AUSTIN COMMUNITY COLLEGE

Pharmacy Technician Program
Advanced Pharmacy Practice Course Syllabus
PHRA 2371

Professor:
Phone Contact:
Email address: @austincc.edu
Office Hours:
Office Location:
Course Number: PHRA 2371
Course Name: Advanced Pharmacy Practice
Section Number:
Synonym:

Course Dates/Times: There are no live (face-to-face) meetings associated with this course. The course is conducted entirely online in Blackboard. There will be several required meetings that will be conducted by phone, video conferencing, or Blackboard Collaborate.

Additional staff contact information:

Students with questions about the course should contact their instructor. For other questions regarding the Pharmacy Technician Program (PHRA), students may contact the program's accreditation coordinator, Sheridan Robinson. Provide detailed information related to your question and Mrs. Robinson will work to either get the answer from Ms. McCartney or will arrange a time for you to meet with her by phone. Contact Mrs. Robinson by phone: 512-223-5750, or by email: Sheridan.robinson@austincc.edu

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Course Rationale:

A vibrant, student-led course that combines online coursework, face-to-face classroom meetings, and attendance at various functions, events, and activities designed to meet the objectives set forth by the pharmacy technician programs' ASHP/ACPE Accreditation Standards in a way that supports students in completing the curriculum designated as advanced pharmacy practice for technicians. The course will utilize Blackboard Discussion Board activities, portfolio development, student presentations, attendance at classroom meetings, and various other activities. Students will be required to employ self-mastery techniques, apply critical thinking skills, and utilize knowledge and experience gained from previous pharmacy technician coursework, to successfully complete this advanced pharmacy course. The course is designed to assist students in developing the skills necessary to pursue advanced areas of pharmacy practice including pharmacy management and supervision, pharmacy specialty designations, and areas of pharmacy practice that require higher-level thinking and abilities. Ultimately, the goal of this course is to assist students in achieving greater academic success as they move toward their professional goals.

Miscellaneous Course Policies and Expectations

Course Material Costs

Students will be required to create an individual portfolio as well as a group presentation. This may require the student to purchase or otherwise obtain supplies, materials, and services in addition to the course textbook. Required course supplies, materials, and services may include: a report folder, copy paper, and professional printing services.

PREREQUISITES AND CO-REQUISITES (CPR CERTIFICATION):

Students must have completed all first semester coursework in the pharmacy technician program. Students must show evidence of CPR certification from a BLS provider within 30 days of the start of class as evidenced by acceptance of CPR certificate uploaded to Castle Branch. Students may be withdrawn from class if Castle Branch has not accepted (indicated by a green check mark) evidence of their CPR certification. NOTE: Due to COVID-19, there may be situations where students are prevented from completing the CPR requirement due to lockdown or other restrictions. Should this be the case, the student is required to contact professor McCartney by email PRIOR TO THE DUE DATE (e.g., within 30 days from that first day of the course) to inform her of the student's inability to complete the requirement. Student must indicate in the email that they are unable to complete the CPR requirement due to COVID-19.

Workforce Education Course Manual Description

Course Name: Advanced Pharmacy Practice
Course Number: PHRA 2371
Course Level: Advanced; Special Topics
CIP Code Descriptions: 51.0805

Course Description: Advanced concepts of pharmacy practice designed to help students develop critical thinking skills and apply knowledge and skills from previously completed pharmacy coursework. The emphasis is on enhancing the abilities required to perform advanced-level tasks including those related to human-resources, supervision, regulatory and compliance issues, and emerging areas of pharmacy practice. Students will engage in project-based learning that may include portfolio development, presentations, and attendance at professional meetings or conferences, as well as discussion board activities, home-study assignments, and other activities as assigned.

End of Course Outcomes:

- Describe policies and procedures related to investigational medications, inventory management, point-of-care testing, and medication safety
- Create and deliver a presentation or poster-board session related to advanced-pharmacy practice and emerging roles for pharmacy technicians
- Earn certification from a Basic Life Support Healthcare Provider (BLS)
- Engage with other healthcare professionals by participating in a professional development or health-and-wellness event such as the Texas State Board of Pharmacy meeting, CAPA meeting, AASHP meeting, health science open house, health-fair, or wellness promotion event
- Create a professional portfolio with evidence of curriculum mastery, that can be utilized during employment or college interviews
- Apply critical thinking skills, creativity, and innovation in solving problems frequently encountered in pharmacy practice

SCANS Competencies:

The U.S. department of Labor established the Secretary's Commission of Achieving Necessary Skills (SCANS) to examine the demands of the workplace and whether the nation's students are capable of meeting those demands. These competencies are based on the following three foundations which are applied in this course:

- **Basic Skills**:

  The basic skills or reading, writing, listening and speaking are used in learning and applying medical terminology in clinical situations.

