

Emerging Roles for Registered Pharmacy Technicians in NYS Hospitals – Training, Oversight and Organizational Structure

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Disclosures

- ◆ No conflicts of interest to disclose for all speakers

Objectives

1. Review the training requirements for pharmacy technicians and understand the impact of an accredited training program on pharmacy practice
2. Review the process for accreditation of a Pharmacy Technician Training Program
3. Discuss how to implement a modernized career ladder and job descriptions for technicians

Technician Training Programs

Example at NYU Langone Health

NYU Langone Health

- ❖ Six inpatient locations across Manhattan, Brooklyn, and Long Island
 - ❖ Flagships of NYU Tisch/Kimmel, NYU Brooklyn, NYU Long Island
 - ❖ Hassenfeld Children's Hospital
 - ❖ Langone Orthopedic Hospital
 - ❖ Perlmutter Cancer Center Network
 - ❖ Ambulatory clinic locations



NYU Langone Health Pharmacy Technician Training Program (PTTP)

- ❖ Founded in 2016
- ❖ Jointly accredited by ASHP/ACPE in 2019 as an entry-level program
- ❖ 12 faculty members
- ❖ 5 practice sites
- ❖ 10 NYULH PTTP student graduates currently employed at NYULH



Training Program Requirements

- PTCB requirement updates January 2020:
 - To be eligible to register for PTCE:
 1. **Pathway 1:** Must have successfully completed a PTCB recognized / Accredited program, or will be completing within 60 days.
 2. **Pathway 2:** Must have equivalent work experience as a pharmacy technician for a minimum of 500 hours.

- Requirements to become a CPhT:
 - Attain a high school diploma or the equivalent
 - Graduate from an accredited pharmacy technician training program
 - Get certified
 - Maintain active certification

Training Program Requirements

◆ Based on ASHP/ACPE model

PROGRAM TYPE	HOURS IN PROGRAM	LEARNING MODALITY	MINIMUM HOURS	PROGRAM TYPE	HOURS IN PROGRAM	LEARNING MODALITY	MINIMUM HOURS
ENTRY-LEVEL		Didactic	75	ADVANCED-LEVEL		Didactic	70
		Simulation	3			Simulation	10
		Experiential	10			Experiential	10
TOTAL:		Didactic/Total:	85	TOTAL:		Didactic/Total:	80

Program Requirements- Didactic

- ❖ **Learn ⇒ Practice ⇒ See in Live Environment**
- ❖ **Didactic Sessions (120 hours): Learning**
 - First step to complete in a training program
 - Managers throughout our department teach / review required subjects
 - Packets / homework assignments / worksheets

Program Requirements- Didactic

❁ The curriculum is categorized into the following areas:

- personal and interpersonal knowledge and skills
- foundational professional knowledge and skills
- patient care, quality of care, and safety knowledge and skills
- regulatory and compliance knowledge and skills
- processing and handling of medications and medication orders:
 - Inpatient pharmacy
 - Outpatient pharmacy
 - Clinical Cancer Center
 - Orthopedic Pharmacy
 - Investigational Studies pharmacy
 - Transition of Care
 - Purchasing and Inventory Management

Program Requirements- Simulation

☞ Simulation Labs (50 hours) : Practice

- Should occur after ~~the~~ sessions are complete
- Simulation include practice in:
 - Active and Engaged Listening
 - Proper Gaubing and Finger Glove Testing
 - Locating LASA / High Alert meds in Pharmacy Inventory
 - Proper Disposal Of medications
 - Medication Errors
 - Inpatient and Outpatient problem solving
 - Patient Confidentiality
 - Customer Service and Conflict Resolution
 - Non Sterile Compounding
 - Prescription Filling
 - Introduction to Ampules and Vials

Program Requirements- Experiential

🦋 **Experiential (130 hours + 100 extra): See what you have learned and practiced in a **Live Environment****

- **Should occur after Didactic and Simulation components have been completed**
- **Experientials include students shadowing Pharmacy Techs in:**
 - Main Pharmacy → Robotics, Manual order filling, applications, tray filling, IV Room, purchasing and receiving, pneumatic tubing, repackaging, Command Center
 - Decentralized → Pharmacy Automation restocking, Decentralized Pharm Tech roles, Pediatrics, medication distribution, 24 hour cart fill exchange
 - Ambulatory Care Pharmacy – Outpatient / Retail environment workflows / Transition of Care
 - Clinical Cancer Center
 - Investigational Studies
 - Orthopedic Hospital
 - Expansion into Specialty Pharmacy / Off Site Ambulatory Care Settings

Impact of Accredited Programs on Pharmacy Practice

- Pharmacy technician students should receive quality education to be valuable members of their teams once they gain employment
- Accreditation is the external review that shows that a Pharmacy Technician Program is meeting regulations and standards set by an external accreditation organizations
- Students acquire knowledge, skills, behaviors, and abilities needed for Pharmacy Practice
- Standardization in training
- Specific Guidelines to enhance the pharmacy technicians role
- Standards / Guidelines change based on changing roles and functions of Pharmacy Technicians
- Promotes better work performance
- Employees are better prepared for challenges and adapting to change / additional roles
- From an employers view, hiring a trained Technician and attracting quality talent are the two main advantages
- Promotes Quality and Consistency

Technician Training Program Accreditation

What Is Accreditation?

- ❖ Program or institution meets established quality standards
- ❖ Provide assurance and confidence to the public
- ❖ The American Society of Health-System Pharmacists (ASHP)/Accreditation Council for Pharmacy Education (ACPE)
 - ❖ The only nationally recognized, non-governmental, non-profit pharmacy association that accredits pharmacy residencies and pharmacy technician training programs in the United States
- ❖ Pharmacy Technician Accreditation Commission (PTAC)
 - ❖ Appointed by ASHP and ACPE
 - ❖ Representation by experienced pharmacy leaders

Why Accreditation?

