



**Cleveland Heights – University Heights
City School District**

PharmacyAssisting Curriculum

COURSE OF STUDY

August, 2008

**Deborah S. Delisle
Superintendent of Schools**

STATEMENT OF APPROVAL

THIS COURSE OF STUDY HAS BEEN EXAMINED BY THE CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS BOARD OF EDUCATION.

THE DOCUMENT WAS FORMALLY APPROVED FOR ADOPTION BY THE BOARD OF EDUCATION ON AUGUST 5, 2008.

RESOLUTION #08-08-100

TABLE OF CONTENTS
Pharmacy Assisting Curriculum
Career Field Technical Content
Standards Document

- Table of Contents i
- Acknowledgements ii
- Recommendation iii
- District Philosophy of Education iv
- Mission Statement vi
- Program Design vii
- Definitions and Codes xii
- Sample Competency xiii
- Scope and Sequence 1
 - Calculations 2
 - Employability 5
 - Pharmacology 27
- Student Assessment Policy 45

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RECOMMENDATION BY CAREER AND TECHNICAL ADVISORY COMMITTEE

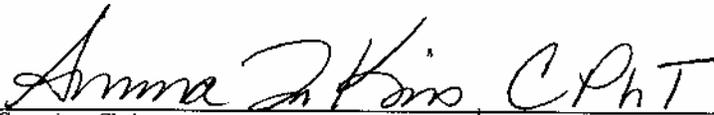
PHARMACY ASSISTING PROGRAM CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS SCHOOL DISTRICT

The Career Technical Advisory Committee of the Pharmacy Assisting Program, Cleveland Heights-University Heights City School District has reviewed this course of study and recommends it for use as the foundation for instruction in classroom, laboratory and cooperative occupational experiences.

The developers of the course of study have considered local labor market needs and the school district's ability to offer specialized programs. The competencies found in the Health Science Career Field Technical Content Standards and program for this program have been reviewed and accepted as being congruent with our school district's philosophy and student outcome measures. Additional competencies related to the local health care field have been incorporated into the course of study.

We believe that this course of study adequately and correctly focuses upon the development of technical competencies, attitudes, values and appreciation's critical to successful employment in the pharmacy field. The Pharmacy Assisting Program

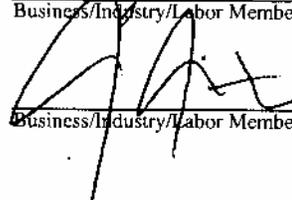
Advisory Council recommended this course of study on May 25, 2008
Date



Committee Chairperson



Business/Industry/Labor Member



Business/Industry/Labor Member

DISTRICT PHILOSOPHY

PHILOSOPHY OF EDUCATION

The educational organization, administration, development and programs within our school system are to be guided by the following premises:

1. All children are entitled to a public education that will encourage the fullest development of their individual talents.
2. Learning is essential to individual independence and the general welfare of the changing American society.
3. Effective learning develops both intellectual and emotional qualities and is for action; its proper evaluation lies in the quality of resultant activity, not mere response.
4. Organized education, a deployment of human and material resources as means toward learning, implies learning for all -- students, teachers, administrators -- at different levels of understanding and maturity.
5. Organized education is at its best when graced with experimental attitudes and dedicated to the proposition that all issues between organization and learning shall be resolved in favor of learning.
6. All rewards and penalties adopted in the organization of education become legitimate only insofar as they assist learning.
7. For purposes of learning and growth, internal motivations are more valuable than the external, such as, grades and competition.

The primary people in our school system are first, the students, and next, the teachers. Accordingly, they will be given primary consideration in any action taken by the Board of Education.

Our school system will provide training in the basic skills.

Our school system should provide a framework in which basic problem-solving and personal adjustment methods can be learned in an orderly, phased, and wholly accessible manner.

Our school system should educate toward both responsibility and responsiveness. It should provide greatly enriched conditions for individual growth in self-awareness, in a larger social awareness, and in controlled and meaningful response both to inner and outer influences. It should strive to heighten the developing student's appreciation of the cultural and individual diversity within the human family, and improve his/her skill in working harmoniously and creatively with that diversity, since this is a rich resource for innovative and successful growth.

A major effort of the teaching-learning process should be the early development of positive self-assurance and the continuing development of individual potential to deal with a changing society, to think rationally and creatively, to be independent and productive, and to choose rewarding life activities. Thinking, creativity, independence, productivity, and activity are also characterized by individual differences. Yet they must meet external requirements, and these change with the changing society.

*Ohio Administrative Code 3301-35-02

Approved by Board of Education February 9, 1970

Revised by Board of Education January 31, 1977

Re-adopted by Board of Education January 3, 1978; March 14, 1983;

December 11, 1989

TRI-HEIGHTS CAREER PREP CONSORTIUM

MISSION STATEMENT

PHARMACY ASSISTING PROGRAM

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS SCHOOL DISTRICT

The mission of the Tri-Heights Career Prep Consortium is to prepare students for the ever-changing workforce by developing requisite knowledge and skills for employment and post-secondary education.

We will provide a career-focused education that integrates rigorous academics and meets the needs of all learners and the community by:

Developing and providing quality programs that address the demands of the workplace and rapidly-changing technology

Promoting continuous improvement of programs and services through innovation and flexibility

Teaching relevant and necessary technical and academic skills that address workplace needs

Developing teamwork, leadership and critical-thinking abilities

Providing relevant work-based learning experiences for students and staff

Expanding school partnerships with business, industry and organized labor associations

Improving communication and collaboration among all stakeholders, students, parents, staff and the community

Providing educational opportunities that broaden career options for adult learners

Promoting the necessary knowledge and skills for lifelong learning.

PROGRAM DESIGN

PHARMACY CAREERS

(PHARMACY ASSISTING PROGRAM)

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS SCHOOL DISTRICT

PROGRAM PHILOSOPHY

WE BELIEVE that it is the responsibility of parents/guardians, community, industry and school to provide students with information, opportunity, and encouragement to pursue skills that will allow them to maximize his/her interests and abilities. With this support the student will be better able to select and grow in this ever-changing world.

WE BELIEVE that parents/guardians, community, industry, and the school community should stand as examples and role models for students to not only prepare them to fulfill the needs of today's workforce but also to provide encouragement and support to those students seeking to continuing their education.

WE BELIEVE that parents, community, industry, and the school community must work together as a team to educate our children. Working as a team, we can provide positive experiences to our young adults in order to more adequately prepare them for the future.

WE BELIEVE that we must offer students the multiple opportunities to experience and resolve a variety of obstacles encountered in real-life situations. These opportunities allow for the continued development of interpersonal skills, positive work ethic, employability, and job-seeking skills.

WE BELIEVE that students need to take ownership of their education. Parents, community, and school community help guide and counsel students to make the best choices.

PROGRAM GOALS

- Utilize the school-business partnership as a vehicle for improved educational opportunity for students
- Provide skill training that will enable students to gain entry-level employment in pharmacy related fields
- Prepare students for post-secondary training in health-related fields
- Prepare students seeking advanced degrees for post-secondary education
- Produce skilled personnel to fill the growing demand for employees in pharmacy related fields
- Promote Cleveland Heights High School students as role models for service and commitment to the community
- Enrich conditions for individual growth in self-awareness and a larger social awareness, in a controlled and meaningful manner
- Encourage self-assurance, discipline and motivation. The following is a list of competencies that are goals of the Pharmacy Assisting Program:
 - Effective Communications
 - Work Responsibilities
 - Planning & Managing a Career
 - Managing Wellness
 - Problem Solving and Critical Thinking
 - Introduction to Pharmacy and Healthcare & the Pharmacy Technician
 - Inventory Management & Financial Issues
 - Drug Regulation and Control
 - Pharmaceutical/Medical Terminology, Prescriptions, & Medication Errors
 - Pharmaceutical Calculations
 - Routes and Formulations & Drug Classifications
 - Parenterals & Compounding
 - Basic Biopharmaceutics & Factors Affecting Drug Activity
 - Drug Information Sources
 - Pharmacy Technology & Settings
 - Employability Skills
- Increase career prep opportunities for area students.
- Heighten developing students' appreciation of cultural, ethnic and individual diversity within the human family, and improve his skill of working harmoniously and creatively within that diversity.

PROGRAM OVERVIEW

In this one-year senior only program, worth three elective credits, students learn the skills necessary to assist a pharmacist in a clinic, hospital or retail business establishment. Through classroom and work-based learning experiences, students receive instruction in pharmacy law and ethics, pharmaceutical calculations, compounding, pharmacology and pharmacy operations. Students learn dispensing, pricing, inventory control, record maintenance, cash register work, and operations using the computer terminal. Toward the end of the school year, eligible students may be eligible for early job placement in a health-care setting. Students are also required to purchase a WHITE lab jacket and some instructional supplies. This course is three-period course. This program will develop

personal as well as career skills, leadership skills, and proficiency in communications. It will emphasize life-long learning. Academic content standards are integrated into this course.