- **Thinking Skills**:

  Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- **Personal qualities**

  Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

How SCANS Competencies are incorporated into a student success course:

1. **Resources**

   - Acquires and uses appropriate resources to complete required tasks and assignments.
   - Uses library, testing center, student services as valuable resources
   - Identifies, organizes and manages those resources to complete assignments and exams in a timely manner

2. **Interpersonal:**

   - Communicates among a potentially geographically dispersed group for the purpose of learning and sharing experiences
   - Teach other students in groups or via internet

3. **Information:**

   - Identifies the need for information
   - Obtains information from appropriate resources including text and on-line sources
   - Evaluates the usefulness of the information
   - Organizes and maintains the information in forms best suited to learning
   - Effectively and appropriately communicates information to the instructor and other students
   - Uses computers to obtain, process, store and communicate information

4. **Systems:**

   - Uses foundational information for problem solving when presented with real-life scenarios in exercises or testing
   - Applies critical thinking to interpret and solve questions related to clinical situations

5. **Technology:**

   - Students will use the Blackboard learning management system for assignment instructions, submitting assignments instructions, submitting assignments, and collaboration.

- Selects the appropriate technology to achieve the desired results
- Understands the overall functioning of computers including the ability to use a CD-ROM, the internet, and on-line resources
- Effectively uses Blackboard to progress through the course requirements
- Effectively communicates via e-mail and other telecommunication devices

Pharmacy Technician Program Accreditation – Model Curriculum Goals

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 six parts: Standard I – Administration, Standard II – Program Faculty (Director, Instructors, Experiential Site Coordinators), Standard III – Education and Training Program, Standard IV – Students, Standard V – Evaluations and Assessments, and Standard VI – Graduation and Certificate. View the entire standard at:
http://www.ashp.org/menu/Technicians/Technician-Accreditation/Accreditation-Standards-for-Pharmacy-Technician-Education

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 www.ashp.org/technicians/model_curriculum/index.html. 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 nine goal categories with corresponding objectives. The Model Curriculum objectives are listed under the corresponding standard categories.

The Advanced Pharmacy Practice Course (PHRA 2371) focuses much of the coursework on the standards identified in the Model Curriculum as Advanced-Level skills, which are indicated in bold font.

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.
1.7 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. Goal: Sterile and Non-Sterile Compounding
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.

Required Text and Course Materials:

Textbook: *Professional Skills for the Pharmacy Technician*, 1st Edition (2017); JB Learning, ISBN: 9781449629823 Note: It IS acceptable to purchase either a new or used textbook for this course. It is also acceptable to rent the textbook (if available).

Instructional Methodology:

This course will be offered a distance learning format hybrid format. Information may be presented online in Blackboard, through Blackboard Collaborate, via phone or video conferencing, or by textbook readings. The material is loosely organized by textbook chapters and course schedule, and student requirements may include case studies assignments, discussion board activities, completion of professional development activities, professional job shadowing, attendance at virtual Texas State Board of Pharmacy meeting, or virtual pharmacy professional organization meetings. Student learning and advanced pharmacy practice mastery may be demonstrated through completion of Blackboard discussion board posts, creation of a group poster abstract and PowerPoint presentation, creation of a personal mission statement, personal and professional goals statement, and development of an individual student portfolio. *There are designated deadline dates for all assignments and coursework. Students must be self-motivated enough to meet those deadlines*. Supplemental learning activities may be incorporated into the course as a required component. Supplemental learning activities may include such things as games, online learning activities, exploration of web sites or links, and incorporation of other instructional activities. The ultimate goal of the course is for students to demonstrate mastery in the area of advanced pharmacy practice for technicians and to achieve greater academic and professional success.

Distance Education

What is Distance Education?

