drug screen.

7. The designated testing center will interpret drug screen findings within 24-48 hours.
8. Results will be sent to the Dean of Health Sciences, where they will be kept in a confidential, locked file. The results of the drug screen will be released to the department chair on a need to know basis only. Records may be released only to the student or the decision-maker in a lawsuit, grievance, or other legal proceedings against the College or its agents arising out of the positive drug test.
9. All positive drug screens will be reviewed by an independent Medical Review Officer. During the review process, the student will have the opportunity to:
 - aa. Explain the cause of the positive drug screen.
 - bb. Provide the name of the physician authorizing any prescription medications. The Medical Review Officer will contact the attending physician for verification. If verification is not obtained, the student will be placed on probation. Any subsequent evidence of substance abuse will result in a recommendation that the student be dismissed from the program. The student may appeal the recommendation using the Student Complaint Procedure in the ACC Catalog.
10. If a drug screen is positive and unexplained or unverified via the Medical Review Officer, the student will be:
 - a. Dismissed from the program and
 - b. Reported to the state licensing agency, if applicable.
11. A student who tests positive will be referred to a community resource for evaluation by the ACC counselor at the student's expense.
12. If the drug screen is negative, the student will be immediately reinstated in clinical by the department chair and will be provided an opportunity to make up assignments. The student will be subject to all other objectives related to safe behavior and care of clients.
13. Readmission to the program is based on program admission policies.

* Please refer to the Consent for Drug Screening form located in the Appendices section at the end of this handbook.

NOTE: Some clinical affiliates may require a preliminary drug screening prior to actual clinical practice in their facility.

DRUG SCREENING

RATIONALE

Health care providers are entrusted with the health, safety, and welfare of patients/clients. The safety and welfare of patients/clients cared for by our students is of primary concern in all Health Sciences programs and the clinical agencies that provide essential clinical experiences for the students. The clinical agencies require a drug screen before the first clinical course to ensure that their facility is in compliance with The Joint Commission (TJC) standards. Individual agencies may require more frequent testing to comply with the agency affiliation agreement.

IMPLEMENTATION

Successful completion of the ten (10) panel drug screen is required within thirty days of beginning the first clinical course. Drug screens will be honored for the duration of the student's enrollment in the clinical program if the participating student does not have a break in the enrollment in the Health Science program. A break in enrollment is defined as nonattendance of one full semester or more. Clinical agency requirements may include more frequent drug screening. The program will notify the student if additional drug screening is required.

The Ten Panel Drug Screen includes testing for:

- Cocaine Metabolites
- Amphetamines
- Barbiturates
- Benzodiazepines
- Marijuana metabolites
- Opiates
- Phencyclidine
- Propoxyphene metabolite
- Methadone
- Methaqualone

POSITIVE DRUG SCREEN

- A positive drug screen is any instance in which a drug screening report shows a positive test for one or more of the drugs on the panel.
- Any student with a positive drug screen will be dismissed from the program and will be ineligible for reapplication for a minimum of twelve months from the date of dismissal.
- The health sciences Reasonable Suspicion- Based Substance Abuse Policy remains in effect for all students for the duration of enrollment. See program handbook.

Failure to undergo the drug test in the time period required will result in dismissal from the program.

DISCLAIMERS

- Successful completion of a drug screen for a Health Sciences Program does not ensure eligibility for licensure or future employment.
- Clinical agencies can require additional drug screens to comply with their policies.
- If a student is found to be ineligible for clinical placement at any time during the program, the student is deemed unable to meet clinical learning objectives and will be temporarily withdrawn pending resolution of the situation.

ALLOCATION OF COST

The cost of the drug screen is the responsibility of the student.

CONFIDENTIALITY OF RECORDS

Drug screening reports and all records about the results are considered confidential information with restricted access. The results and records are subject to the Family Educational Rights and Privacy Act (FERPA) regulations.

CRIMINAL BACKGROUND

Successful completion of a criminal background check is required for admission and continuation in all Health Sciences Programs. Criminal background requirements are found at

<http://sites.austincc.edu/health/student/resources/#cbc> (paste link into web browser).

