

# VOCATIONAL TRAINING PROGRAM PHARMACY TECHNICAL ASSISTANCE (DVS 5841)

Training Sector: Health Services





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Training Sector: Health Services



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# Introduction to the Program

In vocational training, a program of study presents the competencies required to practise a given trade or occupation at entry level on the job market. The training provided allows students to acquire a degree of versatility that will be useful in their career and personal development.

A program is a coherent set of competencies to be developed. It outlines the knowledge and broad orientations to be favoured during training. The competencies correspond to the tasks of the trade or occupation or to activities related to work, vocational or personal life, depending on the case. Learning is acquired in a specific achievement context and targets the ability to act, succeed and evolve.

According to the Education Act,<sup>1</sup> “every program shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services.” For behavioural competencies, the compulsory components include the statement of the competency, the elements of the competency, the achievement context and the performance criteria; for situational competencies, they include the corresponding components.

For information purposes, programs also provide a grid of competencies, educational aims, a summary of competency-related knowledge and know-how, and guidelines. They also specify the suggested duration of each competency. All optional components of a program may be enriched or adapted according to the needs of the students, the environment and the workplace.

## Program Components

### Program Goals

Program goals consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

### Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of career and personal development that have not been explicitly included in the program goals or competencies. They serve to orient appropriate teaching strategies to contextualize students' learning, in keeping with the dimensions underlying the practice of a trade or occupation. They help guide educational institutions in implementing the program.

### Competency

A competency is the ability to act, succeed and evolve in order to adequately perform tasks or activities related to one's working or personal life, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

A competency in vocational training can be defined in terms of a behaviour or a situation, and includes specific practical guidelines and requirements for learning.

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<sup>1</sup> *Education Act* (R.S.Q., c. I-13.3, s. 461).

## 1. Behavioural Competency

A behavioural competency describes the actions and the results expected of the student. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.
- The *achievement context* corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context attempts to recreate an actual work situation but does not describe a learning or evaluation situation.
- The *performance criteria* define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole. When associated with a specific element, performance criteria are used to judge whether a competency has been acquired. When associated with the competency as a whole, the criteria describe the requirements for performing a task or activity and provide information on the expected level of performance or the overall quality of a product or service.

## 2. Situational Competency

A situational competency describes the situation in which students are placed to acquire learning, and allows for actions and results to vary from one student to another. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* outline the essential aspects of the competency and ensure a better understanding of the competency with respect to the expected outcome. The elements of the competency are fundamental to the implementation of the learning situation.
- The *learning context* provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three key phases of learning: information, participation and synthesis.
- The *instructional guidelines* provide reference points and means for teachers to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria* describe requirements that the students must meet when participating in learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning situation.

### Competency-Related Knowledge and Know-How

*Competency-related knowledge and know-how*, together with *related guidelines*, are provided for information purposes. Competency-related knowledge and know-how define the essential and meaningful learning that students must acquire in order to apply and continue to develop the competency. They are in keeping with the job market and are accompanied by guidelines that provide information about the field of application, level of complexity and learning content. They generally encompass learning associated with knowledge, skills, strategies, attitudes, perceptions, etc.

## **Duration**

The total duration of the program is compulsory and must be observed. It consists of teaching time, which includes time for the evaluation of learning and for enrichment or remedial activities, depending on the students' needs. The duration indicated for a given competency refers to the amount of time needed to develop the competency.

The amount of teaching time corresponds to the amount of time allotted to training, which is established during program development as the average amount of time needed to acquire a competency and evaluate learning. This duration is helpful in organizing training.

## **Credit**

A credit is a unit used for expressing the quantitative value of each competency. One credit corresponds to 15 hours of training.