- Advantages to student, employer/institution, and program itself
- BOP requirement completion of an accredited training program to practice
- Technician role expanding
 - New technologies
 - Roles and responsibilities
 - Medication safety
- Resources
 - Updated standards and curriculum
 - Networking opportunities with ASHP
 - Listing in Pharmacy Technician Training Program Directory

Preparing for Accreditation Survey

- ◆ ~~Ready?~~ Pharmacy Technician Education & Training Program Tool
 - ◆ Online
 - ◆ Educational and self-assessment
- ◆ Application
 - ◆ Can be submitted as soon as a student has started training with your program
 - ◆ If accredited, accreditation date will be retroactive to date of application file
- ◆ ~~Pre~~-survey Questionnaire and Self-Assessment Checklist
- ◆ Pharmacy Technician Education and Training Programs Curriculum Crosswalk Template
 - ◆ Based on *Model Curriculum for Pharmacy Technician Education and Training Programs*, developed by ASHP/ACPE

STANDARD CATEGORIES:

1. Foundational Professional Knowledge and Skills
2. Foundational Professional Knowledge and Skills
3. Processing and Handling of Medication and Medication Orders
4. Patient Care, Quality and Safety Knowledge and Skills
5. Regulatory and Compliance Knowledge and Skills
6. Quality and Responsibility provided to Program Director
7. Strategic Plan
8. Academic Appraisal
9. Curriculum for Length
10. Curricular Composition and Delivery
11. Student Recruitment, Retention, Enrollment, and Representation
12. Faculty Instructions
13. Curriculum for
14. Assessment of Competency Objectives
15. Assessment of Curriculum and Programs

Model Curriculum

- 15 standards
- Standards 1-5
 - Key Elements
 - 54 Entry-level
 - 77 Advanced-level

Standard 1: Foundational Professional Knowledge and Skills CRITICAL:

- 1.1 Demonstrate ethical conduct.
- 1.2 Prepare and manage appropriate financial products of planning, implementation and delivery.
- 1.3 Demonstrate ability with integrated information skills.
- 1.4 Communicate clearly and effectively, both orally and in writing.
- 1.5 Demonstrate respect for the professional attitude when interacting with diverse patient population, colleagues, and professionals.
- 1.6 Apply and demonstrate skills, including time, stress, and change management.
- 1.7 Apply interpersonal skills, including negotiation skills, conflict resolution, customer service, and diversity.
- 1.8 Demonstrate problem solving skills.

ADDITIONAL:

- 1.9 Demonstrate ability to manage all program administrative tasks such as budgeting, scheduling, and research support.
- 1.10 Apply critical thinking skills, creativity, and innovation.
- 1.11 Apply computer skills, including business research and production.
- 1.12 Demonstrate the ability to effectively and precisely analyze and interpret health care practices, programs and policies and to be able to solve the needs of patients and practice.

STANDARD 1: Personal/Interpersonal Knowledge and Skills

ENTRY-LEVEL

1.1 Demonstrate ethical conduct.

- 1.1A Present an appropriate appearance for the profession of pharmacy in appearance and behavior.
- 1.1B Demonstrate active and engaged listening skills.
- 1.1C Communicate clearly and effectively, both verbally and in writing.
- 1.1D Demonstrate a respectful and professional attitude when interacting with diverse patient populations, col egs, and professionals.
- 1.1E Apply time-management skills, including time, stress, and change management.
- 1.1F Apply interpersonal skills, including negotiation skills, conflict resolution, customer service, and teamwork.
- 1.1G Demonstrate problem-solving skills.

ADDITIONAL SKILLS

- 1.1H Demonstrate capability to manage or supervise pharmacy technicians in matters such as conflict resolution, teamwork, and customer service.
- 1.1I Apply critical thinking skills, creativity, and innovations.
- 1.1J Apply regulatory skills related to licensure, reimbursement, and procedures.
- 1.1K Demonstrate the ability to effectively and professionally communicate with other health care professionals, nurses, and other individuals necessary to serve the

Column 1: Standard Key Element	Column 2: Didactic Content and Topics	Column 3: Sample Simulation Activities	Column 4: Sample Experiential Activities
Key Elements are descriptions of what learners need to be able to do, to achieve the associated aspects and competencies to meet the standard.	Didactic content and topics necessary to teach learners, so they may obtain the knowledge and ability to meet the Key Elements.	Sample activities for the simulated (lab) portion of the program that teach learners, so they may obtain the knowledge and ability to meet the Key Elements.	Sample activities for the experiential portion of the program that teach learners, so they may obtain the knowledge and ability to meet the Key Elements.

STANDARD 1: Personal/Interpersonal Knowledge and Skills

ENTRY-LEVEL	LEARNING OUTCOMES		
PROFICIENCY	Class	Clinical (Lab)	Experiential
1.1.1 Demonstrate ethical conduct.	negotia, defns, and resolve issues regarding ethical conduct (ie distribution of drugs).		Demonstrate ethical conduct via own appropriate conduct during ethics challenges.
HOUSE	0.5 hours	0.5	1.0 hours
GRADUATION	10% of the Pharmacy Technician	10%	

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Survey Overview

- ❖ In person vs. remote
- ❖ Our survey at NYULH
 - ❖ One day - July 30, 2019
 - ❖ Two ASHP surveyors onsite
 - ❖ 5 hours
 - ❖ Tour of program spaces
 - ❖ Meet with graduates in group setting
 - ❖ Meet with current students in group setting
 - ❖ Meet with program leadership / advisory committee in group setting
 - ❖ Report out presentation to program leadership and hospital administration

Document Review During Survey

- ❖ ~~File~~ survey questionnaire
- ❖ Completed affiliation agreements for all training sites
- ❖ Complete student files for three program graduates
- ❖ ~~Class~~ in-going student files for current class
- ❖ Supporting course materials / lesson plans
- ❖ Books, references, online products used for training in the program
- ❖ Copies of membership certificates of program director and faculty for pharmacy association and/or education associations at the national and state level
- ❖ Advisory Committee meeting minutes for three years
- ❖ Simulated component assessment activity checklists
- ❖ All completed experiential site inspections
- ❖ All contracts
- ❖ Academic and Professional Records for all experiential site coordinators
- ❖ Completed time sheets for all time spent by students at experiential sites
- ❖ Documentation of how hours are ~~calculated~~