Background checks will be honored for the duration of the student's enrollment in the clinical program if the participating student has not had a break in the enrollment at the college/school. A break in enrollment is defined as nonattendance of one full semester or more. Students may be required to repeat background checks in order to comply with the affiliation agreements of individual clinical agencies for placement.

Once accepted into the program, it is the student's responsibility to immediately notify the Health Sciences Compliance Coordinator in writing of any subsequent changes in criminal history that occur after the admission background check has been completed. Failure to do so may result in immediate dismissal from the program.

Additionally,

- Successful completion of a criminal background check for a Health Sciences Program does not ensure eligibility for licensure or future employment.
- Clinical agencies can establish more stringent standards, if they so desire, to meet regulatory requirements for their facility.
- Clinical agencies can conduct additional background checks at their discretion.
- If a student is found to be ineligible for clinical placement at any time during the program, the student is unable to meet clinical learning objectives and will be temporarily withdrawn pending resolution of the situation.
- A clinical site may require additional fingerprinting background checks.

CONCEALED CARRY AT ACC

Texas Senate Bill 11 (SB 11-2015) was passed by the Texas Legislature and signed into law by Governor Greg Abbott. This law is also known as "Campus Carry". The law allows licensed gun owners to carry a concealed handgun on public college campuses. As a public community college, ACC is required by law to implement the campus carry legislation effective August 1, 2017. <https://www.austincc.edu/about-acc/campus-carry/policy>

Signage will be present if the area prohibits handguns. While the Austin Community College District will employ all reasonable means to delineate Exclusion Zones by signage in accordance with Texas law, it is the responsibility of the License to Carry (LTC) Holder to know, understand, and follow this policy and applicable law while on any Austin Community College District Campus. <https://drive.google.com/file/d/0B-EwSafm0XzVeDR6UUY1aIJwRnc/view?resourcekey=0-oS0PvegYBRt1WLm0OpQyrg>

For additional information, please link to the website.

<https://www.austincc.edu/about-acc/campus-carry/policy>. To review the Handbook of Operating Procedures – Concealed Carry Policy.

<https://drive.google.com/file/d/0B-EwSafm0XzVeDR6UUY1aIJwRnc/view?resourcekey=0-oS0PvegYBRt1WLm0OpQyrg>

SAFETY ON CAMPUS AND BEYOND

The ACC Police Department is a diverse team of commissioned police officers and support staff who serve and protect the college community 24 hours a day, 365 days a year. The Police Department has primary responsibility for crime prevention, crime prevention training, law enforcement, parking and traffic control, and emergency response. Commissioned officers have the same authority as municipal police officers and county sheriffs. ACC police officers are authorized to carry firearms and empowered to make arrests. This resource extends beyond the campus borders when students are in official course activities such as clinical/practicum experiences. If a student has reasonable suspicion or has witnessed a theft or other illegal activity involving a student or ACC personnel, the campus police should be notified, and a report filed to allow the opportunity for investigation. In case of an emergency call 911.

Non-Emergency service calls: 512-223-1231

EMERGENCY INSTRUCTIONS

Austin Community College District has procedures in place to help ensure the safety of students during an emergency. Emergency instruction signs are posted in each campus classroom. They indicate evacuation routes, outside rally locations, and indoor shelter-in-place areas.

Administrators-in-charge and emergency evacuation coordinators are designated in all facilities to assist students and staff in an emergency. See Emergency Instructions in the College Student

Handbook at <http://www.austincc.edu/catalog> For more information on Emergency Management see here: <https://pss.austincc.edu/emergency-management/>

GENERAL EMERGENCIES

To reach the ACC Police Department, dial 222 from any campus phone or 512.223.7999 from any cell phone, payphone, or off-campus. The ACC Police Department can better determine the student's location and will notify the local police and fire departments.

MEDICAL EMERGENCIES

In the case of severe bleeding, breathing problems, or chest pains, call 911. For other medical emergencies, contact the ACC Police Department by dialing 222 from any campus phone or 512.223.7999 from any cell phone, payphone, or off-campus phone.

