

Pharmacy II

Subject: Career Development and Career and Technical Education

Grade: 11

Expectations: 76

Breakouts: 222

(a) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
2. The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
3. The Pharmacy II course provides students with the advanced knowledge and skills to explore various careers in the pharmacy field, including pharmacology, pharmacy law, medication errors, inventory pharmacy calculations, compounding, and workflow expectations in a pharmacy setting. Pharmacy II is designed to be the third course in a pathway leading to college and career readiness in the healthcare therapeutics professions. The course content aligns with the competencies of pharmacy technician certification examinations.
4. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
5. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) The student exhibits personal and interpersonal knowledge and skills. The student is expected to:

(A) apply appropriate verbal communication in a clear, concise, and effective manner;

(i) apply appropriate verbal communication in a clear manner

(ii) apply appropriate verbal communication in a concise manner

(iii) apply appropriate verbal communication in a[n] effective manner

(B) apply appropriate non-verbal communication in a clear, respectful, and effective manner;

(i) apply appropriate non-verbal communication in a clear manner

(ii) apply appropriate non-verbal communication in a respectful manner

(iii) apply appropriate non-verbal communication in a[n] effective manner

(C) apply appropriate adaptability skills such as problem solving and creative thinking;

(i) apply appropriate adaptability skills

(D) create or evaluate a career plan using methods such as identifying educational pathways, developing career goals, and assessing individual aptitudes;

(i) create or evaluate a career plan using methods

(E) demonstrate teamwork;

- (i) demonstrate teamwork
 - (F) create an occupation-specific resume; and
 - (i) create an occupation-specific resume
 - (G) identify soft skills desired by employers.
 - (i) identify soft skills desired by employers
- (2) The student communicates effectively with diverse populations. The student is expected to:
- (A) practice a respectful and professional attitude in communications with diverse patient populations, colleagues, and professionals such as written, oral, and electronic communications;
 - (i) practice a respectful attitude in communications with diverse patient populations
 - (ii) practice a respectful attitude in communications with colleagues
 - (iii) practice a respectful attitude in communications with professionals
 - (iv) practice a professional attitude in communications with diverse patient populations
 - (v) practice a professional attitude in communications with colleagues
 - (vi) practice a professional attitude in communications with professionals
 - (B) demonstrate communication techniques that are effective for various populations such as terminally ill, intellectually disabled, visually/hearing impaired, and elderly/pediatric populations; and
 - (i) demonstrate communication techniques that are effective for various populations
 - (C) demonstrate skills for supporting communication between various stakeholders such as serving as a liaison between the nurse and the patient.
 - (i) demonstrate skills for supporting communication between various stakeholders
- (3) The student demonstrates the use of medical terminology and abbreviations in a pharmacy setting. The student is expected to:
- (A) interpret and translate prescription and medication orders according to pharmacy settings such as community and hospital environments;
 - (i) interpret prescription orders according to pharmacy settings
 - (ii) interpret medication orders according to pharmacy settings
 - (iii) translate prescription orders according to pharmacy settings
 - (iv) translate medication orders according to pharmacy settings
 - (B) create pharmacy correspondence such as prescriptions, medication administration records (MARs), and patient order sheets using medical terminology and abbreviations;
 - (i) create pharmacy correspondence using medical terminology
 - (ii) create pharmacy correspondence using medical abbreviations
 - (iii) create patient order sheets using medical terminology
 - (iv) create patient order sheets using medical abbreviations
 - (C) use medical terminology found in various pharmacy settings to communicate appropriately; and