Post-survey

- ◆ Survey report with findings arrived 10 days after survey
- ◆ Written response to findings report
 - ◆ 60 days
 - ◆ Respond to all statements of noncompliance or partial compliance
 - ◆ Response considered by Pharmacy Technician Accreditation Committee at their next meeting
- ◆ Accreditation retroactive to application file date

Technician Career Ladder and Opportunities

Example at the University of Rochester Medical Center

UR Overview - Medical Center

Rochester, New York



Strong Memorial Hospital

- 886 Licensed beds
- >100% Occupancy
- Quaternary Care
- Level 1 Trauma
- Pediatric Hospital
- Oncology Hospital/Infusion Centers (on and off-site)
- Off-site Emergency Services Center
- Off-site Ambulatory Surgery Center
- 340B Eligible

Highland Hospital

- 261 Licensed beds
- >100% Occupancy
- Acute Care
- Active Emergency Department
- Known for:
 - Nationally Ranked Geriatrics Program
 - Orthopedic Surgery
 - Region's Leading Gastric Bypass Program
 - Comprehensive Women's Services
- 340B (Rural Referral Center)

Regional Community Hospitals

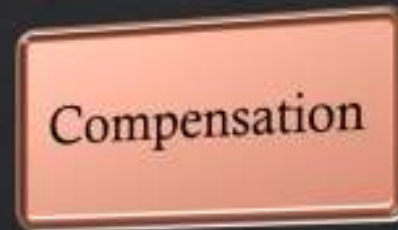
- FF Thompson (125 beds)
- Noyes Memorial Hospital (67 beds)
- Jones Memorial Hospital (49 beds)
- St. James Hospital (15 beds)
- Several contractual relationships

Ambulatory Sites

- Medical clinics/primary care Specialty Pharmacy Services
- Contract Pharmacy Services
- 10 licensed ambulatory pharmacies
- Home Infusion Pharmacy Services

Engaging your Technician Workforce

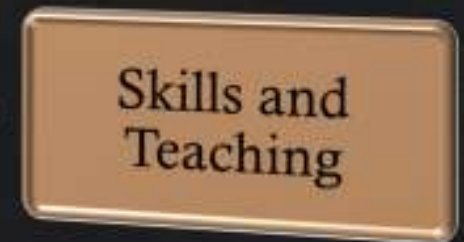
Salary Structure
Benefits



Training
Education Opportunities

Engaged Workforce

Promotion
Career Ladders



Pharmacy Technicians – Define the Scope

UNIVERSITY OF ROCHESTER	PHARMACY POLICY
 	Created/Revised: N/A Last Approved: N/A Last Revised: N/A Next Review: N/A Owner: David Hubler Policy Area: QA / Pharmacy Policy References: Applicability: University of Rochester - Strong Memorial Hospital
<h2>Pharmacy Technicians (and Unlicensed Persons) Scope of Duties</h2>	
<h3>POLICY</h3> <p>Laws, rules and regulations governing the practice of pharmacy in New York State are defined in NYC Education Law Article 137, 137A and Rules of the Board of Regents Part 20 (20.740 to 20.742.1). Although most activities in a retail pharmacy (dispensing, medication order fulfillment and/or dispensing) are performed under direct supervision, Pharmacy Technicians are not licensed as Technicians under Law of New York State for the purposes of this policy, with the exception of licensed Pharmacy Technicians registered in New York State for compounding activities. The scope of practice of pharmacy technicians is therefore regulated and limited as articulated above and the following policy provides guidance for compliance with these laws, rules and regulations.</p>	
<h3>DESCRIPTION</h3> <p>A pharmacy technician may assist a pharmacist in the process of dispensing medications pursuant to the following criteria:</p> <ol style="list-style-type: none"> All pharmacy technicians must be certified through PTCB (Pharmacy Technician Certification Board) to enable the most effective support of a pharmacist to advance patient safety and quality outcomes. Certification may be obtained at www.ptcb.org (See Pharmacy Policy, Technician Certification). All pharmacy technicians will complete training and initial competency statements required for the position that they will be performing (see page). No more than 4 pharmacy technicians may assist a licensed pharmacist at a given point in time for support of dispensing functions, with the exception of compounding processes. For compounding processes, no more than 2 pharmacy technicians may assist a licensed pharmacist at one given point in time. The pharmacist providing direct supervision for the dispensing activity to ensure compliance, whether located directly in the main pharmacy or supporting dispensing from other locations in the hospital. Pharmacy technicians may assist in dispensing functions including (but not limited to) the following: <ol style="list-style-type: none"> Obtaining medications for patient order fulfillment pursuant to a request (e.g., obtaining labels) Preparing requests for additional doses (e.g., training doses) from patient care areas (i.e. existing orders) 	

- No re-packaging of medications into unit dose form, including oral liquids (not manipulating amount or concentration).

E. Pharmacy technicians may assist in compounding of medications (mixing, measuring, weighing, kneading) as long as the following conditions are met (2.1 rules technicians to pharmacist):

- A batch produced (regardless of quantity) requires a specific formula (commonly referred to as a "recipe") and detailed records including the following information at a minimum:
 - Name and identification number of ingredients
 - Name of manufacturer and lot number
 - Quantity of each unit (batch) and number of units produced
 - The date of preparation
 - Expiration date of the ingredients for each ingredient
 - Beyond use date of the product produced
 - Signature or initials of the person producing the batch
 - Signature or initials of the pharmacist conducting the final check of the product
 - Other regulations include all persons involved in the process as required (e.g., "see also 4")
- A pharmacy technician will not be required to perform calculations or provide interpretation or judgment on the amount of a product to add or manipulate as this will be defined in the "recipe" for the dose.
- Technician is licensed as a registered technician in New York State which requires, in addition to minimum requirements for a pharmacy technician position:
 - Registration and fee associated with registration in NY
 - Completion of formal coursework having been approved by the Department of Pharmacy, including documentation of successful training completion
 - PTCB Certification

F. Activities that pharmacy technicians may perform but are exempt from the ratio of technicians to pharmacist include:

- Activities that are not defined as the act of dispensing medications, including:
 - Answering and taking telephone calls from other staff in the hospital
 - Delivery of medications to units or other areas
 - Inventory management and medication procurement activities (e.g., purchasing)
 - Collecting patient information from patients or other electronic sources or parties
 - Maintenance and support of table and software systems
 - Any custodial duties or environmental maintenance tasks (e.g., cleaning)
- Technician engaged in any unit care continuing activities.