# **Aspects of Program Implementation**

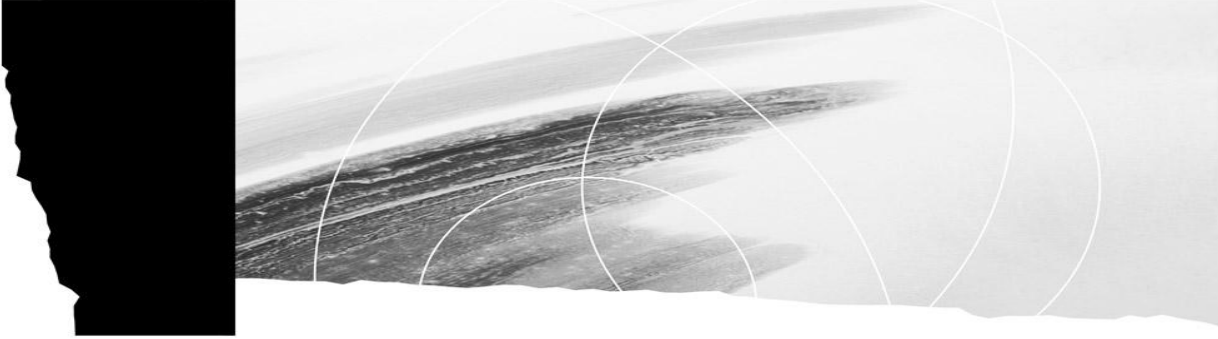
## **Program-Based Approach**

The program-based approach is founded on a comprehensive view of a program of study and its components (e.g. goals, educational aims, competencies). It requires concerted action among all players involved, from the initial stages of program design and development, to program implementation and evaluation. It consists in ensuring that all of the actions and activities proposed are based on the same aims and take into account the same orientations. For students, the program-based approach makes training more meaningful as it presents learning as a coherent whole.

## **Competency-Based Approach**

In vocational training, the competency-based approach is based on a teaching philosophy that is designed to help students mobilize their own individual sets of resources in order to act, succeed and evolve in different contexts, according to established performance levels with all the required knowledge and know-how (e.g. skills, strategies, attitudes, perceptions). The competency-based approach is carried out in situations that are relevant to the students' working life and personal life.





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5841

**Pharmacy Technical Assistance**

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Year of approval: 2013

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<b>Certification:</b>	Diploma of Vocational Studies
<b>Number of credits:</b>	82
<b>Number of competencies:</b>	17
<b>Total duration:</b>	1230 hours

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To be eligible for admission to the *Pharmacy Technical Assistance* program, candidates must meet one of the following requirements:

- Persons holding a Secondary School Diploma or a recognized equivalent are not subject to any additional requirements.
- OR
- Persons who are at least 16 years of age on September 30 of the school year in which they begin their training must meet the following condition: they must have obtained Secondary IV credits in language of instruction, second language and mathematics in programs established by the Minister, or have been granted recognition of equivalent learning.
- OR
- Persons who are at least 18 years of age upon entry into the program must have the following functional prerequisites: the successful completion of the General Development Test, as well as credits in language of instruction ENG 3101-1 and ENG 3102-2, or recognition of equivalent learning.
- OR
- Persons who have obtained Secondary III credits in language of instruction, second language and mathematics in programs established by the Minister are required to pursue general education courses, concurrently with their vocational training, in order to obtain the Secondary IV credits they lack in language of instruction, second language and mathematics in programs established by the Minister.

The duration of the program is 1230 hours, which includes 735 hours spent on the specific competencies required to practise the trade or occupation and 495 hours on general, work-related competencies. The program of study is divided into 17 competencies, which vary in length from 30 to 135 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

## Specifics of the Program

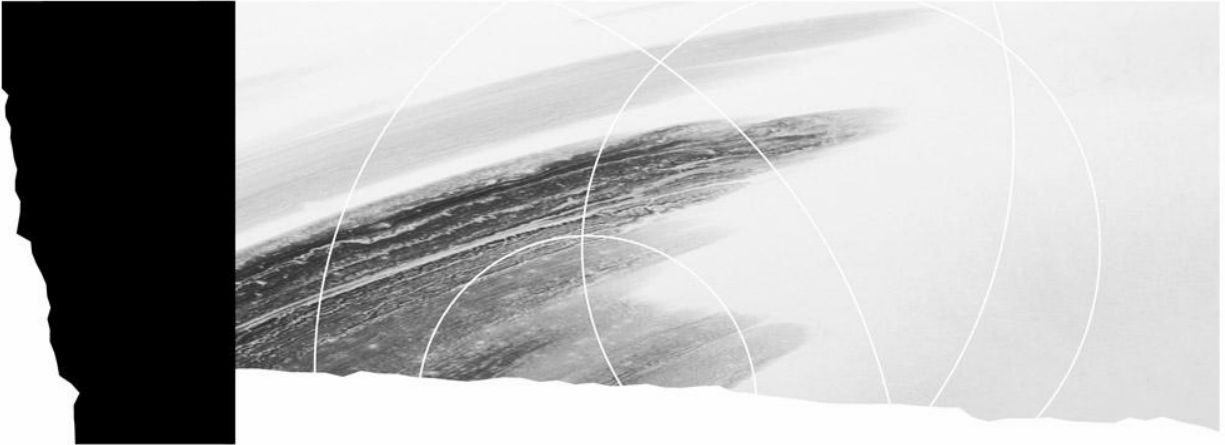
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The requirements of the job market and the legal conditions surrounding the hiring of pharmacy technical assistants are such that individuals graduating with a DVS in *Pharmacy Technical Assistance* must be at least 18 years of age by the time they enter the job market.