SPECIAL CERTIFICATION

By the conclusion of the Pharmacy Assisting Program students are eligible to become a nationally certified pharmacy technician through the Pharmacy Technician Certification Board (PTCB) if they meet the following criteria:

- Students must attain a High School diploma or GED
- Students must have a clean criminal records

POPULATION TO BE SERVED

The Pharmacy Assisting Program is offered by the Tri-Heights Career Prep Consortium and is open to all students interested in pursuing employment or continued education in a medical field. Students, who meet the criteria listed below, are eligible to apply. See guidance counselors for applications. Applications are also available online at the Cleveland Heights-University Heights City Schools web site.

- Students must be a senior enrolled at one of the following schools:
 - Any school belonging to the Tri-Heights Career Prep Consortium
 - Cleveland Heights High School
 - Shaker Heights High School
 - Warrensville Heights High School
 - Brush High School
 - Shaw High School
- Students must have taken Biology and Algebra I
 - Biology may be taken concurrently **with prior approval**
 - Chemistry is recommended but not mandatory
- Students must not pose a safety hazard to themselves and/or others in the class
- Students must adhere to the district's attendance policy (refer to Cleveland Heights – University Heights School District's Rights and Responsibilities of Students Handbook for full text):
 - Attendance is required during all scheduled periods, including classes, study halls, homeroom, lunch, and mandatory programs. All students will remain in the school buildings during the school day unless educational options away from the school building have been approved or students secure permission from the attendance office, their respective principal, or the school nurse to leave.
 - When a student, grades nine through twelve, accumulates **six unexcused absences or fifteen total excused and/or unexcused absences** in a class at any time **during the semester**, the student automatically receives a grade of "FA" to indicate **failure due to absence**.
 - For students coming from other schools who do not have classes at their home school when Cleveland Heights High **is in session**, students must report to class at the designated time. Failure to do so will result in an unexcused absence.

HOUSING OF THE PROGRAM

The course consists of classroom instruction and lab experiences at Cleveland Heights High School and includes supervised field trips off school grounds and a five week internship at local pharmacies veterinarian offices, or other medical facility.

SUPERVISOR OF THE PROGRAM

Coordinator of Career and Technical Education

OCCUPATIONS ADDRESSED BY THE PROGRAM

The primary focus of this course is to prepare students for an entry-level position as a pharmacy technician. At the conclusion of the course students will be prepared to take the National Pharmacy Technician Certification Exam.

This course, however, is advantageous not only for students who seek careers or continued education in pharmacy, but also for those students who want careers and/or advanced degrees in most medical field. Medical professionals are required to possess knowledge about pharmaceuticals. Consequently, this course would be beneficial for students who desire to become nurses, doctors, surgeons, medical technicians, as well as pharmacy technicians, pharmacists, pharmaceutical engineers, pharmaceutical representatives, and pharmaceutical researchers.

BASIC PROGRAM OPERATION

The Pharmacy Program is a three-period course divided into three fifty-minute sessions. During the first section, students will receive instruction and training in principals and practices in pharmacy utilizing a variety of techniques. Another section will be devoted to instruction on pharmaceutical calculations. The final segment is devoted to labs and employability skills. Communications skills will be strengthened and refined throughout the course. Labs will most often be conducted on a weekly basis. However, because some competencies require more hands-on practice, some units may have more than one lab per week. The midterm exam will consist of two parts; the first part is a multiple choice take- home exam and the second part will be done in class during the scheduled time. There is no final exam for this class. Instead, students will be required to complete a final project.

Students will be completing an internship at the end of the second semester.

INTERNSHIP/EARLY PLACEMENT

Students must have a minimum of a 2.0 (C) average in the class in order to be eligible for immediate internship placement. Students with a 1.0 (D) average or below may be *considered* for participation in the internship only after a conference with the instructor. The field experience will be in the form of an *unpaid* internship. These internships will be completed at area pharmacies including but not limited to Walgreens, CVS, and Rite Aid. Placement locations will be determined by the students' schedules and/or home schools.

All experiences are planned by the teacher, student, parents and employer and operate under a training program.

INTEGRATED ACADEMICS

Academics are taught outside the Career Technical Education program by licensed teachers. However, the following academic content standards in Mathematics, Science, Language Arts, and Social Studies (published by The Ohio Department of Education) are addressed and/or reinforced throughout the class.

TECHNOLOGY

The Pharmacy Assisting Program promotes knowledge and skill development in customer relations, interpersonal skills, manipulative skills and other technological applications. This program teaches the underlying concepts and principles as applied and transferable knowledge.

STUDENT LEADERSHIP

The Pharmacy Assisting Program is part of Skills/USA or Health Occupations Students of America (HOSA). Membership in Skills USA or HOSA, a student leadership organization is required.

CRITICAL THINKING AND DECISION MAKING

The Pharmacy Assisting Program develops the use of critical thinking in making appropriate decision as an integral part of classroom instruction, laboratory learning and field experiences. The Pharmacy Assisting Program teaches decision-making techniques through the “problem-solving” approach, which includes the identification of options, the selection and testing of an option and determination of a positive solution or conclusion.

DISCLAIMER STATEMENT

This course of study conforms to all federal, state and local laws and regulations including Title IX and nondiscrimination against any student because of race, color, creed, sex, religion, citizenship, economic status, marital status, pregnancy, handicap (or other physical characteristics), age, or national origin. This policy of nondiscrimination shall also apply to otherwise qualified handicapped individuals.

SAFETY STATEMENT

This classroom is a lab. Due to equipment and supplies used during the course of the year, if a student’s behavior, during any portion of the class, is deemed inappropriate, he/she will be sent to the office with an office referral. The final decision as to the consequence(s) falls to the administrator. (Refer to classroom expectations or Student Rights and Responsibilities Handbook)

Students must pass sharps-safety test with 100% accuracy in order to work with needles.*

DEFINITIONS AND CODES

Determined by Business, Industry and Labor (BIL) Panel

Essential (E) Competency:

E = Competency is needed to ensure minimal level of employability. Entry-level employees (defined as graduates of an associate degree or apprenticeship program) should be able to perform this competency for career success.

Recommended (R) Competency:

R = Competency should be included but is not essential for minimal level of employability or is related only to a subspecialty within a pathway.

Determined by Educator (EDU) Panel

Grade Level:

- 12** = by the end of grade 12
- AD** = by the end of the associate degree program

Depth:

- I** = Introduce competency
- R** = Reinforce, or add depth after introducing a competency,
OR after proficiency
- P** = Proficient or achievement of the competency; ability to apply knowledge of and/or perform the competency

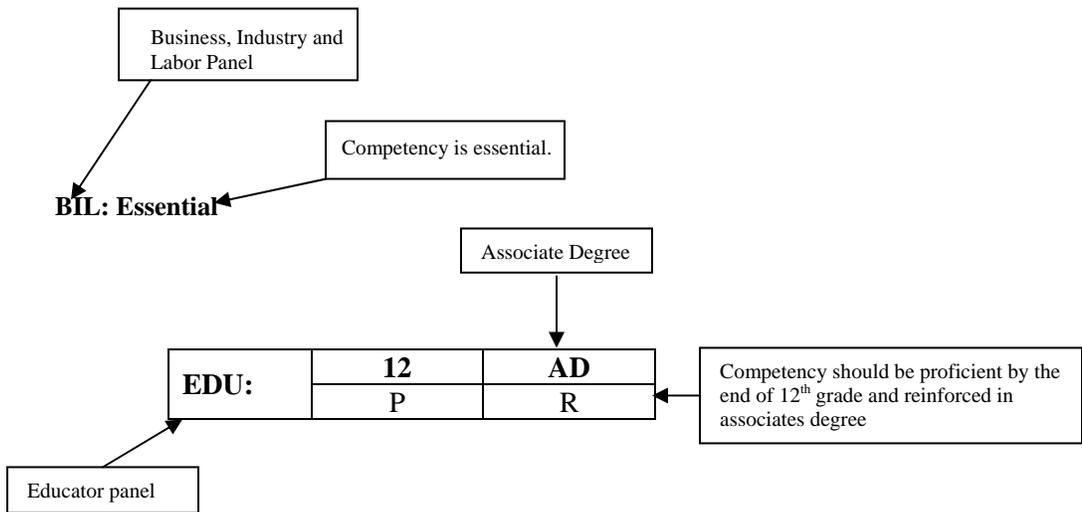
Additional Profile Codes:

TPO = Terminal Performance Objective

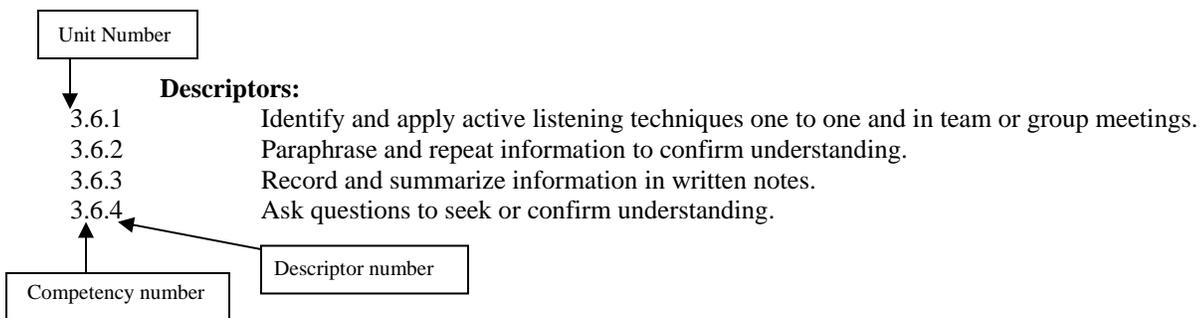
SAMPLE COMPETENCY

Unit 3: Communications

Industry-Driven Authentic Assessment: SkillsUSA (in appendix)
Prepared Speech—Evaluates each student’s ability to prepare and present clearly and effectively a series of thoughts relating to a central theme.
Extemporaneous Speaking—Evaluates each student’s ability to give a speech on an assigned topic with a minimum of advanced notice.
Job Interview—Evaluates students’ written, verbal and non-verbal skills in employment procedures when applying for a position.

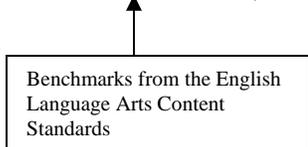


Competency 3.6: Apply active listening skills to obtain and clarify information provided in oral communications.



Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)



SCOPE & SEQUENCE

SENIOR YEAR PROGRAM

PHARMACY TECHNICIAN
CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS
SCHOOL DISTRICT

Calculations

BIL: Essential

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| EDU: | 12 | AD |
| | I | P |

Competency 13.6: Perform calculations and conversions required in pharmacy practice.
TPO: Given mathematical problems, prepared prescriptions and/or case studies, perform calculations and conversions required in pharmacy practice to obtain a logical solution to industry standards.

Descriptors:

- 13.6.1 Convert Roman numerals into Arabic numerals.
- 13.6.1.1 Convert Arabic numbers to Roman numerals.
- 13.6.2.1 Perform calculations and conversions between different measurement systems, including metric, household and apothecary.
- 13.6.2.2 Perform calculations and conversions within the same measurement systems, including metric, household and apothecary.
- 13.6.3.1 Demonstrate proficiency with calculations involving decimals, fractions, ratios, percents.
- 13.6.3.2 Demonstrate proficiency in rounding numbers to the nearest whole number, tenth, hundredth, and thousandth.
- 13.6.3.3 Demonstrate proficiency in using exponential and scientific notation.
- 13.6.3.4 Demonstrate proficiency in identifying significant figures.
- 13.6.4 Calculate day's supply and dispense quantity.
- 13.6.5 Calculate dosage based on body weight.
- 13.6.6 Calculate parenteral doses, percent solutions, ratio solutions and dilutions.
- 13.6.6.1 Demonstrate proficiency in performing alligations calculations.
- 13.6.6.2 Demonstrate proficiency in performing calculations for compounding.
- 13.6.7 Calculate infusion rates and drip rates.
- 13.6.8 Use estimates to determine if the solution to a problem is reasonable.
- 13.6.9 Use a variety of techniques to make pharmaceutical calculations including algebra, dimensional analysis and ratio/proportions.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Use proportional reasoning and apply indirect measurement techniques, including right triangle trigonometry and properties of similar triangles, to solve problems involving measurements and rates.* (Measurement D, 8-10)
- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)

BIL: **Essential**

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| EDU: | 12 | AD |
| | I | P |

Competency 13.11: **Demonstrate appropriate and accurate use of measurement tools used within the practice of pharmacy.**

TPO: **When provided with measurement tools and equipment, demonstrate appropriate and accurate use of measurement tools used within the practice of pharmacy to industry standards.**

Descriptors:

- 13.11.1 Demonstrate making accurate linear measurement.
- 13.11.2 Make accurate volumetric measurements using the appropriate tools and equipment.
- 13.11.3 Make accurate weight measurements using the appropriate tools and equipment

Correlated Mathematics Academic Content Benchmarks

- *Apply various measurement scales to describe phenomena and solve problems. (Measurement B, 11-12)*

BIL: **Essential**

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| EDU: | 12 | AD |
| | I | P |

Competency 13.12: **Perform business-related calculations required in pharmacy practice.**

TPO: **Given prepared prescriptions and/or case studies, perform business-related calculations required in pharmacy practice, to industry standards.**

Descriptors:

- 13.12.1 Define gross and net profit.
- 13.12.2 Calculate gross and net profit.
- 13.12.3 Demonstrate cash register calculations.
- 13.12.4 Apply discounts to customer purchases.
- 13.12.5 Determine appropriate order quantities based on appropriate inventory control procedures.

Correlated Mathematics Academic Content Benchmark

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

BIL: **Essential**

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|-------------|-----------|-----------|
| EDU: | 12 | AD |
| | I | P |

Competency 13.13: **Identify and describe medication errors resulting from inaccurate calculations.**

TPO: **Given prepared prescriptions and/or case studies, identify and describe medication errors resulting from inaccurate calculations with 100% accuracy.**

Descriptors:

- 13.13.1 Define medications error
- 13.13.2 Define calculation error
- 13.13.3 Identify examples of calculation errors
- 13.13.4 Identify potential causes of calculation errors
- 13.13.5 Identify procedures and precautions that can be used/taken to prevent calculation errors

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Science Academic Content Benchmark

- *Describe examples of scientific advances and emerging technologies and how they may impact society.* (Science and Technology A, 9-10)
- *Explain how science often advances with the introduction of new technologies and how solving technological problems often results in new scientific knowledge.* (Science and Technology A, 11-12)
- *Describe how new technologies often extend the current levels of scientific understanding and introduce new areas of research.* (Science and Technology A, 11-12)

Employability

BIL: Essential

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| EDU: | 12 | AD |
| | P | R |

Competency 1.1: Explore health science careers.

TPO: After locating information on the internet, explore health science careers, to the satisfaction of the instructor.

Descriptors:

- 1.1.1 Describe current and future trends and issues of various careers in health science.
- 1.1.2 Describe the scope of practice of various careers in health science.
- 1.1.3 Research projected growth of various health science careers.
- 1.1.4 Describe ways of gaining entry and access to the health science careers.
- 1.1.5 Examine personal motivation for seeking a career in health science.
- 1.1.6 Explore professional development and career advancement opportunities.
- 1.1.7 Identify academic requirements for health science credentials.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues* (History B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

| | | |
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| EDU: | 12 | AD |
| | P | R |

Competency 1.2: Explore the academic foundation for health science careers.

TPO: After locating information on the internet, explore the academic foundation for health science careers, to the satisfaction of the instructor.

Descriptors:

- 1.2.1 Describe health science career pathways and their educational requirements.

1.2.2 Identify academic courses necessary for a career in health science (e.g., science, English language arts, math).

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Essential

| | | |
|-------------|-----------|-----------|
| EDU: | 12 | AD |
| | I | P |

Competency 1.3: Explain the responsibilities of a health care provider.

TPO: After lecture and discussion, explain the responsibilities of a health care provider with 80% accuracy.

Descriptors:

- 1.3.1 Describe critical thinking and problem solving skills.
- 1.3.2 Describe positive work behaviors and personal qualities.
- 1.3.3 Explain the impact an individual's past/present behavior can have on a career in health science.
- 1.3.4 Identify the roles and responsibilities of individuals working as part of a health care team.
- 1.3.5 Recognize the patient and family as key members of the health care team.
- 1.3.6 Identify the qualifications for licensure/certifications for health science careers.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Recommended

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|-------------|-----------|-----------|
| EDU: | 12 | AD |
| | I | R |

Competency 1.5: Recognize the characteristics of team and team leadership.

TPO: After class discussion, recognize the characteristics of team and team leadership, with 90% accuracy

Descriptors:

- 1.5.1 Recognize the importance of teamwork and its impact on health science.
- 1.5.2 Explain the roles and responsibilities of the individual as part of the team.
- 1.5.3 Describe the interpersonal skills that contribute to leadership and teamwork (e.g., empathy, listening, respect, unconditional positive regard).
- 1.5.4 Discuss the importance of relating to the culture and climate of an organization.
- 1.5.5 Assist fellow team members to develop their careers within health science.