SEVERE WEATHER/OUTDOOR HAZARDS

In cases of severe weather or other dangerous conditions outdoors, students will be directed to shelter-in-place areas inside the building. Do not go outside or move to another building. Do not use elevators. Upon being alerted by a public address system, alarm, or campus administrator, students will move immediately to shelter-in-place areas indicated on the emergency signs posted in each classroom. Shelter-in-place areas are

located on the lowest floor possible of the building, in the center of the building, and away from glass.

FIRE

Upon hearing a continuous alarm or verbal warning, students should evacuate the building immediately and move to the fire evacuation rally location indicated on the emergency signs posted in each classroom. Do not run. Do not use elevators.

1. Leave the building through the nearest exit.
2. Take personal belongings if they are in the same room.
3. Close all doors behind you. Do not lock them.
4. Report to the designated fire evacuation rally location. You must be accounted for at the rally location.

5. Students and staff will be permitted to re-enter the building when the administrator-in-charge or emergency evacuation coordinator gives a verbal “all clear”; signal.

ACTIVE SHOOTER REPORTING AND RESPONSE PROCEDURES

If you witness an armed attacker on campus (or any person with a weapon) call 911 as soon as possible. Please take time to review the content in this links as it is critical information that is potentially lifesaving. Information on procedures and how to respond are found here:

<https://www.austincc.edu/offices/emergency-management/armed-attacker-reporting-and-response-procedures>

CONTACTING A STUDENT IN AN EMERGENCY

With thousands of students at different locations, it is not possible for staff to contact students on campus except in cases of emergency. Staff members may inquire about the nature of the emergency and decide whether the student should be contacted. To contact students, campus staff will need the student’s ID number and class schedule.

When students anticipate someone may need to contact them on campus, they should leave the necessary information in the campus manager’s office. Under no circumstances will ACC permit persons to search for students on campus.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

The following statement concerning student records maintained by the Austin Community College District is published in compliance with the Family Education Rights and Privacy Act of 1974. The release of information to the public without the consent of the student will be limited to that designated as directory information. Directory information includes name, address, telephone number, date and place of birth, major field of study, participation in activities, dates of attendance, degrees, certificates and awards, name of the previous educational institution attended, student classification, and enrollment status. Any student objecting to the release of all or any portion of such information must notify Admissions and Records within the first 12 class days of the semester. The restriction will remain in effect until revoked by the student. Please visit <https://www.austincc.edu/ferpa>

ACC College Policies:

Policies and Procedures:

Students enrolled in ACC are expected to agree to and abide by the ACC Student Policies and Procedures located at: <http://www.austincc.edu/catalog>

Statement on Academic Integrity:

Austin Community College values academic integrity in the educational process. Acts of academic dishonesty/misconduct undermine the learning process, present a disadvantage to students who earn credit honestly, and subvert the academic mission of the institution. The potential consequences of fraudulent credentials raise additional concerns for individuals and communities beyond campus who rely on institutions of higher learning to certify students' academic achievements and expect to benefit from the claimed knowledge and skills of their graduates. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, falsifying documents, or the inappropriate use of the college's information technology resources. Further information is available at <https://www.austincc.edu/about-acc/academic-integrity-and-disciplinary-process>

Statement on Privacy & Recording Policy:

To ensure compliance with the Family Education Rights and Privacy Act (FERPA), student recording of class lectures or other activities is generally prohibited without the explicit written permission of the instructor and notification of other students enrolled in the class section. Exceptions are made for approved accommodations under the Americans with Disabilities Act.

Recording of lectures and other class activities may be made by faculty to facilitate instruction, especially for classes taught remotely through BlackBoard Collaborate or another platform. Participation in such activities implies consent for the student to be recorded during the instructional activity. Such recordings are intended for educational and academic purposes only.

Children on Campus:

According to the ACC Catalog and Student Handbook, students are not permitted to bring children to class. Unattended children are not allowed in the halls, offices, learning lab, testing center, cafeterias, common areas, or any other college location. Please refer to the policy at: <https://catalog.austincc.edu/campus-safety-and-security/children-on-campus/>

Health & Safety Protocols:

Operational areas of ACC campuses and centers are fully open and accessible through all public entrances. The college encourages its staff, faculty, and students to be mindful of the well-being of all individuals on campus. If you feel sick, feverish, or unwell, please do not come to campus.