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines distance education (called "Distance Education" at ACC) as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

DIL HYD (Distance Learning Hybrid) — Course instruction is online. Several virtual meetings are required. Meetings may be conducted using Blackboard Collaborate, video conferencing, or by phone. Students who are new to online courses should know up front that online courses require may require more time than courses that rely on face to face instruction. Common challenges include time management, superior study skills, and ways to minimize distractions when working on coursework. Please take a moment to review the ACC Distance Education General Information available at https://online.austincc.edu/faq/. Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration.

Grading System:

Students may gain points by the completion of coursework that includes Discussion Board activities, creation of a Personal Mission Statement, development of a Career and Professional Goals Statement, creation of a LinkedIn Profile, and development of a student portfolio. Coursework must be completed by the due dates listed in the course schedule. Coursework may be submitted early. A final grade of 75% or higher is must be

achieved to earn the minimum required grade of "C" and pass the course. All coursework is due by 12mn (midnight) on the designated date on the course calendar.

There will be several case studies-based Blackboard Discussion Board activities based on information from the textbook. All assignments and Discussion Board activities are required and MUST be completed regardless of point value. Assignments and Discussion Board activities will be submitted in Blackboard and must be submitted by the due date listed in the course schedule.

The specific criteria for these assignments are posted on the course Blackboard site and your course schedule. Assignments that are not submitted by the due date may have points deducted (10% per day) or be awarded a "zero" for that assignment. Assignments are generally not accepted after one week past the specified due date.

Attendance may be required for virtual meetings conducted using Blackboard Collaborate, video conferencing, or by phone. Meetings will be scheduled in advance. Students must contact instructor in advance should they be unable to attend a scheduled virtual meeting.

Grading Scale

Required Coursework

Orientation Assignment	50 points
Discussion Board Activities	100 points (four x 25 pts each = 100 points total)
CPR Certification (BLS)*	100 points
LinkedIn Profile	100 points
Professional Development Activity	100 points
Resume	100 points
Personal Mission Statement	100 points
Career and Professional Goals Statement	100 points
Professional References	50 points
Cover Page & Table of Contents	50 points
Student Portfolio	150 points
TOTAL POSSIBLE POINTS	**1000 points**

POINTS REQUIRED TO PASS **750 points**

Grading points scale:
900 – 1000 = A
800 – 899 = B
750 – 799 = C*
600 – 749 = D
599 or less = F

A minimum score of 75% is required to earn a "C' grade. A minimum letter grade of "C" will be accepted by Health Science Programs at ACC.

*CPR Certification is a required for this course. It must be from a BLS provider. Once you get your card, upload a copy of it to Castle Branch using code UL76im8.

COURSEWORK SUBMISSION DUE DATES:
Orientation Assignment:
Discussion Board Post #1:
Resume 1st Draft:
Discussion Board Post #2:
Mission Statement Draft:

Goals Statement Draft:
Professional References:
Professional Development:
Discussion Board Post #3:
LinkedIn Profile:
Cover Page & TOC:
Student Portfolio:
CPR Card Upload:
Discussion Board Post #4:

Course Policies

Course Requirements:

Course Email and Communication Requirements:

I am here to guide you to success in this course and help you become a more strategic, self-regulated learner. If you have questions or concerns about the course, need some help with a difficult concept or assignment, or anything else, I am always willing to listen and do what I can to help you. Part of taking responsibility for your own learning in this course is staying in touch with me about any issues you may encounter that could affect your academic performance. Don't wait until it is too late to seek help! You can email me at any time to request a phone, video, or in-person meeting. You can also stop by my desk before or after class. Some things to keep in mind.

- The best way to reach me is to email me via Blackboard using your ACC email account, my direct email address is

Please note: I have numerous courses that I am teaching this semester. In order for me to respond in a timely manner, please identify your emails with the course number (PHRA 2371) & section number in the SUBJECT line of the email. For every email you send for this course, the subject line should be: PHRA 2371, Section ___

Students are expected to communicate in a professional manner and to use appropriate email etiquette. Use complete sentences and avoid the use of: slang, text language, ALL CAPS, unusual font colors/sizes/types, and misspellings. Please also be sure to include your first and last name in the body of the email. Give as much detail to your email as possible including (for course content questions) the chapter &/or page number, question number, etc. Failure to follow the email instructions listed above will likely result in your email being filtered by my virus or spam filter and I will not receive it. At the very least, it may significantly delay my response time.