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: Essential

| | | |
|-------------|-----------|-----------|
| EDU: | 12 | AD |
| | I | P |

Competency 1.6: Demonstrate positive work behaviors and personal qualities.
TPO: During the course of the school year, demonstrate positive work behaviors and personal qualities, to the satisfaction of the instructor.

Descriptors:

- 1.6.1 Define professionalism.
- 1.6.2 Demonstrate professionalism, self-discipline, positive attitude and integrity in the work environment.
- 1.6.3 Conform to the health care facility’s organizational policies, handbook and manuals (e.g., attendance, dress, punctuality).
- 1.6.4 Identify the roles and responsibilities of the individual as part of the health care team (e.g., dependability, integrity).
- 1.6.5 Exhibit professionalism when handling patient records (e.g., Health Insurance Portability and Accountability Act, [HIPAA]).
- 1.6.6 Recognize one’s own limitations.
- 1.6.7 Explain how individuals impact the public perception of an organization (e.g., customer service).
- 1.6.8 Explain the importance of flexibility and willingness to adapt to changes as technology changes.
- 1.6.9 Engage in continuous self-assessment and goals modification for personal and professional growth.
- 1.6.10 Demonstrate the ability to seek and apply for employment.

Correlated English Language Arts Academic Content Benchmarks

- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.* (Writing Applications C, 8-10)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

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Competency 1.7: Demonstrate sensitivity to cultural values.
TPO: After internet research and class discussion, demonstrate sensitivity to cultural values, to the satisfaction of the instructor.

Descriptors:

- 1.7.1 Compare and contrast values and beliefs from a variety of cultures.
- 1.7.2 Recognize the impact of diversity in the workplace.
- 1.7.3 Demonstrate sensitivity to individuals with disabilities.
- 1.7.4 Explore personal values, beliefs and possible bias and describe how they can possibly lead to conflict.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: Essential

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Competency 1.8: Employ problem solving and critical thinking skills.
TPO: Given various problem situations, employ problem solving and critical thinking skills, to industry standards.

Descriptors:

- 1.8.1 Describe decision-making models used in health science careers.
- 1.8.2 Utilize critical thinking (e.g., analysis, synthesis, evaluation) and team-building skills to solve problems.
- 1.8.3 Correlate results and formulate solutions to problems using critical thinking skills.
- 1.8.4 Engage in consensus group decisions within bounds of ethical, safety and legal concerns even when different from a personal preference.
- 1.8.8 Describe specific examples in which professional ethics and responsibilities are potentially in conflict with clients' choices or preferences.
- 1.8.9 Recognize and correct discrepancies.
- 1.8.10 Discuss strategies to avoid recurrent or future problems.
- 1.8.11 Recognize signs and symptoms of emergencies and when to call for assistance.
- 1.8.12 Analyze the solutions and unintended consequences of problem solving methods.

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: **Essential**

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Competency 1.9: **Demonstrate common problem-solving skills used in health science.**
TPO: **Given various problem situations, demonstrate common problem-solving skills used in health science, to industry standards.**

Descriptors:

- 1.9.1 Recognize existence of a problem.
- 1.9.2 Identify possible reasons/causes of a problem.
- 1.9.3 Implement plan of action to resolve a problem.
- 1.9.4 Evaluate progress of an action plan.
- 1.9.5 Revise plan as indicated by findings.
- 1.9.6 Identify components of action plan to resolve problem.
- 1.9.7 Monitor progress of an action plan.
- 1.9.8 Apply methods for qualitative and quantitative analysis, data gathering, direct and indirect observations and predictions.
- 1.9.9 Identify ethical dilemmas involved in health careers.

Correlated English Language Arts Academic Content Benchmark

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmark

Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

BIL: **Recommended**

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Competency 2.1: **Analyze the business structure of health science career fields.**

TPO: After internet research, analyze the business structure of health science career fields, to the satisfaction of the instructor.

Descriptors:

- 2.1.3 Identify types of health science career providers that work together as a team for the patient and family.
- 2.1.4 Identify various health care organizations and their functions.
- 2.1.10 Explain the need for credentials, licensure and continuing education for health science careers.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

BIL: Recommended

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Competency 2.2: Explain the impact of economic, social and technological changes on the health science/health care services.

TPO: After research and discussion, explain the impact of economic, social and technological changes on the health science/health care services, to the satisfaction of the instructor.

Descriptors:

- 2.2.1 Identify and describe types of health care services.
- 2.2.2 Define productivity as it relates to health care services.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

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Competency 2.3: **Explain how planning and budgeting are used to accomplish organizational goals and objectives.**

TPO: **After research and discussion, explain how planning and budgeting are used to accomplish organizational goals and objectives with 70% accuracy.**

Descriptors:

- 2.3.1 Explain the need to project revenue and expenses.
- 2.3.3 Identify and explain reports used to track performance and resources.
- 2.3.4 Utilize technology to manage inventory.
- 2.3.6 Explain the major competitive challenges of health care.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

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Competency 2.4: **Demonstrate internal and external patient service techniques.**
TPO: **During internship, demonstrate internal and external patient service techniques, to industry standards.**

Descriptors:

- 2.4.2 Describe the relationship between meeting patient needs while maintaining the organization's profit.
- 2.4.3 Maintain patient satisfaction by addressing patient problems and complaints timely and efficiently.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

Correlated Mathematics Academic Content Benchmark

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups. (People in Societies A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*
- *Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)*

BIL: **Essential**

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Competency 2.7: **Explain the measures used by health organizations to manage and improve performance.**
TPO: **After research and discussion, explain the measures used by health organizations to manage and improve performance, with 70% accuracy.**

Descriptors:

- 2.7.1 Define and explain measures for financial performance (e.g. profitability, cost reduction, asset utilization).
- 2.7.2 Define and explain measures for market performance (e.g., patient, sales/service growth).

- 2.7.3 Define and explain measures for service and internal operations performance (e.g., patient satisfaction, service quality).
- 2.7.4 Explain cost and benefits of technological innovations.
- 2.7.5 Define and explain measures for organizational compliance, health, safety and environmental performance (e.g., audit findings, emissions, lost time accidents).
- 2.7.6 Benchmark performance against competitors and the general industry.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

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Competency 2.8: Demonstrate effective use of technology.

TPO: After class discussion, demonstrate effective use of technology, with 90% accuracy.

Descriptors:

- 2.8.1 Explain the role of information technology (IT) in the business organization.
- 2.8.2 Operate communication technology (e.g., e-mail, fax, phones).
- 2.8.3 Use computer software to generate reports (e.g. text document, spreadsheet, database, etc.).
- 2.8.4 Organize information for written and oral communications.
- 2.8.5 Retrieve and prepare documents with accuracy and completeness.
- 2.8.6 Demonstrate competence in creating documents using graphics and publishing software.
- 2.8.7 Calculate and interpret descriptive statistics to communicate and support conclusions.
- 2.8.9 Complete reports in accordance with established standards.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text. (Reading Process A, 8-10; Reading Process A, 11-12)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability. (Data Analysis and Probability B, 11-12)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

BIL: Essential

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Competency 3.7: Locate, organize and reference written health science information from various sources.

TPO: Given case studies, locate, organize and reference written health science information from various sources, to industry standards.

Descriptors:

- 3.7.1 Locate written information to communicate with co-workers and clients.
- 3.7.2 Organize information to use in written and oral communications.
- 3.7.3 Document the source and proper reference for written information.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing ideas and identify a topic appropriate to the purpose and audience. (Writing Processes A, 8-10; Writing Processes A, 11-12)*
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (Research C, 8-10)*

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

BIL: Essential

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Competency 3.9: Deliver formal and informal presentations that demonstrate organization and delivery skill.

TPO: Given a topic, deliver formal and informal presentations that demonstrate organization and delivery skill, to the satisfaction of the instructor.

Descriptors:

- 3.9.1 Demonstrate appropriate usage of grammar, diction and sentence structure.
- 3.9.2 Communicate main ideas and supporting facts to achieve purpose of communication.
- 3.9.3 Use appropriate technology to enhance the clarity and persuasiveness.
- 3.9.4 Use proper organization and structure to achieve coherence.
- 3.9.5 Use technical terms, references and quoted material properly.
- 3.9.6 Engage an audience using appropriate vocal variety and gestures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

BIL: Essential

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Competency 3.8: Write and utilize coherent and focused technical communications that support a defined perspective for health science careers.

TPO: Given a text, write and utilize coherent and focused technical communications that support a defined perspective for health science careers, to industry standards.