G. A pharmacy technician may not independently receive or calculate and require direct judgment or direct patient assessment.

H. A pharmacy technician may not independently receive, weigh, or compound medications unless following batch production defined as manufacturing in section 3 above.

- A licensed pharmacist will conduct a manual process performed by technicians that are directly related to dispensing medications to patients or devices.
- Pharmacy Interns are not included in the ratios above.

REFERENCES

New York State Education Law Article 137 and 137A: <http://www.es.ny.gov/education>
 Article 137.140, 137.140a, 137.140b, 137.140c, 137.140d, 137.140e, 137.140f, 137.140g, 137.140h, 137.140i, 137.140j, 137.140k, 137.140l, 137.140m, 137.140n, 137.140o, 137.140p, 137.140q, 137.140r, 137.140s, 137.140t, 137.140u, 137.140v, 137.140w, 137.140x, 137.140y, 137.140z, 137.140aa, 137.140ab, 137.140ac, 137.140ad, 137.140ae, 137.140af, 137.140ag, 137.140ah, 137.140ai, 137.140aj, 137.140ak, 137.140al, 137.140am, 137.140an, 137.140ao, 137.140ap, 137.140aq, 137.140ar, 137.140as, 137.140at, 137.140au, 137.140av, 137.140aw, 137.140ax, 137.140ay, 137.140az, 137.140ba, 137.140bb, 137.140bc, 137.140bd, 137.140be, 137.140bf, 137.140bg, 137.140bh, 137.140bi, 137.140bj, 137.140bk, 137.140bl, 137.140bm, 137.140bn, 137.140bo, 137.140bp, 137.140bq, 137.140br, 137.140bs, 137.140bt, 137.140bu, 137.140bv, 137.140bw, 137.140bx, 137.140by, 137.140bz, 137.140ca, 137.140cb, 137.140cc, 137.140cd, 137.140ce, 137.140cf, 137.140cg, 137.140ch, 137.140ci, 137.140cj, 137.140ck, 137.140cl, 137.140cm, 137.140cn, 137.140co, 137.140cp, 137.140cq, 137.140cr, 137.140cs, 137.140ct, 137.140cu, 137.140cv, 137.140cw, 137.140cx, 137.140cy, 137.140cz, 137.140da, 137.140db, 137.140dc, 137.140dd, 137.140de, 137.140df, 137.140dg, 137.140dh, 137.140di, 137.140dj, 137.140dk, 137.140dl, 137.140dm, 137.140dn, 137.140do, 137.140dp, 137.140dq, 137.140dr, 137.140ds, 137.140dt, 137.140du, 137.140dv, 137.140dw, 137.140dx, 137.140dy, 137.140dz, 137.140ea, 137.140eb, 137.140ec, 137.140ed, 137.140ee, 137.140ef, 137.140eg, 137.140eh, 137.140ei, 137.140ej, 137.140ek, 137.140el, 137.140em, 137.140en, 137.140eo, 137.140ep, 137.140eq, 137.140er, 137.140es, 137.140et, 137.140eu, 137.140ev, 137.140ew, 137.140ex, 137.140ey, 137.140ez, 137.140fa, 137.140fb, 137.140fc, 137.140fd, 137.140fe, 137.140ff, 137.140fg, 137.140fh, 137.140fi, 137.140fj, 137.140fk, 137.140fl, 137.140fm, 137.140fn, 137.140fo, 137.140fp, 137.140fq, 137.140fr, 137.140fs, 137.140ft, 137.140fu, 137.140fv, 137.140fw, 137.140fx, 137.140fy, 137.140fz, 137.140ga, 137.140gb, 137.140gc, 137.140gd, 137.140ge, 137.140gf, 137.140gg, 137.140gh, 137.140gi, 137.140gj, 137.140gk, 137.140gl, 137.140gm, 137.140gn, 137.140go, 137.140gp, 137.140gq, 137.140gr, 137.140gs, 137.140gt, 137.140gu, 137.140gv, 137.140gw, 137.140gx, 137.140gy, 137.140gz, 137.140ha, 137.140hb, 137.140hc, 137.140hd, 137.140he, 137.140hf, 137.140hg, 137.140hh, 137.140hi, 137.140hj, 137.140hk, 137.140hl, 137.140hm, 137.140hn, 137.140ho, 137.140hp, 137.140hq, 137.140hr, 137.140hs, 137.140ht, 137.140hu, 137.140hv, 137.140hw, 137.140hx, 137.140hy, 137.140hz, 137.140ia, 137.140ib, 137.140ic, 137.140id, 137.140ie, 137.140if, 137.140ig, 137.140ih, 137.140ii, 137.140ij, 137.140ik, 137.140il, 137.140im, 137.140in, 137.140io, 137.140ip, 137.140iq, 137.140ir, 137.140is, 137.140it, 137.140iu, 137.140iv, 137.140iw, 137.140ix, 137.140iy, 137.140iz, 137.140ja, 137.140jb, 137.140jc, 137.140jd, 137.140je, 137.140jf, 137.140jg, 137.140jh, 137.140ji, 137.140jj, 137.140jk, 137.140jl, 137.140jm, 137.140jn, 137.140jo, 137.140jp, 137.140jq, 137.140jr, 137.140js, 137.140jt, 137.140ju, 137.140jv, 137.140jw, 137.140jx, 137.140jy, 137.140jz, 137.140ka, 137.140kb, 137.140kc, 137.140kd, 137.140ke, 137.140kf, 137.140kg, 137.140kh, 137.140ki, 137.140kj, 137.140kk, 137.140kl, 137.140km, 137.140kn, 137.140ko, 137.140kp, 137.140kq, 137.140kr, 137.140ks, 137.140kt, 137.140ku, 137.140kv, 137.140kw, 137.140kx, 137.140ky, 137.140kz, 137.140la, 137.140lb, 137.140lc, 137.140ld, 137.140le, 137.140lf, 137.140lg, 137.140lh, 137.140li, 137.140lj, 137.140lk, 137.140ll, 137.140lm, 137.140ln, 137.140lo, 137.140lp, 137.140lq, 137.140lr, 137.140ls, 137.140lt, 137.140lu, 137.140lv, 137.140lw, 137.140lx, 137.140ly, 137.140lz, 137.140ma, 137.140mb, 137.140mc, 137.140md, 137.140me, 137.140mf, 137.140mg, 137.140mh, 137.140mi, 137.140mj, 137.140mk, 137.140ml, 137.140mm, 137.140mn, 137.140mo, 137.140mp, 137.140mq, 137.140mr, 137.140ms, 137.140mt, 137.140mu, 137.140mv, 137.140mw, 137.140mx, 137.140my, 137.140mz, 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Attachments:

Applicability

University of Rochester - Strong Memorial Hospital

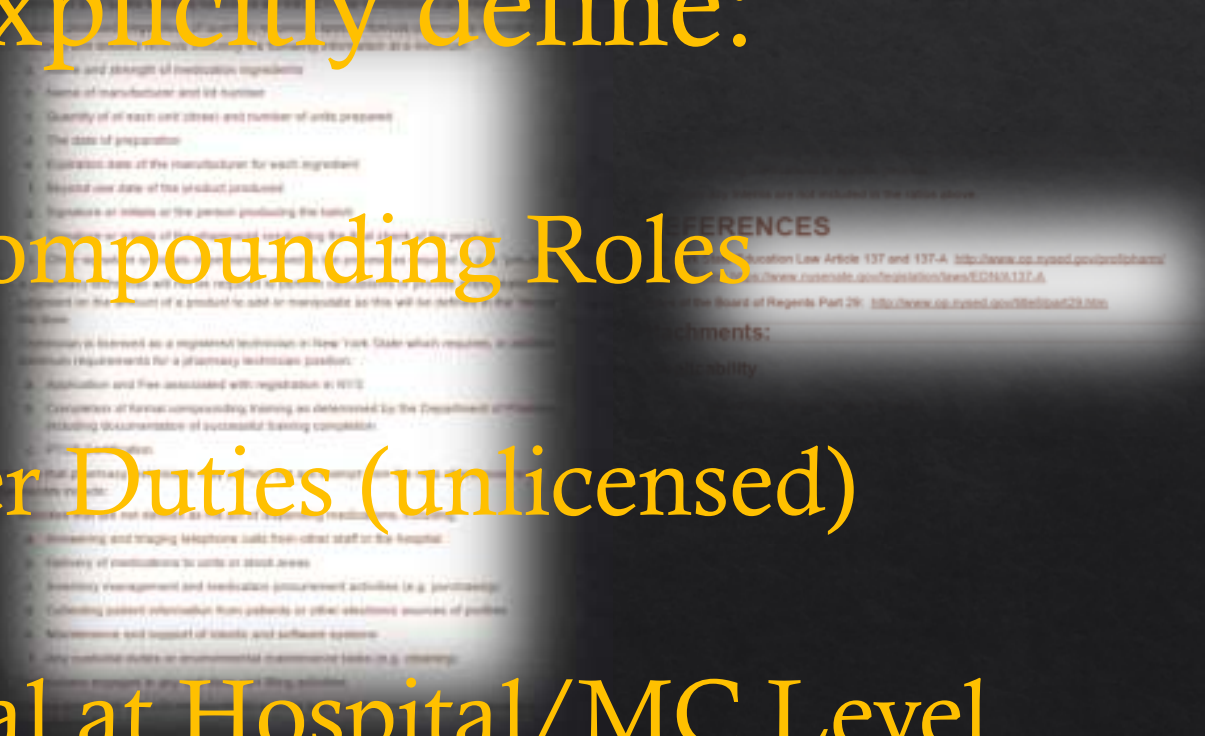
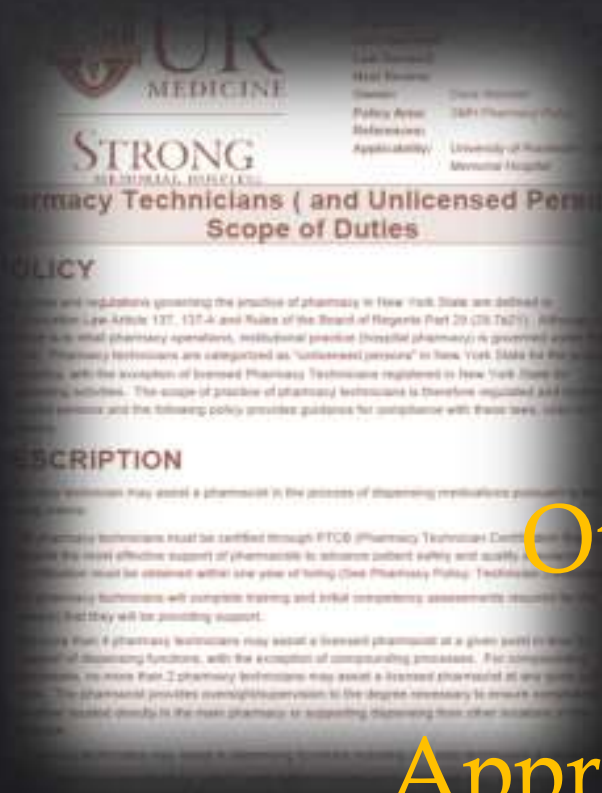
Pharmacy Technicians – Define the Scope