Some important things to remember:

- If you have not done so, ACC encourages all students, faculty, and staff to get vaccinated. COVID-19 vaccines are now widely available throughout the community. Visit www.vaccines.gov/ to find a vaccine location near you.
- Campuses are open to faculty, staff, and students: The college and its departments and offices may invite internal *and* external guests to their events and activities, though access is still restricted for external parties seeking to host activities at ACC. The college's [Appian Health Screening App](#) remains available to everyone who visits campus. This continues to be a good way to check your own health before coming to class or work.
- If you are experiencing COVID-19-related symptoms, please get a COVID-19 test as soon as possible before returning to an ACC facility. Testing is now widely available. To find [testing locations near you, click this link](#).
- If you test positive, please report it on the [ACC self-reporting tool located here](#).
- ACC continues to welcome face masks on campus. Per CDC guidelines, face masks remain a good way to protect yourself from COVID-19.
- The college asks that we all continue to respect the personal space of others. We encourage 3 feet of social distancing.
- Please be sure to carry your student, faculty, or staff ID badge at all times while on campus.
- Because of the everchanging situation, please go to ACC's COVID website at <https://www.austincc.edu/coronavirus?ref=audiencemenu> for the latest updates and guidance.

Use of ACC email:

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify students of any college- related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Information about ACC email accounts, including instructions for accessing it, are available at: .

<http://www.austincc.edu/help/accmail/questions-and-answers>

Family Education Rights and Privacy Act:

The following statement concerning student records maintained by the Austin Community College District is published in compliance with the Family Education Rights and Privacy Act of 1974. The release of information to the public without the consent of the student will be limited to that designated as directory information. Directory information includes name, address, telephone number, date and place of birth, major field of study, participation

in activities, dates of attendance, degrees, certificates and awards, name of the previous educational institution attended, student classification and enrollment status. Any student objecting to the release of all or any portion of such information must notify Admissions and Records within the first 12 class days of the semester. The restriction will remain in effect until revoked by the student. Please visit <http://www.austincc.edu/ferpa> for more detailed information about FERPA.

Students Rights & Responsibilities:

Students at ACC have the same rights and protections under the Constitution of the United States. These rights include freedom of speech, peaceful assembly, petition and association. As members of the community, students have the right to express their own views, but must also take responsibility for according the same rights to others and not interfere or disrupt the learning environment. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state, and federal laws. www.austincc.edu/srr As a student of Austin Community College you are expected to abide by the Student Standards of Conduct. <https://www.austincc.edu/students/students-rights-and-responsibilities/student-standards-of-conduct>

Discrimination, Senate Bill 212 and Title IX Reporting Requirements:

The College seeks to maintain an educational environment free from any form of discrimination or harassment including but not limited to discrimination or harassment on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, gender identity, or disability.

Under Senate Bill 212 (SB 212), the faculty and all College employees are required to report any information concerning incidents of sexual harassment, sexual assault, dating violence, and stalking committed by or against an ACC student or employee. Federal Title IX law and College policy also require reporting incidents of sex- and gender-based discrimination and sexual misconduct. This means faculty and non-clinical counseling staff cannot keep confidential information about any such incidents that you share with them.

- If you would like to talk with someone confidentiality, please contact the District Clinical Counseling Team who can connect you with a clinical counselor on any ACC campus: (512) 223-2616, or to schedule online: <https://www.austincc.edu/students/counseling> .

While students are not required to report, they are encouraged to contact the Compliance Office for resources and options: Charlene Buckley, District Title IX Officer, (512) 223-7964; compliance@austincc.edu . If a student makes a report to a faculty member, the faculty member will contact the District Title IX Officer for follow-up.

Student Support Services:

The success of our students is paramount, and ACC offers a variety of support services to help, as well as providing numerous opportunities for community engagement and personal growth. ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services.