Descriptors:

- 3.8.1 Use various note-taking techniques to summarize main ideas.
- 3.8.2 Structure ideas and arguments in an organized manner which are supported by relevant documentation and/or examples.
- 3.8.3 Write messages using language that is appropriate for the intended audience and purpose.
- 3.8.4 Use correct spelling, grammar, capitalization and punctuation.
- 3.8.5 Identify positions from relevant research and resources.
- 3.8.6 Calculate and interpret descriptive statistics to communicate and support predictions and conclusions.
- 3.8.7 Utilize tables, charts and graphs to clarify textual explanations and support arguments.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing ideas and identify a topic appropriate to the purpose and audience.* (Writing Processes A, 8-10; Writing Processes A, 11-12)
- *Edit to improve sentence fluency, grammar and usage.* (Writing Processes D, 8-10)
- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.* (Writing Processes F, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose.* (Data Analysis and Probability B, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

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Competency 3.10: Apply active listening skills to obtain and clarify information.
TPO: Given lecture and peer discussion, apply active listening skills to obtain and clarify information, to the satisfaction of the instructor.

Descriptors:

- 3.10.1 Identify and apply active listening techniques both one to one and in group settings.
- 3.10.2 Paraphrase and repeat information for confirmation of details.
- 3.10.3 Record and report information in written format utilizing available communication technology.
- 3.10.4 Complete reports in accordance with established standards.
- 3.10.5 Use active listening skills that are sensitive to cultural and individual communication differences.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: Essential

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Competency 3.11: Interact in a professional manner.

TPO: Throughout the course of the year, interact in a professional manner, to the satisfaction of the instructor.

Descriptors:

- 3.11.1 Recognize the importance of all patients/customers to health care.
- 3.11.2 Describe the relationship between meeting a patient’s needs and profitability.
- 3.11.3 Demonstrate professional etiquette (e.g., phone, e-mail, person to person) when dealing with patients and/or their families.
- 3.11.4 Utilize reading strategies to interpret information for patients and their families.
- 3.11.5 Discuss the importance of follow-through and follow-up (in a timely manner) when commitments are made to patients and/or their families.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Essential

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Competency 2.9: Demonstrate facility operational protocols.

TPO: Throughout the course of the year, in classroom and internship settings, demonstrate facility operational protocols, to the satisfaction of the instructor.

Descriptors:

- 2.9.1 Comply with facility policy and procedure manuals and/or handbooks.
- 2.9.2 Comply with facility expectation and documentation for specific job assignments.

- 2.9.3 Identify facility security policies.
- 2.9.4 Demonstrate the function and use of various supplies used in daily operations (e.g., inventory, maintenance, budget, purchasing).

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

BIL: Essential

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Competency 3.1: Apply effective verbal and nonverbal communication skills.
TPO: Throughout the year, apply effective verbal and nonverbal communication skills, to the satisfaction of the instructor.

Descriptors:

- 3.1.1 Classify types of interpersonal communication.
- 3.1.2 Practice techniques of effective verbal and nonverbal communication between health care providers and medical practitioners, medical team and general public.
- 3.1.3 Identify barriers to communication and resolutions to the barriers.
- 3.1.4 Identify adjustments in communication techniques necessary for different levels of client understanding.
- 3.1.5 Identify resources (e.g., interpreters, technology devices) needed to breach communication barriers.
- 3.1.6 Research the benefits of Spanish as a second language.
- 3.1.7 Demonstrate sensitivity to cultural differences that may affect therapeutic and social communication.
- 3.1.8 Apply techniques for communicating with behaviorally or emotionally impaired clients.
- 3.1.9 Apply accepted rules for spelling, grammar and punctuation in written and oral communication.
- 3.1.10 Discuss the essential role of effective communication in all phases of health care.
- 3.1.11 Provide effective risk and hazard communication to clients.

Correlated English Language Arts Academic Content Benchmarks

- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

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Competency 3.2: Utilize available communication technology.

TPO: Given labs and internship, utilize available communication technology, to the satisfaction of the instructor.

Descriptors:

- 3.2.1 Demonstrate knowledge of general communication technology (e.g., e-mail, Internet, fax).
- 3.2.2 Access information using electronic equipment.
- 3.2.3 Utilize a variety of computer applications that support patient care.
- 3.2.4 Use appropriate automated systems for various tasks.
- 3.2.5 Demonstrate competence with applicable software programs.
- 3.2.6 Identify and demonstrate computer operation for record keeping and data analysis.
- 3.2.7 Accurately transfer information as needed.
- 3.2.8 Identify the process of file maintenance, storage and retrieval systems.
- 3.2.9 Interpret, transcribe and communicate information, data and observations to apply information learned into actual practice.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

BIL: **Essential**

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Competency 3.3: Interact with patient/client.
TPO: Given labs and internships, interact with patient/client, to industry standards.

Descriptors:

- 3.3.1 Explain planned procedures and goals to patients/clients.
- 3.3.2 Demonstrate professional etiquette and maintain professional boundaries.
- 3.3.3 Respect patients' cultural differences.
- 3.3.4 Use language appropriate to situation.
- 3.3.5 Identify various forms of patient information.
- 3.3.6 Access resources needed to remedy communication barriers (e.g., patient/client with limited English proficiency).
- 3.3.7 Demonstrate privacy and confidentiality measures and procedures (e.g., HIPAA).
- 3.3.9 Reinforce self-care recommendations to patients.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

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Competency 3.4: Convey essential patient/client information to appropriate team members.
TPO: Given labs and internships, convey essential patient/client information to appropriate team members, to industry standards.

Descriptors:

- 3.4.1 Observe and report unsafe environmental conditions.
- 3.4.2 Recognize and report unusual occurrences or changes in patient's condition.
- 3.4.3 Use facility guidelines to disseminate health care information.
- 3.4.4 Maintain confidentiality (e.g., HIPAA).

Correlated English Language Arts Academic Content Benchmark

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

BIL: **Essential**

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| EDU: | 12 | AD |
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Competency 2.10: **Implement procedures for risk management.**

TPO: **Given a set of policies and procedures, implement procedures for risk management, to the satisfaction of the instructor.**

Descriptors:

2.10.1 Comply with facility policy and procedure manuals and/or handbooks.

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

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| EDU: | 12 | AD |
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Competency 5.1: **Demonstrate safe professional practices that contribute to the creation of a hazard-free environment.**

TPO: **Given a set of circumstances, demonstrate safe professional practices that contribute to the creation of a hazard-free environment, to industry standards.**

Descriptors:

- 5.1.1 Identify and comply with Environmental Protection Agency (EPA).
- 5.1.2 Discuss the purpose of the Occupational Safety and Health Administration (OSHA) regulations and how it promotes safety.
- 5.1.3 Comply with OSHA standards.
- 5.1.4 Report unsafe conditions in accordance with occupational safety and OSHA guidelines.
- 5.1.6 Dispose of refuse and biodegradable materials according to manufacturer’s directions and state and federal requirements.
- 5.1.8 Employ precautions designed to prevent injuries and accidents.
- 5.1.9 Interpret material safety data sheets (MSDS) and use materials accordingly.

5.1.10 Identify consequences of disregarding safety rules.

Correlated English Language Arts Academic Content Benchmarks

- *Use context clues and text structures to determine the meaning of new vocabulary.* (Acquisition of Vocabulary A, 8-10)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: Essential

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Competency 5.2: Maintain general safety in accordance with government regulations, health standards, company policies and practices.

TPO: During class and lab instruction, maintain general safety in accordance with government regulations, health standards, company policies and practices, to industry standards.

Descriptors:

- 5.2.1 Maintain and wear personal protective equipment (PPE) as appropriate.
- 5.2.2 Check and correct potential hazards (e.g. hair, jewelry, clothing, etc.).
- 5.2.3 Follow established procedures for the use of safety apparatus and equipment.
- 5.2.5 Identify the location of emergency flush showers, eye wash fountains, fire alarms and exits.
- 5.2.6 Maintain work areas in accordance with standards for cleanliness and safety.

BIL: Essential

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Competency 5.3: Discuss strategies to protect employees from occupation-related injuries.

TPO: After research, discuss strategies to protect employees from occupation-related injuries, to the satisfaction of the instructor.

Descriptors:

- 5.3.1 Define ergonomics.
- 5.3.2 Identify the principles and purpose of ergonomics and body mechanics.
- 5.3.3 Describe ergonomic factors in the workplace (e.g., height of equipment, noise level, lighting, air quality).

- 5.3.4 Identify work associated with repetitive motion.
- 5.3.5 Identify strategies to minimize repetitive tasks.
- 5.3.6 Identify strategies to minimize use of excessive muscle/physical force.
- 5.3.7 Define maximum permissible limit (MPL) and action limit (AL) for lifting.