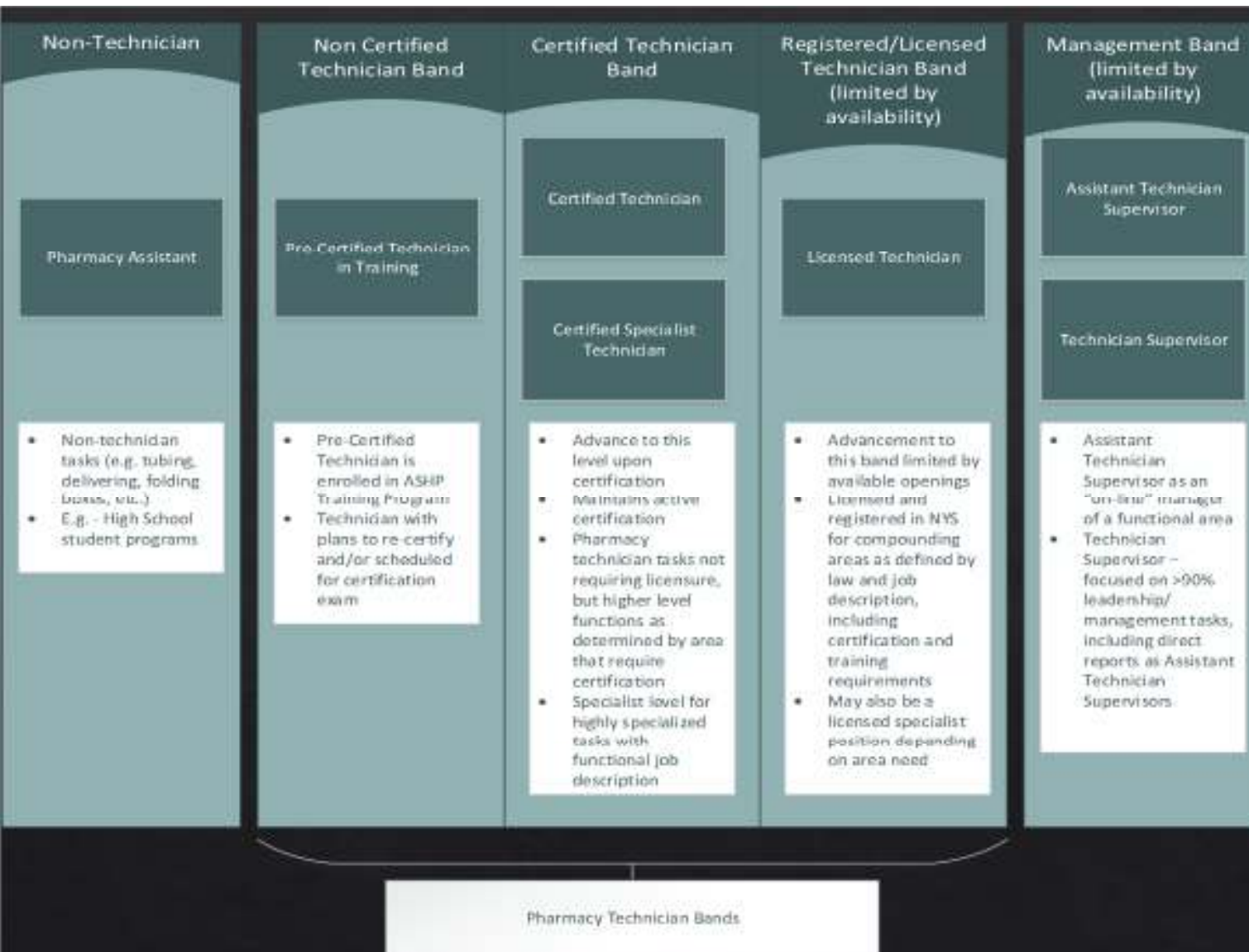
Explicitly define:

Compounding Roles

Other Duties (unlicensed)

Approval at Hospital/MC Level





UR Pharmacy Technician Career Ladder

Non-Technician

Pharmacy Assistant

- Non-technician tasks (e.g. tubing, delivering, folding boxes, etc.)
- E.g. - High School student programs

Non Certified Technician Band

Pre-Certified Technician in Training

- Pre-Certified Technician is enrolled in ASHP Training Program
- Technician with plans to re-certify and/or scheduled for certification exam

Certified Technician Band

Certified Technician

Certified Specialist Technician

- Advance to this level upon certification
- Maintains active certification
- Pharmacy technician tasks not requiring licensure, but higher level functions as determined by area that require certification
- Specialist level for highly specialized tasks with functional job description

Registered/Licensed Technician Band (limited by availability)

Licensed Technician

- Advancement to this band limited by available openings
- Licensed and registered in NYS for compounding areas as defined by law and job description, including certification and training requirements
- May also be a licensed specialist position depending on area need