The term “drug” is used in different competencies to reflect the reality of the job market. However, teachers may replace drugs with placebos or substitutes during the teaching process.

The training students receive in the competencies *Work-Related Tasks in Community Pharmacies* and *Work-Related Tasks in Health Care Institutions* provides them with an opportunity to handle drugs as they learn their occupation in the workplace.

<b>Competency</b>	<b>Code</b>	<b>Number</b>	<b>Hours</b>	<b>Credits</b>
Occupational Analysis	746012	1	30	2
Pharmaceutical Calculations	746025	2	75	5
Legislation and Professional Ethics	746032	3	30	2
Non-Parenteral Drugs	746047	4	105	7
Occupational Health and Safety	746052	5	30	2
Pharmaceutical Applications Software in Community Pharmacies	746063	6	45	3
Pharmaceutical Applications Software in Health Care Institutions	746073	7	45	3
Practicum in the Workplace	746085	8	75	5
Customer Service	746094	9	60	4
Parenteral Drugs	746104	10	60	4
Non-Sterile Preparations	746112	11	30	2
Dispensing in Community Pharmacies	746129	12	135	9
Dispensing in Health Care Institutions	746139	13	135	9
Inventory Management	746143	14	45	3
Sterile Preparations	746158	15	120	8
Work-Related Tasks in Community Pharmacies	746167	16	105	7
Work-Related Tasks in Health Care Institutions	746177	17	105	7



# **Part I**

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**Program Goals**

**Educational Aims**

**Statements of the Competencies**

**Grid of Competencies**

**Harmonization**





## Program Goals

The *Pharmacy Technical Assistance* program prepares students to practise the occupation of pharmacy technical assistant.

Pharmacy technical assistants work under the supervision of pharmacists in community pharmacies and health care institutions.

Their primary function is to assist the pharmacist in dispensing prescriptions, creating and updating patients' records, and distributing and selling pharmaceutical products and drugs. They are also called upon to prepare and package drugs under the pharmacist's supervision and manage inventory.

The program goals of the *Pharmacy Technical Assistance* program are based on the general goals of vocational training. These goals are as follows:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
  - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
  - to prepare students to progress satisfactorily on the job (which implies having the technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics and health and safety)
- To help students integrate into the work force, that is:
  - to familiarize students with the job market in general and the context surrounding the trade or occupation they have chosen
  - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
  - to help students develop their autonomy and ability to learn, and acquire effective work methods
  - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
  - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
  - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
  - to help students develop positive attitudes toward change
  - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

## Educational Aims

The *Pharmacy Technical Assistance* program helps students develop the following attitudes and behaviours, deemed essential to the practice of the occupation by representatives employed in the field and in education:

- To acquire effective work methods and develop a sense of discipline
- To develop initiative, a sense of responsibility and the desire to do good work
- To develop the ability to adapt to different people, situations and work environments
- To foster the establishment of helping relations and an atmosphere of trust with customers
- To develop a concern for public health

# Statements of the Competencies

## List of Competencies

- Analyze the occupation.
- Perform pharmaceutical calculations.
- Observe the laws, regulations and standards governing the practice of the occupation.
- Identify non-parenteral drugs and their characteristics.
- Take occupational health and safety precautions.
- Use pharmaceutical applications software for community pharmacies.
- Use pharmaceutical applications software for health care institutions.
- Do a practicum in the workplace.
- Perform customer service activities.
- Identify the characteristics of parenteral drugs.
- Make non-sterile preparations.
- Fill prescriptions in a community pharmacy.
- Fill prescriptions in a health care institution.
- Manage inventory.
- Make sterile preparations.
- Perform work-related tasks in a community pharmacy.
- Perform work-related tasks in a health care institution.

## Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade or occupation.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency. Shaded symbols indicate that these relationships have been taken into account in the acquisition of specific competencies. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired and serves as a point of departure for determining how all of the competencies will be taught.

## GRID OF COMPETENCIES

<b>PHARMACY TECHNICAL ASSISTANCE</b>	<b>GENERAL COMPETENCIES</b>											
	Competency number	Type of competency	Duration (in hours)	Analyse the occupation	Perform pharmaceutical calculations	Observe the laws, regulations and standards governing the practice of the occupation	Identify non-parenteral drugs and their characteristics	Take occupational health and safety precautions	Use pharmaceutical applications software for community pharmacies	Use pharmaceutical applications software for health care institutions	Do a practicum in the workplace	Identify the characteristics of parenteral drugs
<b>SPECIFIC COMPETENCIES</b>	<b>Competency number</b>			1	2	3	4	5	6	7	8	10
	<b>Type of competency</b>			B	B	B	B	B	B	B	B	B
	<b>Duration (in hours)</b>			30	75	30	105	30	45	45	75	60
Perform customer service activities	9	B	60	●	○	●	○	●	○	○	●	○
Make non-sterile preparations	11	B	30	●	●	●	●	●	●	○		○
Fill prescriptions in a community pharmacy	12	B	135	●	●	●	●	●	●		●	●
Fill prescriptions in a health care institution	13	B	135	●	●	●	●	●		●	●	●
Manage inventory	14	B	45	●	○	●	●	●		●	○	●
Make sterile preparations	15	B	120	●	●	●	●	●	○	●		●
Perform work-related tasks in a community pharmacy	16	B	105	●	●	●	●	●	●		●	●
Perform work-related tasks in a health care institution	17	B	105	●	●	●	●	●		●	●	●

## Harmonization

The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

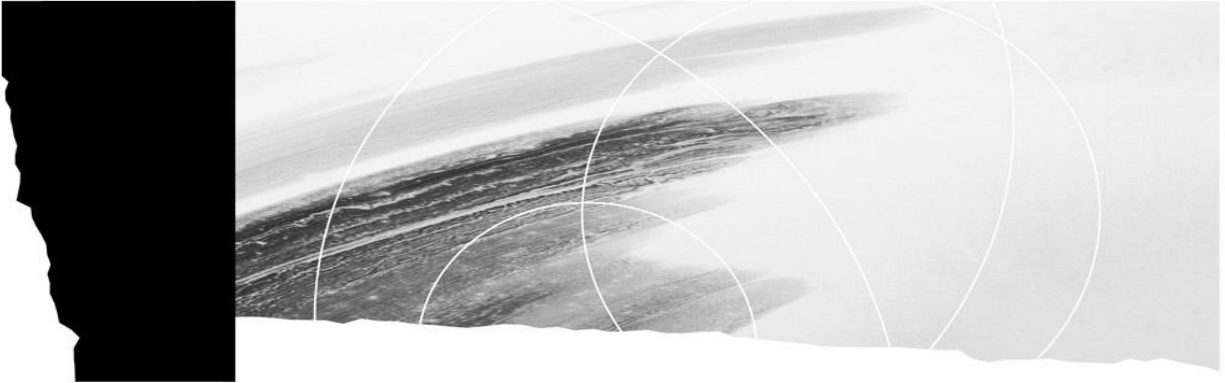
Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be "inter-level" when it focuses on training programs at different levels, "intralevel" when it focuses on programs within the same educational level, and "inter-sector" when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

The *Pharmacy Technical Assistance* program does not share any competencies with other programs at this time.





## **Part II**

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### **Program Competencies**





Competency 1      Duration 30 hours   Credits 2

### ***Behavioural Competency***

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#### **Statement of the Competency**

Analyze the occupation.