Information on these campus services and resources is available at <http://www.austincc.edu/students>. A comprehensive array of student support services is available online at: <https://www.austincc.edu/coronavirus/remote-student-support>

Academic Support:

ACC offers academic support services on all of its campuses. These services, which include online tutoring, academic coaching, and supplemental instruction, are free to enrolled ACC students. Tutors are available in a variety of subjects ranging from accounting to pharmacology. Students may receive these services on both a drop-in and referral basis.

An online tutor request can be made here: <https://de.austincc.edu/bbsupport/online-tutoring-request/>

Additional tutoring information can be found here: austincc.edu/onlinetutoring

Student Accessibility Services:

Austin Community College (ACC) is committed to providing a supportive, accessible, and inclusive learning environment for all students. Each campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through Student Accessibility Services (SAS).

Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of each semester they are enrolled, otherwise the provision of accommodations may be delayed. Students who have received approval for accommodations from SAS for this course must provide the instructor with the legal document titled "Notice of Approved Accommodations (NAA)" from SAS.

Until the instructor receives the NAA from the student accommodations should not be provided. Once the NAA is received, accommodations must be provided. Accommodations are not retroactive, so it is in the student's best interest to deliver the NAA on the first day of class. Please contact SAS@austincc.edu for more information.

ACC Library Services:

ACC Library Services offers both in-person and extensive online services, with research and assignment assistance available in-person during limited hours of service. Although all college services are subject to change, plans include ACC students signing up for study space and use of computers at open libraries, extensive online instruction in classes, online reference assistance 24/7 and reference with ACC faculty librarians.

In addition, currently enrolled students, faculty and staff can access Library Services online (also 24/7) via the ACC Library website and by using their ACCeID to access all online materials (ebooks, articles from library databases, and streaming videos).

ACC Libraries offer these services in numerous ways such as: "Get Help from a Faculty Librarian: the 24/7 Ask a Librarian chat service," an online form for in-depth research Q and A sessions, one-on-one video appointments, email, and phone (voicemail is monitored regularly).

- Library Website: <http://library.austincc.edu>
- Library Information & Services during COVID-19: <https://researchguides.austincc.edu/LSinfoCOVID19>
- Ask a Librarian 24/7 chat and form: <https://library.austincc.edu/help/ask.php>
- Library Hours of Operation by Location: <https://library.austincc.edu/loc/>
- Email: library@austincc.edu

Student Organizations:

ACC has over seventy student organizations, offering a variety of cultural, academic, vocational, and social opportunities. They provide a chance to meet with other students who have the same interests, engage in service-learning, participate in intramural sports, gain valuable field experience related to career goals, and much else. Student Life coordinates many of these activities, and additional information is available at <http://sites.austincc.edu/sl/>.

Personal Support:

Resources to support students are available at every campus. To learn more, ask your professor or visit the campus Support Center. All resources and services are free and confidential. Some examples include, among others:

- Food pantries are located in all campus Student Life offices:
<https://sites.austincc.edu/sl/programs/foodpantry/>.
- Food resources including community pantries and bank drives can be found here:
<https://www.centraltexasfoodbank.org/food-assistance/get-food-now>
- Assistance with childcare or utility bills is available at any campus Support Center:
<http://www.austincc.edu/students/support-center>.
- The Student Emergency Fund can help with unexpected expenses that may cause you to withdraw from one or more classes: <http://www.austincc.edu/SEF>.
- Help with budgeting for college and family life is available through the Student Money Management Office: <http://sites.austincc.edu/money/>.
- Drop-in child care is available at Highland Campus:
<http://www.austincc.edu/students/child-care/child-watch-drop-in-center>
- A full listing of services for student parents is available at: <https://www.austincc.edu/students/child-care>
- The CARES Act Student Aid will help eligible students pay expenses related to COVID-19:
<https://www.austincc.edu/coronavirus/cares-act-student-aid>.

Clinical Counseling services are available throughout the ACC Student Services District to address personal and or mental health concerns: <http://www.austincc.edu/students/counseling>.

If an emergency occurs during operational hours, please come to the Student Services Office and let the front intake staff know that you are experiencing a crisis. They will alert appropriate personnel. You may also contact the ACC District Police at 222 (on campus) or 223-7999 (off campus or cell phone).