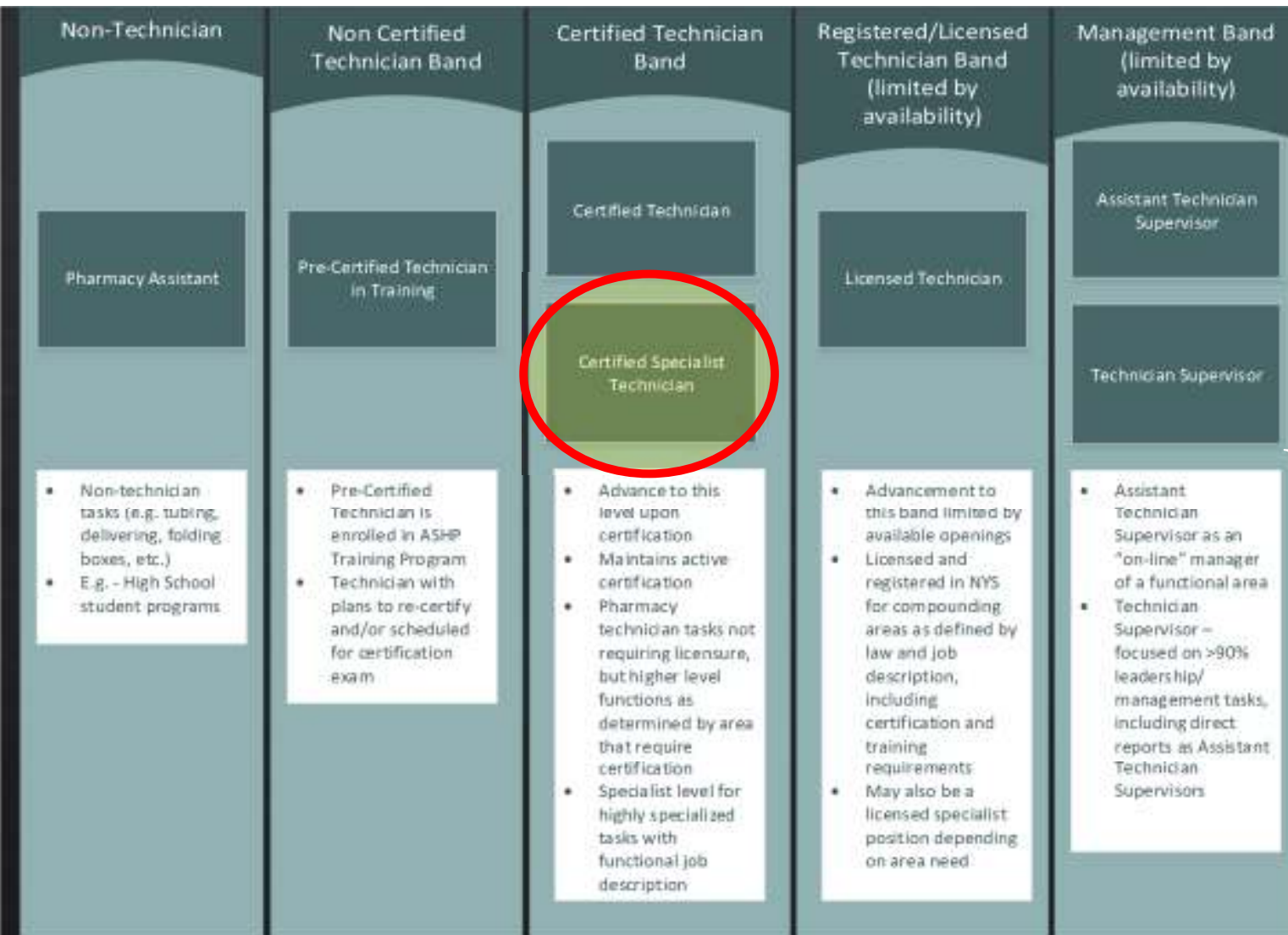
Management Band (limited by availability)

Assistant Technician Supervisor

Technician Supervisor

- Assistant Technician Supervisor as an "on-line" manager of a functional area
- Technician Supervisor – focused on >90% leadership/management tasks, including direct reports as Assistant Technician Supervisors

UR Pharmacy Technician Career Ladder



UR Pharmacy Technician Career Ladder

UR Career Path – Technician Specialists

- ❖ Animal Research Lab Controlled Substance Coordinator
- ➔ ❖ Education/Quality Specialist (Program Director for Pharmacy Technician University)
- ❖ Medication History Technician Specialists [3]
- ➔ ❖ Neonatal Donor Milk Lab Specialists [2]
- ❖ Dispensing Robot Specialists [3]
- ❖ Technician Team Lead Specialists [3]
- ❖ Technician Training Specialists [5]
- ❖ Controlled Substance Vault Specialist
- ❖ Medication Shortage Specialist
- ➔ ❖ Sterile Compounding Technology Specialist [2]

UR Career Path – Technician Specialists

- ❖ **Education/Quality Specialist** (Pharmacy Technician University - PTU)
- ❖ **Oversee - ASHP Accredited (pending) Training Program**
 - ❖ Non-Certified technicians are hired into the program (paid position)
 - ❖ Upon graduation, are scheduled to take PTCB exam for certification
 - ❖ Directly tracks progress, assesses performance, direct oversight of simulations, etc.
 - ❖ Preparation for ASHP Accreditation

RECENT CHANGE – Position has been upgraded to Administrator and PTU students report directly to this position, providing direct supervision.

UR Career Path – Technician Specialists

❖ Donor Milk Lab Specialist

❖ Although not considered medications (infant nutrition), still a compounding process

❖ Decision to leverage skills and training of Pharmacy Technicians

❖ Outcomes (Annual Impact)

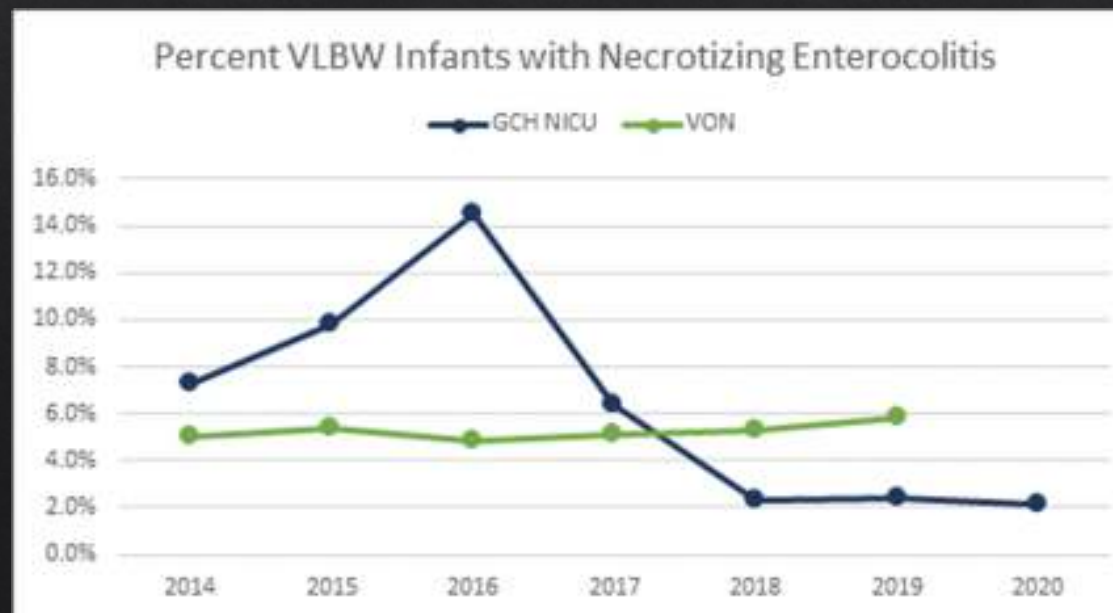
❖ ~1000 fewer TPN days

❖ ~700 fewer central line days

❖ ~700 fewer patient days

❖ 10-15 fewer cases of NEC

❖ Estimated preventing 3 deaths per year from NEC)