- (i) use medical terminology found in various pharmacy settings to communicate appropriately
- (D) translate sig codes and abbreviations used in the pharmacy to communicate instructions to patients.
 - (i) translate sig codes used in the pharmacy to communicate instructions to patients
 - (ii) translate abbreviations used in the pharmacy to communicate instructions to patients
- (4) The student applies the strictest requirements using the laws of local, state, and federal agencies. The student is expected to:
 - (A) demonstrate the proper handling and disposal of non-hazardous, hazardous, and pharmaceutical substances and waste;
 - (i) demonstrate the proper handling of non-hazardous substances
 - (ii) demonstrate the proper handling of non-hazardous waste
 - (iii) demonstrate the proper the handling of hazardous substances
 - (iv) demonstrate the proper handling of hazardous waste
 - (v) demonstrate the proper handling of pharmaceutical substances
 - (vi) demonstrate the proper handling of pharmaceutical waste
 - (vii) demonstrate the proper disposal of non-hazardous substances
 - (viii) demonstrate the proper disposal of non-hazardous waste
 - (ix) demonstrate the proper disposal of hazardous substances
 - (x) demonstrate the proper disposal of hazardous waste
 - (xi) demonstrate the proper disposal of pharmaceutical substances
 - (xii) demonstrate the proper disposal of pharmaceutical waste
 - (B) apply the requirements for controlled substance prescriptions, including new, refill, and transfer prescriptions;
 - (i) apply the requirements for controlled substance prescriptions, including new prescriptions
 - (ii) apply the requirements for controlled substance prescriptions, including refill prescriptions
 - (iii) apply the requirements for controlled substance prescriptions, including transfer prescriptions
 - (C) apply the requirements for receiving, storing, ordering, labeling, and dispensing controlled substances and the reverse distribution, take-back, and loss or theft of controlled substances;
 - (i) apply the requirements for receiving controlled substances
 - (ii) apply the requirements for storing controlled substances
 - (iii) apply the requirements for ordering controlled substances
 - (iv) apply the requirements for labeling controlled substances
 - (v) apply the requirements for dispensing controlled substances
 - (vi) apply the requirements for the reverse distribution of controlled substances
 - (vii) apply the requirements for the take-back of controlled substances
 - (viii) apply the requirements for the loss or theft of controlled substances

- (D) classify controlled substances such as cocaine, heroin, marijuana, fentanyl, dextroamphetamine, amphetamine salts, benzodiazepines, and anabolic steroids according to their Drug Enforcement Administration (DEA) schedules;
 - (i) classify controlled substances according to their Drug Enforcement Administration (DEA) schedules
 - (E) identify the federal requirements for restricted drugs such as pseudoephedrine and related medication processing programs such as Risk Evaluation and Mitigation Strategies (REMS) and iPLEDGE;
 - (i) identify the federal requirements for restricted drugs
 - (ii) identify the federal requirements for related medication processing programs
 - (F) demonstrate the process for Food and Drug Administration (FDA) recalls based on classification for medications, devices, supplies, and supplements; and
 - (i) demonstrate the process for Food and Drug Administration (FDA) recalls based on classification for medications
 - (ii) demonstrate the process for Food and Drug Administration (FDA) recalls based on classification for devices
 - (iii) demonstrate the process for Food and Drug Administration (FDA) recalls based on classification for supplies
 - (iv) demonstrate the process for Food and Drug Administration (FDA) recalls based on classification for supplements
 - (G) explain pharmacy compliance with professional standards such as scope of practice and relevant legal, regulatory, formulary, contractual, and safety requirements.
 - (i) explain pharmacy compliance with professional standards
- (5) The student interprets drug information. The student is expected to:
- (A) apply knowledge of brand name, generic name, classification, and indication of use for common medications such as the top 200 drugs with automaticity in a pharmacy setting;
 - (i) apply knowledge of brand name for common medications with automaticity in a pharmacy setting
 - (ii) apply knowledge of generic name for common medications with automaticity in a pharmacy setting
 - (iii) apply knowledge of classification for common medications with automaticity in a pharmacy setting
 - (iv) apply knowledge of indication of use for common medications with automaticity in a pharmacy setting
 - (B) analyze the common and life-threatening drug interactions and contraindications such as drug-disease, drug-drug, drug-lab, and drug-food;
 - (i) analyze the common drug interactions
 - (ii) analyze the common drug contraindications
 - (iii) analyze the life-threatening drug interactions
 - (iv) analyze the life-threatening contraindications
 - (C) apply knowledge of the narrow therapeutic index (NTI) to drug use evaluations; and
 - (i) apply knowledge of the narrow therapeutic index (NTI) to drug use evaluations
 - (D) integrate the use of digital and hard copy references such as United States Pharmacopeia (USP) standards, drug reference books, and clinical information sources as needed to perform job duties.