Correlated English Language Arts Academic Content Benchmark

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)

BIL: **Essential**

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Competency 5.4: **Apply the principles of proper body mechanics and ergonomics.**
TPO: **Given a simulated order delivery, apply the principles of proper body mechanics and ergonomics, to industry standards.**

Descriptors:

- 5.4.1 Demonstrate proper personal body mechanics and ergonomics.
- 5.4.2 Instruct others in proper body mechanics.
- 5.4.3 Demonstrate proper positioning and moving of clients/patients and objects.
- 5.4.4 Utilize available tools for ease in moving/transporting others and objects.
- 5.4.5 Apply the principles of body mechanics in lifting, moving, transferring objects and/or ambulating and positioning clients/patients in accordance with established safety practices.

BIL: **Essential**

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Competency 5.5: **Identify state, federal and local worker safety, health and environmental regulations.**
TPO: **After research, identify state, federal and local worker safety, health and environmental regulations, to industry standards.**

Descriptors:

- 5.5.1 Examine the rules and regulations of Occupational Safety and Health Administration (OSHA).
- 5.5.2 Describe the function of the state Bureau of Workers Compensation (BWC).
- 5.5.3 Discuss the Ohio and Federal EPA regulations.

5.5.4 Interpret personal safety rights according to employee’s right-to-know plan/hazardous communications.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

BIL: Essential

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Competency 5.6: Demonstrate practices that contribute to a healthy work environment.
TPO: Given a set of circumstances, demonstrate practices that contribute to a healthy work environment, to the satisfaction of the instructor.

Descriptors:

- 5.6.1 Identify unsafe operations in the workplace.
- 5.6.6 Handle substances in accordance with MSDS.
- 5.6.7 Explain basic sanitation, health and hygiene principles.
- 5.6.8 Describe organizational strategies to eliminate substance abuse in the work environment.
- 5.6.9 Describe the risks associated with substance abuse in the workplace.

Correlated English Language Arts Academic Content Benchmark

- *Apply reading comprehension strategies to understand grade-appropriate text. (Reading Process A, 8-10; Reading Process A, 11-12)*

BIL: Essential

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Competency 5.7: Complete and apply operation and safety training on pertinent equipment.
TPO: Prior to all pertinent labs, complete and apply operation and safety training on pertinent equipment, to industry standards.

Descriptors:

- 5.7.3 Use safety apparatus and equipment in accordance with job requirements and safety standards.

5.7.6 Monitor and operate equipment in compliance with both manufacturers' directions and in accordance with relevant government regulations and statutes.

Correlated English Language Arts Academic Content Benchmark

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

BIL: Essential

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Competency 5.8: Identify practices that contribute to a healthy environment.
TPO: Given a set of circumstances, identify practices that contribute to a healthy environment, to industry standards.

Descriptors:

- 5.8.1 Describe strategies to reduce exposure to health-threatening environments (e.g., temperature, chemicals, communicable diseases).
- 5.8.2 Identify types of hazardous materials (e.g., chemical, biological).
- 5.8.3 Describe precautions required when using toxic or flammable materials.
- 5.8.4 Describe some consequences of interactions of incompatible substances.
- 5.8.6 Recognize hazardous materials as identified in various government documents/signage.

BIL: Essential

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| EDU: | 12 | AD |
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Competency 5.9: Examine emergency preparedness response plans.
TPO: After discussion, examine emergency preparedness response plans, to industry standards.

Descriptors:

- 5.9.6 Discuss health care issues related to homeland security.
- 5.9.7 Explain the role of MSDS in an emergency response.
- 5.9.8 Practice standard precautions to protect against infection and communicable diseases.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12).

BIL: **Essential**

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Competency 51.1: **Complete required training, education, certification and professional development to keep abreast of relevant resources and current information.**

TPO: **After locating and identifying acceptable continuing education articles, complete required training, education, certification and professional development to keep abreast of relevant resources and current information, with 70% accuracy.**

Descriptors:

- 51.1.1 Establish goals that address training, education and self-development.
- 51.1.2 Participate in career-related in-service training and/or degree programs or continuing education.
- 51.1.3 Establish methods to stay current with changes in the field.
- 51.1.4 Recognize ethical conflicts related to assessment practices (e.g., labeling, confidentiality).

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today. (Government A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

Pharmacology

BIL: Essential

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| EDU: | 12 | AD |
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Competency 13.0: Describe the origins of pharmacy.

TPO: After lesson presentation, describe the origins of pharmacy, with 75% accuracy.

Descriptors:

- 13.0.1 Identify the duration of the Ancient Era.
- 13.0.2 Identify and describe key events which took place during the Ancient Era.
- 13.0.3 Identify the duration of the Empiric Era.
- 13.0.4 Identify and describe key events which took place during the Empiric Era
- 13.0.5 Identify the duration of the Industrialization Era.
- 13.0.6 Identify and describe key events which took place during the Industrialization Era.
- 13.0.7 Identify the duration of the Patient Care Era.
- 13.0.8 Identify and describe key events which took place during the Patient Care Era.
- 13.0.9 Identify the duration of the Biotechnology and Genetic Engineering Era – the new horizon.
- 13.0.10 Identify and describe key events which took place during the Biotechnology and Genetic Engineering Era.
- 13.0.11 Compare and contrast today’s practice of pharmacy with past pharmacy practices.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
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Correlated Science Academic Content Benchmark

- *Describe examples of scientific advances and emerging technologies and how they may impact society.* (Science and Technology A, 9-10)
- *Explain how science often advances with the introduction of new technologies and how solving technological problems often results in new scientific knowledge.* (Science and Technology A, 11-12)
- *Describe how new technologies often extend the current levels of scientific understanding and introduce new areas of research.* (Science and Technology A, 11-12)

BIL: Essential

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| EDU: | 12 | AD |
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Competency 13.1: Define the pharmacy technician profession and practice.
TPO: After reading and discussions, define the pharmacy technician profession and practice with 85% accuracy.

Descriptors:

- 13.1.1 Discuss the role of the pharmacy technician.
- 13.1.1.1 Identify personal standards a pharmacy technician must possess.
- 13.1.2 Identify the professional associations related to the practice of the pharmacy technician.
- 13.1.3 Identify career opportunities.
- 13.1.4 Explain how state laws and regulations determine what duties can be delegated by a pharmacist to the technician.
- 13.1.5 Discuss the importance of and resources for staying current with changes in pharmacy practice.
- 13.1.6 Demonstrate ethical conduct in all job-related activities.
- 13.1.7 Identify and describe training and competency requirements for a pharmacy technician.
- 13.1.8 Identify and describe purpose of the PTCB.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

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Competency 3.6: Utilize basic medical terminology.
TPO: Without the use of reference material, utilize basic medical terminology with 90% accuracy.

Descriptors:

- 3.6.0.0 Identify and describe the organ systems in the human body.

- 3.6.0.1 Identify common root words used in each organ system.
- 3.6.0.2 Identify common root words, prefixes and suffixes used in medical terminology.
- 3.6.1 Define basic medical terms related to human physiology and anatomy.
- 3.6.2 Spell medical terms correctly.
- 3.6.3 Accurately pronounce basic medical terms.
- 3.6.4 Identify accepted symbols, abbreviations and acronyms.
- 3.6.5 Use approved standard professional terminology when preparing documents.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use correct spelling conventions.* (Writing Conventions A, 8-10, Writing Conventions A, 11-12)

BIL: Essential

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Competency 13.14: Identify proper protocols for the prescribing and dispensing of medications.
TPO: After chapter completion, identify proper protocols for the prescribing and dispensing of medications with to industry standards.

Descriptors:

- 13.14.0 Define prescription.
- 13.14.1 Identify medical professionals that are permitted, by law, to write prescriptions
- 13.14.2 Identify and describe the prescription process.
- 13.14.3 Differentiate between the role of the pharmacist and the pharmacy technician in the prescription filling process.
- 13.14.4 Identify and describe factors which pharmacy technicians must consider when filling a prescriptions
- 13.14.5 Identify and describe the prescription information checklist.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

BIL: Essential

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Competency 13.2: Use appropriate pharmaceutical terminology.
TPO: Given a prescription hard copy, use appropriate pharmaceutical terminology with 100% accuracy

Descriptors:

- 13.2.0 Define hard copy and auxiliary label
- 13.2.2 Use and comprehend pharmaceutical abbreviations and symbols used in the prescribing and dispensing of drugs.
- 13.2.3 Use and comprehend medical abbreviations used in the prescribing and dispensing of drugs.
- 13.2.4 Identify a fraudulent prescription.
- 13.2.5 Interpret the elements of a prescription hard copy.
- 13.2.5.1 Identify the elements of a processed prescription label.
- 13.2.6 State and follow guidelines to properly transcribe directions for use.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

BIL: Essential

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| EDU: | 12 | AD |
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Competency 13.5: Demonstrate the prescription filling process.
TPO: When provided with information or a prescription hard copy, demonstrate the prescription filling process, with 100% accuracy.