Send emails only from your ACC Gmail account, and use only the instructor's email, which is: for all course-related communication. Please respond to all instructor requests within 72 hours or by the second business day. The course instructor will strive to respond to your emails within 72 hours or (if a weekend or holiday) by the by the second business day.

Tutoring:

Free tutoring is available at all ACC learning labs. Some tutors at the Eastview Campus Learning Lab have specialized training in Pharmacy Mathematics and Pharmacology. Students are strongly encouraged to have tutors proofread all written assignments before submitting them for a grade. For more information: http://www.austincc.edu/tutor/

Computer Skills Requirement:

All of the pharmacy technician courses (both the distance learning and live course sections) require the use of a computer. You must have regular access to the Blackboard website and ACC Gmail account. If you are new to Blackboard, please complete the Blackboard tutorial at acconline.austincc.edu

You will be required to access course materials and complete certain requirements online for this course. You must have basic computer experience in order to be successful in pharmacy program courses. If you do not have basic computer skills, you may wish to take a computer course such as COSC 1301 Introduction to Computing. If you do not have access to a computer/laptop or reliable internet access, please use the Learning labs available on ACC campus. See Learning Lab campus locations:
http://www.austincc.edu/support-and-services/tutoring-and-academic-help/learning- lab-services

Inclement Weather & Other Emergencies:

In cases of emergency where the Eastview Campus is closed on the scheduled class dates, refer to the course announcements on Blackboard and check your email for updates. You can text or call me in cases of personal emergency to my cellphone:.

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

- 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.
- 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.
- 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.
- 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

- 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
- 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 courses:** 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^{th}) 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 (3^{rd}) 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

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 I 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

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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/

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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
- 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
- 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/163WZACRErPCzmry8OEQHxosJZSQlC9Dv/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/163WZACRErPCzmry8OEQHxosJZSQlC9Dv/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_F1VRalSbt/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; 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:
    a. aa. Explain the cause of the positive drug screen.
    b. 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
    c. 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-EwSafm0XzVeDR6UUY1alJwRnc/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-EwSafm0XzVeDR6UUY1alJwRnc/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

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 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 are encouraging 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 for the latest updates and guidance.

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 the Academic Integrity website.

Any course specific policies, expectations, or procedures could be included here.

Student 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. Student Rights & Responsibilities

As a student of Austin Community College you are expected to abide by the Student Standards of Conduct.

Senate Bill 212 and Title IX Reporting Requirements

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, go to the Counseling website.

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 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 the Student Complaint Procedures website.

Statement on Privacy

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 fellow student.

Class grades should be posted in Blackboard, and this could be mentioned here.

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.

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 the Emergency Management website.
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.

Campus Carry

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 the Campus Carry website.

Discrimination Prohibited

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.

Faculty at the College are required to report concerns regarding sexual misconduct (including all forms of sexual harassment and sex and gender-based discrimination) to the Manager of Title IX/Title VI/ADA Compliance. Licensed clinical counselors are available across the District and serve as confidential resources for students.
Additional information about Title VI, Title IX, and ADA compliance can be found in the ACC Compliance Resource Guide.

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 the ACC Email Q&A website.

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

The instructor should provide additional information about how they will conduct examinations and other assessments here.

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.

Student Support

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 the Student Resources website. A comprehensive array of student support services is available online at the Student Support website.

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 prior to the beginning of the semester, otherwise the provision of accommodations may be delayed. Students who have received accommodations from SAS for this course will provide the instructor with the legal document titled "Faculty Notification Letter" (FNL) through the Accessible Information Management (AIM) portal.

Until the instructor receives the FNL, accommodations should not be provided. Once the FNL is received, accommodations must be provided. Accommodations are not retroactive, so it is in the student's best interest to request their accommodations as soon as possible prior to the beginning of the semester.

Please contact SAS@austincc.edu for more information.