- (i) integrate the use of hard copy references as needed to perform job duties
 - (ii) integrate the use of digital references as needed to perform job duties
- (6) The student demonstrates the dispensing process in various pharmacy settings. The student is expected to:
- (A) analyze a prescription and medication order for completeness, including drug strength, dosage form, directions, quantity, date, and refills, and obtain missing information if needed;
 - (i) analyze a prescription order for completeness, including drug strength
 - (ii) analyze a medication order for completeness, including drug strength
 - (iii) analyze a prescription order for completeness, including dosage form
 - (iv) analyze a medication order for completeness, including dosage form
 - (v) analyze a prescription order for completeness, including directions
 - (vi) analyze a medication order for completeness, including directions
 - (vii) analyze a prescription order for completeness, including quantity
 - (viii) analyze a medication order for completeness, including quantity
 - (ix) analyze a prescription order for completeness, including date
 - (x) analyze a medication order for completeness, including date
 - (xi) analyze a prescription order for completeness, including refills
 - (xii) analyze a medication order for completeness, including refills
 - (xiii) obtain missing information if needed
 - (B) communicate with patients or care givers using the appropriate modality to obtain information, including demographics, medication history, health conditions, allergies, and insurance, for the patient profile;
 - (i) communicate with patients or care givers using the appropriate modality to obtain information, including demographics, for the patient profile
 - (ii) communicate with patients or care givers using the appropriate modality to obtain information, including medication history, for the patient profile
 - (iii) communicate with patients or care givers using the appropriate modality to obtain information, including health conditions, for the patient profile
 - (iv) communicate with patients or care givers using the appropriate modality to obtain information, including allergies, for the patient profile
 - (v) communicate with patients or care givers using the appropriate modality to obtain information, including insurance, for the patient profile
 - (C) collect, organize, and record demographic and clinical information accurately for patient continuity of care;
 - (i) collect demographic information accurately for patient continuity of care
 - (ii) collect clinical information accurately for patient continuity of care
 - (iii) organize demographic information accurately for patient continuity of care
 - (iv) organize clinical information accurately for patient continuity of care
 - (v) record demographic information accurately for patient continuity of care

- (vi) record clinical information accurately for patient continuity of care
- (D) identify the required steps in preparing sterile compounded products, including putting on (donning) personal protective equipment (PPE), cleaning the vertical or horizontal flow hoods, selecting correct supplies, and preparing the product for dispensing;
 - (i) identify the required steps in preparing sterile compounded products, including putting on (donning) personal protective equipment (PPE)
 - (ii) identify the required steps in preparing sterile compounded products, including cleaning the vertical or horizontal flow hoods
 - (iii) identify the required steps in preparing sterile compounded products, including selecting correct supplies
 - (iv) identify the required steps in preparing sterile compounded products, including preparing the product for dispensing
- (E) select the appropriate equipment and supplies, including diabetic supplies, spacers, and oral/injectable syringes, for drug administration based on package size and unit dose;
 - (i) select the appropriate equipment and supplies, including diabetic supplies, for drug administration based on package size
 - (ii) select the appropriate equipment and supplies, including spacers, for drug administration based on package size
 - (iii) select the appropriate equipment and supplies, including oral syringes, for drug administration based on package size
 - (iv) select the appropriate equipment and supplies, including injectable syringes, for drug administration based on package size
 - (v) select the appropriate equipment and supplies, including diabetic supplies, for drug administration based on unit dose
 - (vi) select the appropriate equipment and supplies, including spacers, for drug administration based on unit dose
 - (vii) select the appropriate equipment and supplies, including oral syringes, for drug administration based on unit dose
 - (viii) select the appropriate equipment and supplies, including injectable syringes, for drug administration based on unit dose
- (F) apply lot numbers, expiration dates, and National Drug Codes (NDC) on drug packaging for the dispensing of medication; and
 - (i) apply lot numbers on drug packaging for the dispensing of medication
 - (ii) apply expiration dates on drug packaging for the dispensing of medication
 - (iii) apply National Drug Codes (NDC) on drug packaging for the dispensing of medication
- (G) differentiate between the use of effective infection control procedures such as sterile and non-sterile compounding in various pharmacy related settings.
 - (i) differentiate between the use of effective infection control procedures

(7) The student analyzes common medication errors and practices error prevention strategies. The student is expected to:

- (A) use knowledge of high alert/risk and look-alike/sound-alike (LASA) medications to prevent medication errors;