Descriptors:

- 13.5.1 Refer appropriate problems to the pharmacist.
- 13.5.2 Identify when a generic substitution is warranted.
- 13.5.3 Select and prepare the medication(s) indicated on the prescription or medication order.
- 13.5.4 Use appropriate materials and techniques to prepare medications.
- 13.5.5 Describe United States Pharmacopeia (USP) requirements for labeling on all prepackaged products (e.g., prescription number, date, patient's name, directions, physician's name, product name/generic equivalent, quantity, refill information).
- 13.5.6 Label processed prescriptions according to guidelines.

13.5.7 Use appropriate auxiliary labels

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

BIL: Essential

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Competency 3.5: Summarize Health Insurance Portability and Accountability Act (HIPAA).
TPO: After lesson presentation, summarize Health Insurance Portability and Accountability Act (HIPAA) with 70% accuracy.

Descriptors:

- 3.5.1 Demonstrate knowledge of HIPAA standards.
- 3.5.2 Identify forms for release of medical information according to HIPAA and other regulatory agencies.
- 3.5.3 Ensure data security and confidentiality by controlling access and release of information.
- 3.5.4 Apply HIPAA standards.
- 3.5.5 Maintain patient records consistent with HIPAA regulations.
- 3.5.6 Obtain health records consistent with HIPAA regulations.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)

BIL: Essential

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Competency 13.10: Assist with collecting, organizing and evaluating information for direct patient care.

TPO: Given a prescription hard copy, assist with collecting, organizing and evaluating information for direct patient care, to industry standards.

Descriptors:

- 13.10.1 Discuss state laws and regulations for activities associated with collection of patient specific information.

- 13.10.2 Maintain confidentiality of patient and proprietary business information.
- 13.10.3 Describe and demonstrate the procedures involved in receiving and screening prescription/medication orders for completeness and authenticity.
- 13.10.4 Demonstrate preparation of medications for distribution.
- 13.10.5 Demonstrate the process of verification and preparation, of medications produced by other technicians.
- 13.10.6 Explain the process of billing and payment of pharmacy services and prescription coverage plans.
- 13.10.7 Describe the methods of inventory control of medications, equipment and devices.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

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Competency 13.4: Identify medication routes and formulations.

TPO: After chapter completion, identify medication routes and formulations, with 85% accuracy

Descriptors:

- 13.4.0 Differentiate between parenteral and enteral routes of administration
- 13.4.1 List and describe the various routes of administration such as oral, sublingual, buccal, rectal, etc.
- 13.4.2 Describe various dosage administration forms such as tablet, capsule, syrup and specialized preparations (e.g., extended release, dermal patches, enteric coated).
- 13.4.3 List advantages/disadvantages and limitations of various routes of administration.
- 13.4.4 Identify and describe the different injection routes
- 13.4.5 Identify the injection sites for intravenous, intradermal, intramuscular, and subcutaneous routes
- 13.4.6 Identify potential complications of various routes of administration

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)

BIL: Essential

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Competency 13.15: Compare various pharmacy settings

TPO: Given different settings, compare various pharmacy settings, with 70% accuracy.

Descriptors:

- 13.15.0 Identify, compare and contrast the various pharmacy settings
- 13.15.1 Compare and contrast the organization of different pharmacy settings
- 13.15.2 Compare and contrast prescription processing/preparation procedures between pharmacy settings.
- 13.15.3 Compare and contrast the duties of a pharmacy technician in a retail and hospital setting

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Essential

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Competency 13.16: Demonstrate proper inventory practices.

TPO: When given a specific situation, demonstrate proper inventory practices, with 75% accuracy.

Descriptors:

- 13.16.0 Identify and define/describe inventory related terminology including inventory, formulary (open and closed), therapeutic equivalent, spoilage, turnover, availability, point of sale, reorder points, automated reports, order entry device.
- 13.16.1 Identify the role of computers in inventory.
- 13.16.2 Describe the ordering process.
- 13.16.3 Describe and demonstrate proper stocking procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: **Essential**

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Competency 13.17: Identify and utilize various pharmaceutical information sources.
TPO: Given excerpts from resource books, identify and utilize various pharmaceutical information sources, with 80% accuracy.

Descriptors:

- 13.17.0 Differentiate between primary, secondary and tertiary literature sources.
- 13.17.1 Identify common legal reference sources.
- 13.17.2 Identify and describe common pharmaceutical references.
- 13.17.3 Identify and investigate pharmacy resources on the internet.
- 13.17.4 Identify and investigate references specifically for pharmacy technicians.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

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Competency 13.19: Identify financial issues facing pharmacies
TPO: Given necessary information, identify financial issues facing pharmacies, with 75% accuracy.

Descriptors:

- 13.19.0 Identify and define/describe relevant terms and acronyms including third party, HMO, PPO, POS, PBM, PDP, adjudication
- 13.19.1 Identify the role of third party programs
- 13.19.2 Identify necessary patient information required for third party billing
- 13.19.3 Identify DAW codes and their purpose
- 13.19.4 Identify and describe the most common reasons for claim rejection

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: Essential

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Competency 13.20:

TPO: Given an assortment of equipment, accurately demonstrate extemporaneous compounding procedures using the appropriate equipment, to industry standards.

Descriptors:

- 13.20.0 Differentiate between compounding and manufacturing
- 13.20.1 State/summarize compounding regulations
- 13.20.2 Differentiate between compounding record and formulation record
- 13.20.3 Identify and describe tools and equipment used in compounding
- 13.20.4 Demonstrate proper use of compounding tools and equipment
- 13.20.5 Demonstrate proper mixing techniques
- 13.20.6 Describe the compounding principals for dosage forms

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: Essential

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Competency 4.1a: Describe regulations governing medication.

TPO: At chapter’s conclusion, describe regulations governing medication, with 75% accuracy.

Descriptors:

- 4.1a.1 Identify and describe federal laws regulating the pharmaceutical industry.
- 4.1a.2 Differentiate between over-the-counter (OTC), legend, and controlled medications.
- 4.1a.3 Identify and describe the different levels of controlled substances.
- 4.1a.4 Identify regulations governing controlled substances
- 4.1a.5 Identify and describe the new drug approval process.
- 4.1a.6 Identify labeling requirements of OTC drugs.
- 4.1a.7 Identify public safety measures.
- 4.1a.8 Describe drug recall process and its classifications.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

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| EDU: | 12 | AD |
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Competency 4.1: Differentiate between legal and ethical issues/obligations.

TPO: Given case studies, differentiate between legal and ethical issues/obligations, with 75% accuracy.

Descriptors:

- 4.1.1 Define “legal” and “ethical” issues/obligations.
- 4.1.2 Describe and comply with legal responsibilities specified by state and federal act(s) and other pertinent legislation.
- 4.1.3 Differentiate between ethical and legal issues/obligations impacting health care.
- 4.1.4 Apply legal and ethical protocols to health science professions.
- 4.1.5 Discuss the importance of keeping current in legal and ethical issues/obligations through continuing education.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmark

- *Describe the ethical practices and guidelines in which science operates.* (Scientific Ways of Knowing C, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

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| EDU: | 12 | AD |
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Competency 4.2: **Comply with organizational policies and government regulations.**
TPO: **During class time and internships, comply with organizational policies and government regulations, to industry standards.**

Descriptors:

- 4.2.1 Identify laws, regulations and codes pertaining to health care facilities.
- 4.2.2 Comply with state, local and federal legislation as it relates to standards for workplace safety, harassment, labor and employment laws.
- 4.2.3 Identify legal responsibilities specified by state practice acts, other pertinent legislation and regulatory agencies as it relates to confidentiality (e.g., HIPAA).
- 4.2.4 Explain legal responsibilities, limitations and implications of actions.
- 4.2.5 Identify personal and organizational ramifications for failure to comply with government laws and regulations.
- 4.2.6 Demonstrate professional etiquette when dealing with patients, vendors and the general public.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

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Competency 4.3: Complete work-related duties within an ethical framework.
TPO: During class time and internships, complete work-related duties within an ethical framework with 95% accuracy.

Descriptors:

- 4.3.1 Identify the Ohio Ethics Law, related statutes and rulings.
- 4.3.2 Identify codes of ethics within the health care professions (e.g., exercise science, nursing, sonography).
- 4.3.3 Abide by HIPAA regulations.
- 4.3.4 Establish a personal ethical framework.
- 4.3.5 Demonstrate ethical behavior when interacting with patients and co-workers, both internal and external to the work facility.
- 4.3.6 Maintain confidentiality by limiting exposure of sensitive information to authorized personnel.
- 4.3.7 Describe the ethical impact of positive cultural sensitivity.
- 4.3.8 Explain the importance of positive professional interactions.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: Essential

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Competency 4.4: Assess the implications of ethical/unethical behavior.