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: Online Tutoring Request

Additional tutoring information can be found here: Online Tutoring

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
- Library Information & Services during COVID-19
- Ask a Librarian 24/7 chat and form
- Library Hours of Operation by Location
- Email: library@austincc.edu

Parent and Family Engagement Services

ACC understands how important parent and family support is to every student's college journey. From parents and siblings to step-parents, grandparents, partners, and loved ones, the Parent and Family Engagement Office at ACC is committed to empowering families to support student success. The office

provides a family orientation to ACC, free workshops explaining the world of higher education (financial aid, student resources, career and transfer services, etc.), a monthly newsletter full of student success tips, and a website designed to answer family members' frequently asked questions. All students, especially first-generation students, are encouraged to share these resources with their families and invite them to be part of the Riverbat experience. Contact familyengagement@austincc.edu or visit the Parent & Family Engagement website for more information.

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. at the Student Life website.

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 resources including community pantries and bank drives can be found here at the Central Texas Food Bank website.
- Assistance with childcare or utility bills is available at any campus Support Center
- The Student Emergency Fund can help with unexpected expenses that may cause you to withdraw from one or more classes
- Help with budgeting for college and family life is available through the Student Money Management Office.
- A full listing of services for student parents is available at the Child Care website.

Mental health counseling services are available throughout the ACC Student Services District to address personal and or mental health concerns at the Counseling website.

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: **988** or **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)**

Some faculty may consider adding a student sign-off page at the end of the syllabus to be removed and handed back to the instructor providing evidence that the student received a copy of the syllabus and had an opportunity to ask questions, but such a page is optional.

Pharmacy Technician Program Accreditation:

The ACC Pharmacy Technician Program is accredited by the American Society of Health-System Pharmacists (ASHP) and the Accreditation Council on Pharmacy Education (ACPE). Education and training programs for pharmacy technicians are built upon the goals objectives found in the ASHP Model Curriculum for Pharmacy Technician Education and Training (rev. 2018, 5th edition).

ASHP Model Curriculum for Pharmacy Technician Education and Training Programs:

Standard Categories:

1. Personal/Interpersonal Knowledge and Skills
2. Foundational Professional Knowledge and Skills
3. Processing and Handling of Medications and Medication Orders
4. Patient Care, Quality and Safety Knowledge and Skills
5. Regulatory and Compliance Knowledge and Skills
6. Authority and Responsibility provided to Program Director
7. Strategic Plan
8. Advisory Committee
9. Curricular Length
10. Curricular Composition and Delivery
11. Student Recruitment, Acceptance, Enrollment, and Representation
12. Faculty/Instructors
13. Documentation
14. Assessment of Competency Expectations
15. Assessments of Structure and Process

The Standards pertaining to pharmacy technician curriculum are as follows:

Standard 1: Personal/Interpersonal Knowledge and Skills

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.

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

ENTRY-LEVEL

2.1 Explain the importance of maintaining competency through continuing education & professional development.

2.2 Demonstrate ability to maintain confidentiality of patient information & understand applicable state/federal laws.

2.3 Describe the pharmacy technician's role, pharmacist's role, & 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.

ADVANCED-LEVEL

2.9 Describe investigational drug process, medications 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

ENTRY-LEVEL

3.1 Assist pharmacists in collecting, organizing, and recording demographic and clinical information for the *Pharmacists' 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 & non-durable medical equipment, devices, & 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, ointments & 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.

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, & manage the adjudication of billing for complex &/or specialized pharmacy services & 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

ENTRY-LEVEL

4.1 Explain the *Pharmacists' Patient Care Process* & describe the role of the pharmacy tech 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 safely & legally responding to emergent situations.

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.

ADVANCED-LEVEL

4.9 Verify measurements, preparation, &/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

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").

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.

Health Science Technical Standards:

Health Science programs establish technical standards and essential functions to ensure that students have the abilities necessary for completing the professional education within those programs. These standards describe the essential functions a student must demonstrate in order to fulfill the requirements of a general professional education in a health science program, and thus, are prerequisites for entrance, continuation, and graduation. Applicants are not required to disclose the nature of any disability(ies); however, any applicant with questions about these technical requirements is strongly encouraged to discuss the issue with the program's Department Chair.