- (i) use knowledge of high alert/risk medications to prevent medication errors
 - (ii) use knowledge of look-alike/sound-alike (LASA) medications to prevent medication errors
 - (B) apply knowledge of current error prevention strategies such as using Tall Man lettering, trailing/leading zeros, and barcodes; separating inventory; and limiting use of error-prone abbreviations to prevent medication errors;
 - (i) apply knowledge of current error prevention strategies to prevent medication errors
 - (C) apply knowledge of various prescription errors such as abnormal dose, early refill, incorrect quantity, incorrect patient, and incorrect drug for improved accuracy;
 - (i) apply knowledge of various prescription errors for improved accuracy
 - (D) demonstrate how to assist pharmacists in recognizing issues that require intervention such as adverse drug events, drug utilization review (DUR), and use of equipment and devices; and
 - (i) demonstrate how to assist pharmacists in recognizing issues that require intervention
 - (E) demonstrate knowledge of medication errors such as near miss and adverse events and various reporting procedures such as MedWatch, vaccine adverse event reporting system (VAERS), and route-cause analysis (RCA).
 - (i) demonstrate knowledge of medication errors
 - (ii) demonstrate knowledge of various reporting procedures
- (8) The student applies pharmacy workflow procedures according to federal, state, local, and facility guidelines. The student is expected to:
- (A) describe the process for creating a prescription or medication order in compliance with pharmacy standards such as standards for patient rights, completeness of a prescription or medication order, and authorization;
 - (i) describe the process for creating a prescription or medication order in compliance with pharmacy standards
 - (B) discuss the steps in verifying a prescription or medication order such as right patient, right drug, right dosage, right time, and right route;
 - (i) discuss the steps in verifying a prescription or medication order
 - (C) identify the proper procedures for entering a prescription or medication order, including procedures for workstation, use of technology, validation with drug enforcement administration (DEA) calculations, and transcribing such as using military time and Roman numerals;
 - (i) identify the proper procedures for entering a prescription or medication order, including procedures for workstation
 - (ii) identify the proper procedures for entering a prescription or medication order, including use of technology
 - (iii) identify the proper procedures for entering a prescription or medication order, including validation with drug enforcement administration (DEA) calculations
 - (iv) identify the proper procedures for entering a prescription or medication order, including transcribing
 - (D) apply the proper techniques for filling a prescription or medication order such as techniques for use of technology, counting, and selecting the correct medication;
 - (i) apply the proper techniques for filling a prescription or medication order

- (E) explain the proper procedure for the administration of prescription or medication orders such as ear drops, eye drops, inhalations, parenteral, and enteral;
 - (i) explain the proper procedure for the administration of prescription or medication orders
 - (F) demonstrate knowledge of the workflow process for prescriptions and medication orders such as creation of the order, order entry, adjudication, verification, filling, labeling, billing, dispensing, and administration; and
 - (i) demonstrate knowledge of the workflow process for prescriptions orders
 - (ii) demonstrate knowledge of the workflow process for medication orders
 - (G) describe the elements of third-party billing for out-patient dispensing, including prescription insurance ID cards, group numbers, BIN numbers, prior authorization, quantity limits, patient co-pays, maximum out-of-pocket costs, and deductibles.
 - (i) describe the elements of third-party billing for out-patient dispensing, including prescription insurance ID cards
 - (ii) describe the elements of third-party billing for out-patient dispensing, including group numbers
 - (iii) describe the elements of third-party billing for out-patient dispensing, including BIN numbers
 - (iv) describe the elements of third-party billing for out-patient dispensing, including prior authorization
 - (v) describe the elements of third-party billing for out-patient dispensing, including quantity limits
 - (vi) describe the elements of third-party billing for out-patient dispensing, including patient co-pays
 - (vii) describe the elements of third-party billing for out-patient dispensing, including maximum out-of-pocket costs
 - (viii) describe the elements of third-party billing for out-patient dispensing, including deductibles
- (9) The student evaluates mathematical process standards related to the practice of pharmacy. The student is expected to:
- (A) calculate dosage calculations for adults and special populations using conversions, ratios, and dimensional analysis to perform duties in a pharmacy setting;
 - (i) calculate dosage calculations for adults using conversions to perform duties in a pharmacy setting
 - (ii) calculate dosage calculations for adults using ratios to perform duties in a pharmacy setting
 - (iii) calculate dosage calculations for adults using dimensional analysis to perform duties in a pharmacy setting
 - (iv) calculate dosage calculations for special populations using conversions to perform duties in a pharmacy setting
 - (v) calculate dosage calculations for special populations using ratios to perform duties in a pharmacy setting
 - (vi) calculate dosage calculations for special populations using dimensional analysis to perform duties in a pharmacy setting
 - (B) apply conversions to systems of measurements, including apothecary, metric, and household, to perform duties in a pharmacy setting;
 - (i) apply conversions to systems of measurements, including apothecary to perform duties in a pharmacy setting
 - (ii) apply conversions to systems of measurements, including metric to perform duties in a pharmacy setting