#### **Achievement Context**

- Given recent information about the occupation
- Using reference documents
- Using traditional and electronic research materials

#### **Elements of the Competency**

#### **Performance Criteria**

---

- |  |  |
|--|--|
| <p>1. Examine the characteristics of the occupation and the conditions governing it.</p>               | <ul style="list-style-type: none"> <li>• Identification of relevant information</li> <li>• Accurate identification of the general characteristics of the occupation</li> <li>• Accurate comparison of the different types of workplaces</li> <li>• Consideration of career path possibilities</li> <li>• Accurate identification of the limitations of the occupation</li> </ul> |
| <p>2. Examine the tasks involved in the occupation.</p>  | <ul style="list-style-type: none"> <li>• Accurate identification of tasks and performance requirements</li> <li>• Consideration of the main work organization models</li> <li>• Accurate identification of occupational health and safety aspects</li> </ul>   |
| <p>3. Examine the skills and behaviours required to practise the occupation.</p>                       | <ul style="list-style-type: none"> <li>• Relevant connections established between skills and behaviours and the different tasks involved in the occupation</li> <li>• Accurate identification of the behaviours required to practise the occupation</li> <li>• Accurate identification of the rules of professional ethics</li> </ul>  |
| <p>4. Recognize the history of the occupation, different trends and potential future developments.</p> | <ul style="list-style-type: none"> <li>• Consideration of the history of the occupation over the years</li> <li>• Accurate identification of the main technologies used</li> <li>• Accurate identification of the impact of trends and new products and processes on the occupation</li> </ul>   |

5. Confirm their career choice.

- Thorough examination of the characteristics of the program of study
- Relevant connections established between the program and the occupation
- Accurate comparison of the nature and requirements of the occupation with their preferences, aptitudes and interests

*For the competency as a whole:*

- Use of appropriate documentation
- Appropriate connections established among the different items of information

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Examine the characteristics of the occupation and the conditions governing it.

- Identify the characteristics of the job market in general and the occupation in particular.
  - Workplaces (community pharmacies, health care institutions, companies)
  - Job requirements
  - Job prospects
  - Limitations of the occupation (educational aim 2)
- Identify the characteristics of the different types of workplaces.
  - Care and services offered (educational aim 3)
  - Types of clientele (educational aim 3)
  - Cultural and social context (educational aim 3)
  - Working conditions (educational aim 3)
  - Visits to different workplaces

2. Examine the tasks involved in the occupation.

- Differentiate between the tasks carried out in different workplaces.
  - Legal provisions
  - Roles and functions
  - Physical requirements
  - Organizational structure
- Examine work situations.
  - Physical layout (educational aim 3)
  - Available equipment
  - Procedures (educational aim 3)
  - Composition of work team (educational aim 3)
  - Safety rules
  - Search for an opportunity to observe pharmacy technical assistants at work
  - Observation and information gathering

## 3. Examine the skills and behaviours required to practise the occupation.

- Inquire as to the nature and requirements of the occupation.
  - Attitudes and behaviours
  - Cognitive skills
  - Personal and professional values
  - Professional ethics

## 4. Recognize the history of the occupation, different trends and potential future developments.

- Learn about the history of the occupation.
  - Origins of the occupation
  - History of the occupation
  - New technologies and forms of work organization
  - Ordre des pharmaciens du Québec
- Learn about possible career paths.
  - Prospects
  - Association québécoise des assistant(e)s techniques en pharmacie (AQATP)
  - Continuing education

## 5. Confirm their career choice.

- Learn about the program of study.
  - Program of study
  - Reason for the competency
  - Relationships to other competencies
  - Methods of evaluation and the certification of studies
  - Links between the different competencies in the program and the occupation
  - Meeting with a graduate of the program
- Describe their perception of the program of study and their reactions to the occupation.
  - Explanation of their career choice
  - Confirmation of their career choice

*For the competency as a whole:*

- Understand the importance of the competency with regard to the occupation.
  - Relationships to Competencies 9, 11, 12, 13, 14, 15, 16 and 17



Competency 2      Duration 75 hours      Credits 5

***Behavioural Competency***

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**Statement of the Competency**

Perform pharmaceutical calculations.