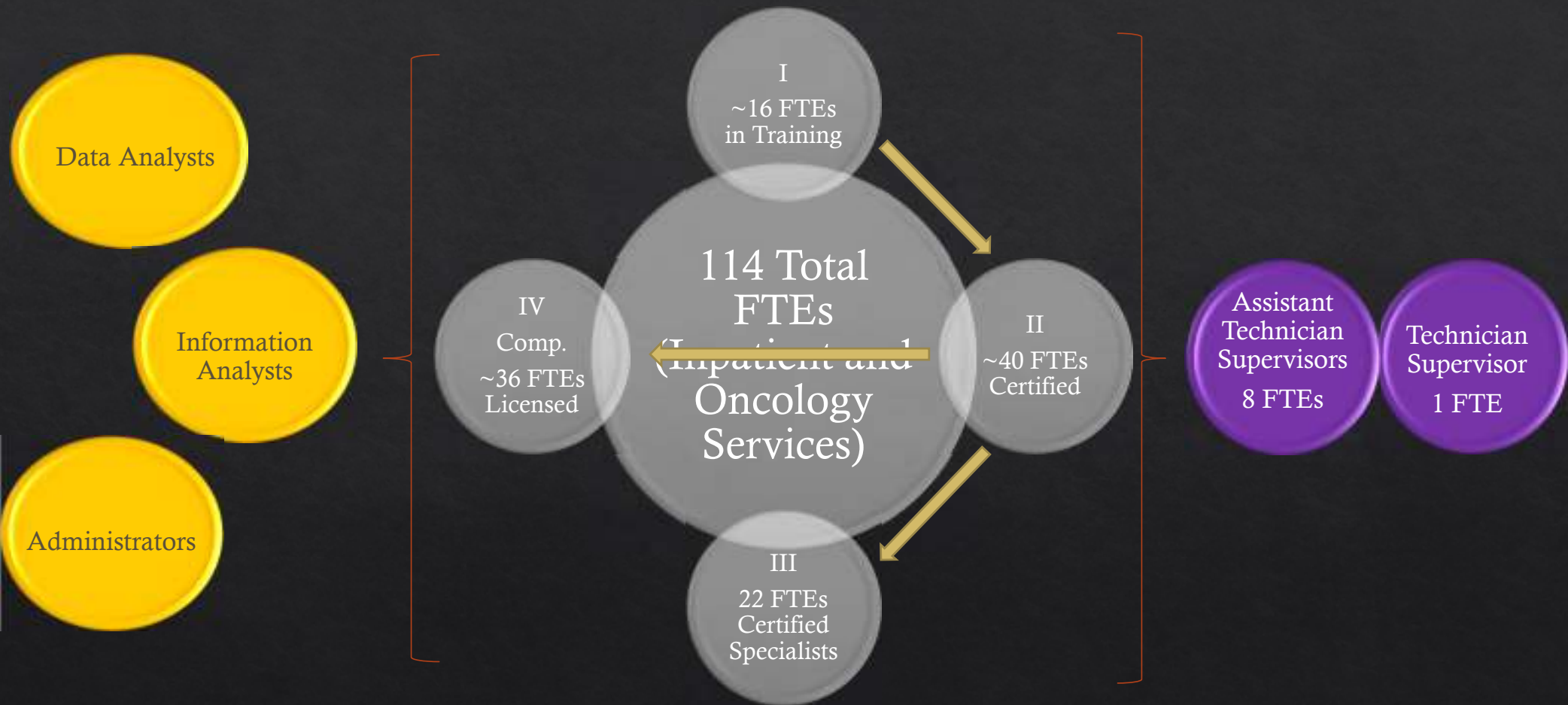


UR Career Path – Technician Specialists

❖ **Sterile Compounding Technology Specialist:**

- ❖ **Develop and maintain SOPs** (Standard Operating Procedures) related to operation of the various automated systems
- ❖ **Meet or exceed production goals** as established by department leadership.
 - ❖ Maximizing extent of safety technology use
 - ❖ Minimizing downtime or alternate strategy use
- ❖ **Maximizing successful production throughput** (examples: achieve production goals while maintaining Quality Assurance standards with 0% fail rate on Extended Beyond Use Date Sterility Testing, review of user feedback or complaints, etc.)
- ❖ **Use analytics tools** in various automation systems to **provide data on robot production, efficiency and functionality** (using site records, enterprise utilization data, vendor analytics, etc.) to particular site pharmacist Manager or Supervising Pharmacist and other appropriate managers as identified.
- ❖ **Work with site leadership** to identify trends and new opportunities to improve and expand automation utilization

UR Technician Career Path – Breakdown by FTEs



UR Technician Career Path – Cascading Goals

Medical Center Strategic Plan

Focus on Quality and Safety Pillar

Department of Pharmacy Strategic Plan

From Guiding Principles:

The well-being and safety of the patient is at the center of all decisions.

Strategic Direction: Achieve optimal utilization of technology and automation to decrease unwarranted variability in drug preparation and dispensing.

Individual Goals (part of Performance Evaluation)

Improve patient safety around preparation and dispensing of parenteral medications by continuing expansion of technology-driven objective confirmation of content and accuracy, with goal of 100% product under automated review.



Conclusions

- ❖ All 3 must be aligned and continuously developed
- ❖ Discussed Training (Skills and Teaching) and Career Ladders (Opportunity for Advancement)
- ❖ Benchmarking Compensation is challenging, but needs to be part of an overall engagement program



References

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- ❖ Model Curriculum for Pharmacy Technician Education and Training Programs, Fifth Edition, ASHP/ACPE, 2018
- ❖ Pharmacy Technician Education and Training Programs Curriculum Crosswalk Template, Based on the ~~Model~~ Curriculum for Pharmacy Technician Education and Training Programs, Fifth Edition, ASHP/ACPE, ~~2018~~
- ❖ ~~R-1~~ Ready? The Pharmacy Technician Education & Training Program Educational and Self-Assessment Tool

Emerging Roles for Registered Pharmacy Technicians in NYS Hospitals – Training, Oversight and Organizational Structure

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