- (iii) apply conversions to systems of measurements, including household, to perform duties in a pharmacy setting
- (C) calculate the flow rate (or rate of administration) for an IV solution using ratios and conversions such as milliliters to drops, weight, or hours to minutes;
- (i) calculate the flow rate (or rate of administration) for an IV solution using ratios
 - (ii) calculate the flow rate (or rate of administration) for an IV solution using conversions
- (D) calculate days supply for a prescription order given a dose and sig;
- (i) calculate days supply for a prescription order given a dose
 - (ii) calculate days supply for a prescription order given a sig
- (E) calculate volume or mass of each of the total parenteral nutrition (TPN) components such as lipids, amino acids, dextrose, calcium, and magnesium;
- (i) calculate volume or mass of each of the total parenteral nutrition (TPN) components
- (F) calculate volume or mass of ingredients needed for compounding both sterile and non-sterile products;
- (i) calculate volume or mass of ingredients needed for compounding sterile products
 - (ii) calculate volume or mass of ingredients needed for compounding non-sterile products
- (G) calculate amount needed for percent of weight-to-volume, volume-to-volume, and weight-to-weight based on stock concentration; and
- (i) calculate amount needed for percent of weight-to-volume based on stock concentration
 - (ii) calculate amount needed for percent of volume-to-volume based on stock concentration
 - (iii) calculate amount needed for percent of weight-to-weight based on stock concentration
- (H) use calculations related to business math in a pharmacy setting, including profit, net profit, discounts, mark-ups, dispensing fee, average wholesale price, depreciation, and third-party.
- (i) use calculations related to business math in a pharmacy setting, including profit
 - (ii) use calculations related to business math in a pharmacy setting, including net profit
 - (iii) use calculations related to business math in a pharmacy setting, including discounts
 - (iv) use calculations related to business math in a pharmacy setting, including mark-ups
 - (v) use calculations related to business math in a pharmacy setting, including dispensing fee
 - (vi) use calculations related to business math in a pharmacy setting, including average wholesale price
 - (vii) use calculations related to business math in a pharmacy setting, including depreciation
 - (viii) use calculations related to business math in a pharmacy setting, including third-party
- (10) The student demonstrates the use of technology in a pharmacy setting. The student is expected to:
- (A) identify the types and uses of automated dispensing technology such as cabinets, units, and carousels;
- (i) identify the types of automated dispensing technology
 - (ii) identify the uses of automated dispensing technology

- (B) demonstrate knowledge and components of pharmacy dispensing software used in the out-patient setting, the in-patient setting, and in-office use dispensing;
 - (i) demonstrate knowledge of pharmacy dispensing software used in the out-patient setting
 - (ii) demonstrate knowledge of pharmacy dispensing software used in the in-patient setting
 - (iii) demonstrate knowledge of pharmacy dispensing software used in in-office use dispensing
 - (iv) demonstrate components of pharmacy dispensing software used in the out-patient setting
 - (v) demonstrate components of pharmacy dispensing software used in the in-patient setting
 - (vi) demonstrate components of pharmacy dispensing software used in in-office use dispensing
 - (C) apply professional standards using communication technology such as telephone, emails, fax, electronic prescriptions, and social media appropriate for a pharmacy setting;
 - (i) apply professional standards using communication technology appropriate for a pharmacy setting
 - (D) apply knowledge of technology hardware devices for input and output such as computers, scanners, printers, interface devices, and other devices; and
 - (i) apply knowledge of technology hardware devices for input
 - (ii) apply knowledge of technology hardware devices for output
 - (E) select and use appropriate technology tools to search for drug information such as pill identification, adverse events, and contraindications.
 - (i) select appropriate technology tools to search for drug information
 - (ii) use appropriate technology tools to search for drug information
- (11) The student uses critical thinking, scientific reasoning, research, or problem solving to make informed decisions and communicate within and outside the classroom. The student is expected to:
- (A) critique the validity and reliability of scientific research such as assessing for bias, conflict of interest, and study design;
 - (i) critique the validity of scientific research
 - (ii) critique the reliability of scientific research
 - (B) demonstrate the ability to independently find valid and reliable sources such as primary, secondary, and tertiary literature;
 - (i) demonstrate the ability to independently find valid sources
 - (ii) demonstrate the ability to independently find reliable sources
 - (C) identify safe use of online resources that maintain the privacy and confidentiality of the user and patient;
 - (i) identify safe use of online resources that maintain the privacy of the user
 - (ii) identify safe use of online resources that maintain the privacy of the patient
 - (iii) identify safe use of online resources that maintain the confidentiality of the user
 - (iv) identify safe use of online resources that maintain the confidentiality of the patient
 - (D) analyze online resources used in scientific research;
 - (i) analyze online resources used in scientific research

