



## I. COURSE DESCRIPTION:

Leadership theory and skills in retail as well as institutional environments will be studied. Students will gain knowledge about the concepts of empowerment, advocacy, change; life-long learning and how to integrate them into their practice. The students will study the importance of political action from the perspective of the profession, the pharmaceutical industry and the clients. Learners will review the Standards of Practice and jurisprudence in relation to the role of the pharmacy technician. Career options; resume writing; interviewing skills and transition from student to Registered Pharmacy Technician will be explored.

**This course is designed to enable students to attain competencies specified in the National Association of Pharmacy Regulatory Authorities (NAPRA) Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice (March 2014).**

(Full document available at [www.napra.ca](http://www.napra.ca))

**This course is designed to enable students to attain the educational outcomes specified in the Canadian Pharmacy Technician Educators Association (CPTA) Educational Outcomes for Pharmacy Technician Programs in Canada (March 2007).** (Full document available at [www.cptea.ca](http://www.cptea.ca))

**This course is designed to enable students to meet and maintain the standards of practice expected within the pharmacy technician's role. The standards are specified in the National Association of Pharmacy Regulatory Authorities (NAPRA) Model Standards of Practice for Canadian Pharmacy Technicians (November 2011).** (Full document available at [www.napra.ca](http://www.napra.ca))

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. define leadership theory in retail and institutional settings.

Potential Elements of the Performance:

- Define leadership as a pharmacy technician in the retail setting
  - Define leadership in an institutional setting
  - Explore various leadership opportunities for pharmacy technicians
2. discuss how empowerment, advocacy, change, life-long learning and integration into practice can be achieved.

Potential Elements of the Performance:

- Understand the commitment to lifelong learning, continuing education, self-evaluation and professional development, as a means to maintain and improve required knowledge base and performance skills
  - Be accountable to patients and advocate on their behalf
3. explore political action.

Potential Elements of the Performance:

- Describe structure and role of the Council of the Ontario College of Pharmacists and how it relates to the pharmacy technician
  - List the various pharmacy associations and describe their mandate and goals
  - Describe the CACDS and their goals
  - Describe the OPA and their goals
  - State what CAPT means and state the importance of belonging to this group
  - Appreciate the role that CAPT can have in promoting the professional role of pharmacy technicians
4. prepare for the OCP Jurisprudence Examination.

Potential Elements of the Performance:

- Understand the Standards of Practice for the Registered Pharmacy Technician
  - Understand the scope of practice for the Registered Pharmacy Technician
  - Refer to the OCP website to determine jurisprudence exam registration requirements, study materials, exam blueprint, and minimum performance levels
  - Be familiar with the material that will be provided during the jurisprudence exam
  - Review Federal and Provincial Legislation to prepare for the jurisprudence exam
5. prepare for the Pharmacy Examining Board of Canada (PEBC) Examinations.
- Become familiar with the requirements for both Part 1 (MCQ) and Part II (OSPE)
  - Refer to the PEBC website to determine PEBC registration requirements, study materials, exam blueprint, and minimum performance levels
6. write a resume and demonstrate interviewing skills.

Potential Elements of the Performance:

- Describe the components of a resume
- List key action words to strengthen a resume
- State the common interview questions and give possible personal responses

- Describe practical tips for surviving the job interview
- Write a resume and cover letter

7. list career options for the Registered Pharmacy Technician.

Potential Elements of the Performance:

- Describe the role of the Registered Pharmacy Technician in different pharmacy settings such as community, hospital and long-term care
- Describe the roles of specialized community pharmacy technicians such as IV compounding technician, long term care dispensing technician, compliance packaging technician, compounding technician etc.,
- Describe the roles of specialized institutional pharmacy technicians such as narcotic destruction technician, medication purchasing technician, medication reconciliation technician, IV compounding technician and chemotherapy compounding technician etc.,
- Discuss opportunities to work for insurance companies, pharmaceutical manufactures and pharmacy software providers
- Discuss options for those who do not want to pursue registration

8. discuss the transition from student to Registered Pharmacy Technician.

Potential Elements of the Performance:

- Understand the process of pre-registering with OCP
- Prepare for and understand the requirements for Structured Practical Training
- Describe the PEBC and Jurisprudence exams
- Understand the process of registering with OCP (final)
- List the licensing and examination fees as well as annual renewal fees
- Discuss the requirement and costs of malpractice insurance
- Understand the Learning Portfolio and be aware periodic audits by OCP

### III. TOPICS:

1. Leadership theory in all pharmacy settings
2. Empowerment, advocacy, change, life-long learning
3. Political Action
4. Standards of Practice and Jurisprudence exam
5. PEBC Exams
6. Resume writing and interviewing skills
7. Career Options
8. Transition from Student to Pharmacy Technician

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Sault College Learning Management System (D2L)

#### EVALUATION PROCESS/GRADING SYSTEM:

Assignments	30%
• 2 x 5%	
• 2 x10%	
Online Learning Modules	40%
• 10 x 4%	
Final Exam	30%
<b>Total</b>	<b>100%</b>

1. The pass mark for the course is 60%. The total grade is composed of marks accumulated as indicated above.
2. All policies and procedures as outlined in the current Student Success Guide related to submitting assignments, scholarly work/academic honesty, tests and examinations.
3. **No supplements** will be provided for the final exam.
4. Students missing tests or the final exam because of illness or other serious reason must contact the professor before the test or exam to inform him/her (by phone or email). Those students who have notified the professor of their absence, according to policy, will be eligible to arrange an opportunity to write the test or exam at another time. Students must contact the professor on their first day back at school following a missed test or exam. Those students who do not follow the above procedures will receive a zero for that test or exam. The professor reserves the right to request documentation to support an absence.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D (Fail)	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

**A minimum of a “C” grade is required to be successful in most PTN coded courses.**

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

#### VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

#### VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.