TPO: **Given case studies, assess the implications of ethical/unethical behavior, with 75% accuracy.**

Descriptors:

- 4.4.1 Identify the legal ramifications of unethical behavior.
- 4.4.2 Identify professional and personal ramifications of unethical actions (e.g., boundaries).
- 4.4.3 Compare/contrast personal, professional and organizational ethics.
- 4.4.4 Describe issues relating to potential conflicts of interest between personal and organizational ethics.
- 4.4.5 Identify behaviors that violate acceptable practice.
- 4.4.6 Discuss the role of patient feedback in maintaining patient satisfaction.
- 4.4.7 Identify strategies for responding to the unethical actions of health care providers.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Science Academic Content Benchmark

- *Describe the ethical practices and guidelines in which science operates.* (Scientific Ways of Knowing C, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

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Competency 4.5: **Demonstrate competent care consistent with the requirements and limitations of the professions.**

TPO: **After lecture and lab, demonstrate competent care consistent with the requirements and limitations of the professions to industry standards.**

Descriptors:

- 4.5.1 Research credentialing requirements.
- 4.5.2 Identify the scope of practice as prescribed by law and the facility of practice.
- 4.5.3 Identify behaviors that violate acceptable practice as outlined by the credentialing agencies.
- 4.5.4 Apply legal and ethical concepts to health profession (e.g., code of ethics).
- 4.5.5 Describe strategies to deal with conflict between personal and organizational ethics.
- 4.5.6 Compare/contrast the roles of various regulatory agencies.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
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Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

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Competency 4.6: **Practice procedures consistent with legal and ethical behavior.**

TPO: **Given case studies, practice procedures consistent with legal and ethical behavior to industry standards.**

Descriptors:

- 4.6.1 Compare/contrast legal and ethical behavior.
- 4.6.2 Describe the importance and protocol for reporting unethical practices.
- 4.6.3 Comply with legal procedures when reporting diseases or abuse.
- 4.6.4 Recognize the significance of informed consent to patients.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

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Competency 4.7: **Maintain standards of confidentiality and ethical practice.**

TPO: **Given case studies, maintain standards of confidentiality and ethical practice, to industry standards.**

- 4.7.1 Recognize the importance of all customers to business.
- 4.7.2 Inform patients in advance regarding situations that may involve disclosure of private information (e.g. health and safety issues).
- 4.7.3 Inform clients about situations that warrant the release of confidential information without prior consent and the likely consequences of such disclosure.
- 4.7.4 Explain the legal requirement and personal liability for disclosure of all written communication.
- 4.7.5 Ensure clients are informed of their rights pertinent to services to be provided.
- 4.7.6 Maintain ethical standards of practice (e.g., confidentiality, informed consent) in formal as well as informal settings.
- 4.7.7 Demonstrate respect of patient’s cultural, social and ethnic diversity within the health care environment.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: Essential

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Competency 4.8: Describe employee and employer liability.

TPO: After lecture, describe employee and employer liability, to industry standards.

Descriptors:

- 4.8.1 Define liabilities.
- 4.8.2 Explain the legal concept of *respondeat superior*.
- 4.8.3 Define negligence.
- 4.8.4 Identify issues related to liability and negligence.
- 4.8.5 Discuss ways to minimize liability and negligence risks (e.g., documentation, policies, procedures).
- 4.8.6 Discuss the importance of malpractice insurance.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: Essential

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Competency 13.9: Participate in the pharmacy department’s process for preventing medication errors.

TPO: During class and internships, participate in the pharmacy department’s process for preventing medication errors, to industry standards.

Descriptors:

- 13.9.0.0 Describe the different types of medication errors.
- 13.9.0.1 Identify the causes or factors that contribute to medication errors.
- 13.9.0.2 Describe what can be done to prevent medication errors.
- 13.9.0.3 List examples of common medication errors.
- 13.9.0.4 Recognize potential consequences of actual medication errors.
- 13.9.0.5 Identify the role of quality assurance monitoring of medications errors.
- 13.9.1 Discuss the characteristics of an effective departmental approach to preventing errors.
- 13.9.2 Describe the procedures currently in place for reporting medication errors.
- 13.9.3 Describe the procedure for reporting adverse medication reactions.
- 13.9.3 Explain the technological advances which minimize medication errors

Correlated Science Arts Academic Content Benchmarks

- *Describe examples of scientific advances and emerging technologies and how they may impact society.* (Science and Technology A, 9-10)
- *Explain how science often advances with the introduction of new technologies and how solving technological problems often results in new scientific knowledge.* (Science and Technology A, 11-12)

BIL: Essential

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Competency 13.3: Explain the general concepts of pharmacology.

TPO: After lecture, explain the general concepts of pharmacology, with 75% accuracy.

Descriptors:

- 13.3.1 Define general pharmacological terminology such as: pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacy, toxicology, bioequivalence.
- 13.3.2 Compare/contrast bioequivalence and bioavailability.
- 13.3.3 Identify proper drug storage conditions regarding to heat/light/moisture.
- 13.3.4 Explain human variables that affect drug activity.
- 13.3.5 Explain adverse drug reactions, drug/drug, drug/diet interactions that affect drug activity.
- 13.3.6 Identify disease states that affect drug activity.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

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| EDU: | 12 | AD |
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Competency 13.7: **Explain various drug information, i.e. classification, generic, brand, look-alike, sound-alike.**

TPO: **After lecture/class discussions, explain various drug information, i.e. classification, generic, brand, look-alike, sound-alike, with 80% accuracy**

Descriptors:

- 13.7.1 Explain a variety of drug classifications (e.g., antitussive, benzodiazepines, beta blockers).
- 13.7.2 Identify the brand and generic names of the top 100 drugs dispensed in a particular geographic area.
- 13.7.3 Recognize look-alike/sound-alike drugs.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

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| EDU: | 12 | AD |
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Competency 13.8: Explain the use and side effects of prescription medications, nonprescription medications and alternative therapies.

TPO: After lecture/class discussion, explain the use and side effects of prescription medications, nonprescription medications and alternative therapies, with 75% accuracy

Descriptors:

- 13.8.1 Explain the use and side effects of prescription medications.
- 13.8.2 Explain the use and side effects of nonprescription medications.
- 13.8.3 Explain the use and side effects of alternative therapies.
- 13.8.4 Explain the role of the FDA in regulating herbal products.

Correlated Social Studies Academic Content Benchmarks

- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

BIL: Essential

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| EDU: | 12 | AD |
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Competency 13.21: Describe parenteral solutions, the tools and equipment used to prepare them and explain and/or demonstrate proper preparation techniques

TPO: After lecture, class discussions, and/or video presentations, describe parenteral solutions, the tools and equipment used to prepare them and explain and/or demonstrate proper preparation techniques, with 75% accuracy.

Descriptors:

- 13.21.0 Differentiate between LVP and SVP solutions.
- 13.21.1 Explain the use and side effects of nonprescription medications.
- 13.21.2 Explain the use and side effects of alternative therapies.
- 13.21.3 Explain the role of the FDA in regulating herbal products.

Correlated Social Studies Academic Content Benchmarks

- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

GRADING SYSTEM

ASSIGNMENTS, LABS, & TESTS

The students will be expected to keep a journal throughout the school year. Journals will be checked on a weekly basis and points will be issued. Lab days will be conducted regularly as needed. Uniforms should be kept in the lockers. You must wear *clean* uniforms and pharmacy ID badges daily (uniforms consist of lab coats and ID in addition to appropriate dress as specified in the Student Rights and responsibilities Handbook).

Homework will be assigned regularly. Late homework will be accepted for partial credit only. In cases of **unexcused** absences, late homework will not be accepted. In addition, students will be expected to complete at least one research report and/or project. Tests and quizzes, both announced and unannounced, should also be expected.

EMPLOYABILITY SCORE

As this course is designed not only to prepare students for college but also to prepare them for work in a pharmacy, students will receive an employability score. The employability score will consist of the following:

1. Punctuality and attendance (Students are prepared and on time every day.)
2. Professionalism and dress (Students maintain appropriate behavior and dress (wear uniforms and pharmacy id).)
3. Policies & procedures (Students follow all school and classroom policies and procedures.)

UNIFORMS & DRESS CODE

The dress code is specified in the Student Rights and Responsibilities Handbook. In addition to the school dress code, an approved lab coat and student ID tag is the appropriate dress for this class. Lab coats will be worn on a daily basis. Students are provided with lockers (in the classroom) in which they can store their lab coat. **Lockers may not be shared.** Students are responsible for making sure their lab coats are kept clean.

GRADING SCALE

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|---------------------|---|
| 90% - 100% | A |
| 80% - 89% | B |
| 70% - 79% | C |
| 60% - 69% | D |
| 59% and below | F |

REPORT CARD GRADES

As this is a three-credit course, the grade earned by a student is multiplied by three. For example, if a student earns an A for the semester it is the equivalent of three As. Students' report cards will show one grade for the class.