The student must demonstrate the following abilities:

Categories of Essential Functions	**Definition**	**Example of Technical Standard**
Observation	*Ability to participate actively in all demonstrations, laboratory exercise, and clinical experiences in the professional program component and to assess and comprehend the condition of all clients assigned to him/her for examination, diagnosis, and treatment. Such observation and information usually require functional use of visual, auditory, and somatic sensations.	***Visual (Corrected as necessary)*** *Able to visually discriminate increment readings on syringes *Able to read instrument scales *Able to enter & review data during use of computer equipment *Able to visually discriminate different colored & shaped objects *Recognize &interpret facial expressions & body language *Assess the environment at a distance ***Auditory (corrected as necessary)*** *Recognize and respond to softvoices or voices under protective garb *Recognize & respond to voices over the telephone, via a speaker or from microphone speaker in a drive-thru

Communication	*Ability to communicate effectively in English using verbal, non-verbal and written formats with faculty, other students, clients, families and all members of the healthcare team.	*Able to elicit information, *Assess nonverbal communications *Transmit information to clients, fellow students, faculty and staff, and members of the health care team *Receive, write & interpret written communication in both academic and clinical settings
Motor	*Sufficient motor ability to execute the movement and skills required for safe and effective care and emergency treatment	*Eye-hand coordination and finger dexterity required to achieve the psychomotor objectives (use of a spatula and tablet counter, mortar and pestle, balance and weight set, needles, syringes, and the skills of counting and pouring)
Intellectual	*Ability to collect, interpret and integrate information and make decisions.	*Read and comprehend relevant information in textbooks, prescriptions and medication orders, medical records and professional literature *Measure, calculate, reason, analyze and synthesize *Utilize intellectual abilities, exercise good judgment and complete tasks, within required time limits *Retain information *Apply knowledge to new situations and problemsolving scenarios
Behavioral and Social Attributes	*Possess the emotional health and stability required for full utilization of the student's intellectual abilities, the exercise of good judgment, the prompt completion of all academic and patient care responsibilities and the development of mature, sensitive, and effective relationships with clients and other members of the health care team. *Possess the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, function in the face of uncertainties inherent in clinical settings with patients. *Possess compassion, integrity, concern for others, and motivation. *Possess the ability to demonstrate professional behaviors &a strong work ethic.	*Manage heavy academic schedules and deadlines *Perform in fast paced clinical situations *Display flexibility *Sustain professional activities for protracted periods under conditions of physical & emotional stress *Demonstrate emotional health required for full utilization of intellectual abilities and exercise of good judgment *Demonstrate integrity, concern for others, interpersonal skills, interest & motivations *Accepts responsibility and accountability for one's own actions *Develop mature, sensitive and effective relationships with clients and others *Comply with the professional standards of the pharmacy profession

If appropriate, and upon the request of the applicant/student, reasonable accommodations may be provided. These accommodations must be accomplished without altering the essential requirements

of the specific program. Certain chronic and recurrent illnesses and problems that interfere with patient care or safety may be incompatible with clinical education or clinical practice. Other illnesses may 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. 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. Students can obtain complete information from the SAS website at http://www.austincc.edu/students/student-accessibility-services-and-assistive-technology or through the Student Accessibility Services Office on the campus where they expect to take the majority of their classes.

SCANS Competencies:

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, & 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. This course, Introduction to Pharmacy, incorporates the SCANS competencies in the following ways:

Resources

a) Manages time for completing assignments
b) Selects appropriate references for given drug information

Interpersonal

a) Negotiates to arrive at a decision when determining methods and references in the ordering of pharmaceuticals & devices.

b) Participates as a member of a team when completing group assignments

Information

a) Acquires and evaluates information presented in lectures

b) Organizes and maintains information required for passing examinations

Systems

a) Understands systems used for answering drug information questions

b) Understands systems used for securing pharmaceuticals

Technology

a) Uses computer to complete assignments

b) Uses computer references for answering drug information questions

Basic Skills

a) Demonstrates ability to read assignments and textbook

b) Demonstrates ability to write when completing assignments that must be turned in

c) Demonstrates ability to listen to lectures

Thinking Skills

a) Demonstrates creative thinking when preparing assignments, such as job interviews and resumes

b) Demonstrates ability to make decisions when answering drug information questions, and selecting ordering methods

c) Demonstrates ability to solve problems when interpreting prescriptions and medication orders

Personal Qualities

a) Demonstrates responsibility through attendance

b) Demonstrates responsibility through assignment completion in a timely manner

c) Demonstrates self-management when completing assignments

d) Demonstrates integrity and honesty when completing assignments