- (E) describe the recent innovations and advances in pharmacy;
 - (i) describe the recent advances in pharmacy
 - (ii) describe the recent innovations in pharmacy
 - (F) identify opportunities for extended learning experiences such as community services, career and technical service organizations (CTSOs), and professional organizations; and
 - (i) identify opportunities for extended learning experiences
 - (G) evaluate scientific information extracted from various sources such as accredited scientific journals, institutions of higher learning, current events, news reports, published journal articles, and marketing and promotional materials.
 - (i) evaluate scientific information extracted from various sources
- (12) The student performs inventory procedures according to federal, state, local, and facility guidelines. The student is expected to:
- (A) analyze proper storage for medications in regard to temperature, light sensitivity, product demand, cost, and restricted access;
 - (i) analyze proper storage for medications in regard to temperature
 - (ii) analyze proper storage for medications in regard to light sensitivity
 - (iii) analyze proper storage for medications in regard to product demand
 - (iv) analyze proper storage for medications in regard to cost
 - (v) analyze proper storage for medications in regard to restricted access
 - (B) analyze therapeutic substitutions and product selection using the knowledge of formularies or preferred product list;
 - (i) analyze therapeutic substitutions using the knowledge of formularies or preferred product list
 - (ii) analyze product selection using the knowledge of formularies or preferred product list
 - (C) practice procedures for inventory control such as removal of expired/recalled drug products, rotating inventory, performing a physical inventory, and ordering medications/supplies;
 - (i) practice procedures for inventory control
 - (D) explain how just-in-time or drop ship ordering and periodic automatic replenishment (PAR) levels are used to maintain pharmacy inventory;
 - (i) explain how just-in-time or drop ship ordering [is] used to maintain pharmacy inventory
 - (ii) explain how and periodic automatic replenishment (PAR) levels are used to maintain pharmacy inventory
 - (E) analyze how laws affect the procedures for purchasing or ordering medications, devices, and supplies; and
 - (i) analyze how laws affect the procedures for purchasing or ordering medications
 - (ii) analyze how laws affect the procedures for purchasing or ordering devices
 - (iii) analyze how laws affect the procedures for purchasing or ordering supplies
 - (F) analyze lot numbers, expiration dates, and National Drug Codes (NDC) on drug packaging for inventory accuracy.
 - (i) analyze lot numbers on drug packaging for inventory accuracy
 - (ii) analyze expiration dates on drug packaging for inventory accuracy

(iii) analyze National Drug Codes (NDC) on drug packaging for inventory accuracy

(13) The student demonstrates knowledge of safety procedures in a pharmacy setting. The student is expected to:

- (A) apply appropriate hygiene and cleaning standards, including hand washing and cleaning counting trays, countertops, and equipment;
 - (i) apply appropriate hygiene standards, including hand washing
 - (ii) apply appropriate cleaning standards, including cleaning counting trays
 - (iii) apply appropriate cleaning standards, including cleaning countertops
 - (iv) apply appropriate cleaning standards, including cleaning equipment
- (B) perform basic safety and emergency preparedness procedures such as basic life support (BLS) and first aid applicable to pharmacy services;
 - (i) perform basic safety procedures applicable to pharmacy services
 - (ii) perform basic emergency preparedness procedures applicable to pharmacy services
- (C) explain the risks of drug diversion to employees, patients, and the community;
 - (i) explain the risks of drug diversion to employees
 - (ii) explain the risks of drug diversion to patients
 - (iii) explain the risks of drug diversion to the community
- (D) explain the potential solutions to minimize drug diversion such as identifying red flags, controlling inventory, and monitoring the prescription drug monitoring program (PDMP);
 - (i) explain the potential solutions to minimize drug diversion
- (E) explain the types and uses of PPE and the steps for putting on (donning) and removing (doffing) PPE; and
 - (i) explain the types of PPE
 - (ii) explain the uses of PPE
 - (iii) explain the steps for putting on (donning) PPE
 - (iv) explain the steps for removing (doffing) PPE
- (F) explain why collecting and documenting patient allergies are important steps in medication safety.
 - (i) explain why collecting patient allergies [is an] important [step] in medication safety
 - (ii) explain why documenting patient allergies [is an] important [step] in medication safety