After Hours:

If you are struggling with a mental health or personal crisis, call one of the following numbers to connect with resources for help. However, if you are afraid that you might hurt yourself or someone else, call 911 immediately.

Free Crisis Hotline Numbers:

- Austin / Travis County 24-hour Crisis & Suicide hotline: **512-472-HELP (4357)**
- The Williamson County 24-hour Crisis hotline: **1-800-841-1255**
- Bastrop County Family Crisis Center hotline: **1-888-311-7755**
- Hays County 24 Hour Crisis Hotline: **1-877-466-0660**
- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)**
- Crisis Text Line: **Text “home” to 741741**
 - Substance Abuse and Mental Health Services Administration (SAMHSA)
 - National Helpline: **1-800-662-HELP (4357)**
- National Alliance on Mental Illness (NAMI) Helpline: **1-800-950-NAMI (6264)**

Safety on Campus and Beyond:

The ACC Police Department is a diverse team of commissioned police officers and support staff who serve and protect the college community 24 hours a day, 365 days a year. The Police Department has primary responsibility for crime prevention, crime prevention training, law enforcement, parking and traffic control, and emergency response. Commissioned officers have the same authority as municipal police officers and county sheriffs. ACC police officers are authorized to carry firearms and empowered to make arrests. This resource extends beyond the campus borders when students are in official course activities such as clinical/practicum experiences. If a student has a reasonable suspicion or has witnessed theft or other illegal activity involving student or ACC personnel, the campus police should be notified, and a report filed to allow the opportunity for investigation. In case of emergency call 911. Non-Emergency service calls: 512-223-1231.

Concealed Carry at ACC:

The Austin Community College District concealed handgun policy ensures compliance with Section 411.2031 of the Texas Government Code (also known as the Campus Carry Law), while maintaining ACC’s commitment to provide a safe environment for its students, faculty, staff, and visitors. Beginning August 1, 2017, individuals who are licensed to carry (LTC) may do so on campus premises except in locations and at activities prohibited by state or federal law, or the college’s concealed handgun policy.

It is the responsibility of license holders to conceal their handguns at all times. Persons who see a handgun on campus are asked to contact the ACC Police Department by dialing 512-223-1231. Please refer to the concealed handgun policy online at <http://austincc.edu/campuscarry>

Gunman on Campus:

Students or staff who see an armed person or receive information that an armed person is on campus should to take the following steps:

1. Contact the ACC Police Dispatch by dialing 222 from any campus phone or 512.223.7999 from any cell phone, pay phone, or off-campus phone.
2. Turn off lights, close and lock doors.
3. Get on the floor out of the line of fire. Seek available cover.
4. Wait until an "All Clear" given by a police officer or authorized, known voice.

Student Complaints

A defined process applies to complaints about an instructor or other college employee. You are encouraged to discuss concerns and complaints with college personnel and should expect a timely and appropriate response. When possible, students should first address their concerns through informal conferences with those immediately involved; formal due process is available when informal resolution cannot be achieved.

Student complaints may include (but are not limited to) issues regarding classroom instruction, college services and offices on the basis of actual or perceived race, color, national origin, religion, age, gender, gender identity, sexual orientation, political affiliation, or disability.

Further information about the complaints process, including the form used to submit complaints, is available at: <http://www.austincc.edu/students/students-rights-and-responsibilities/student-complaint-procedures>

Use of the Testing Center:

The Testing Centers will allow only limited in person testing and testing time will be limited to the standard class time, typically one and one-half hours. Specifically, only the following will be allowed in the Testing Centers:

- Student Accessibility Services (SAS) Testing: All approved SAS testing
- Assessments Tests: Institutionally approved assessment tests (e.g., TSIA or TABE)
- Placement Tests: Placement tests (e.g., ALEKS)
- Make-Up Exams (for students who missed the original test): Make-up testing is available for all lecture courses but will be limited to no more than 25% of students enrolled in each section for each of four tests
- Programs incorporating industry certification exams: Such programs (e.g., Microsoft, Adobe, etc.) may utilize the ACC Business Assessment Center for the industry certification exams (BACT) at HLC or RRC
- You may now enter the phrase 'lisinopril' into your orientation quiz for an extra credit point.