**Achievement Context**

- Given prescriptions
- Using a basic calculator

**Elements of the Competency**

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**Performance Criteria**

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- |  |   |
|--|---|
| <p>1. Perform calculations concerning the dosage and quantity of drugs as well as the duration of treatment.</p> | <ul style="list-style-type: none"> <li>• Correct identification of abbreviations and symbols related to the quantity and frequency of administration of drugs</li> <li>• Appropriate conversion of data from one unit of measure to another</li> <li>• Appropriate conversion of data from one system of measurement to another</li> <li>• Accurate calculation of dosage according to the dosage form or concentration of the drug</li> <li>• Precise calculation of the total quantity of the drug</li> <li>• Precise calculation of the duration of treatment</li> </ul> |
| <p>2. Calculate the final concentration of a drug.</p>   | <ul style="list-style-type: none"> <li>• Precise calculation of the concentration as a ratio or percentage according to the quantities of ingredients indicated</li> <li>• Precise calculation of the concentration of a powdered drug occupying a significant volume in a vial</li> </ul>  |
| <p>3. Calculate the quantity of ingredients required for extemporaneous compounding.</p>                         | <ul style="list-style-type: none"> <li>• Accurate calculation of the quantity of each ingredient according to the total quantity and concentration required for the prescription</li> <li>• Precise calculation of the weight or volume of ingredients when reducing or increasing the quantities specified in the compounded formula</li> </ul>  |
| <p>4. Calculate the quantity of ingredients required to obtain a dilution of a stock solution.</p>               | <ul style="list-style-type: none"> <li>• Appropriate choice of formula</li> <li>• Precise calculation of the quantity of each ingredient according to the concentration required for the prescription</li> </ul>  |
| <p>5. Calculate the quantity of ingredients and infusion bags required for a prescription.</p>                   | <ul style="list-style-type: none"> <li>• Appropriate choice of formula</li> <li>• Precise calculation of the quantity of each product according to the rate of administration</li> </ul>  |

*For the competency as a whole:*

- Expression of results in the required unit of measure

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Perform calculations concerning the dosage and quantity of drugs as well as the duration of treatment.
  - Identify the information in the prescription. Dosage, frequency, duration of treatment, quantity  
Abbreviations of the most common dosage forms  
Abbreviations related to the most common frequencies of administration  
Units of measure of the apothecaries', imperial and metric systems  
Roman numerals
  - Perform basic calculations to obtain accurate and estimated results. Basic arithmetic operations  
Whole numbers, decimals and fractions  
Rules for rounding off generally applied in pharmacy
  - Solve simple mathematical problems. Rule of three  
Selection of data for problem solving  
Conversion of the necessary units of measure  
Rules for writing metric measurements
2. Calculate the final concentration of a drug.
  - Convert a concentration expressed as a ratio into a percentage and vice versa. Percentages: % w/v, % w/w, % v/v, % v/w  
Ratios: w:v, w:w, v:v, v:w  
Solution: mg/mL  
Rules for expressing proportions
3. Calculate the quantity of ingredients required for extemporaneous compounding.
  - Identify the necessary information in the prescription. Frequently used extemporaneous compounds  
Selection of data for problem solving
  - Perform an operation to calculate the quantity of each ingredient required to obtain a final product with the appropriate concentration. Situations requiring the use of alligation
4. Calculate the quantity of ingredients required to obtain a dilution of a stock solution.
  - Convert a concentration expressed as a percentage into a ratio and vice versa. Percentages: % w/v, % w/w, % v/v, % v/w  
Ratios: w:v, w:w, v:v, v:w

- Recognize when it is necessary to make a dilution using a stock solution. Frequently used stock solutions
  - 5. Calculate the quantity of ingredients and infusion bags required for a prescription.
    - Identify the necessary information in the prescription. Frequently used preparations  
Dosage, volume, rate of administration, duration of treatment
    - Perform mathematical operations. Rule of three  
Sequence of operations
- For the competency as a whole:*
- Understand the importance of the competency with regard to the occupation. Reason for the competency  
Relationships to Competencies 11, 12, 13, 15, 16 and 17
  - Recognize the consequences of calculation errors. Accurate data (educational aim 2)





Competency 3                      Duration 30 hours      Credits 2

### ***Behavioural Competency***

---

#### **Statement of the Competency**

Observe the laws, regulations and standards governing the practice of the occupation.

#### **Achievement Context**

- Using legislative documents in effect in the workplace
- Using documents on professional ethics
- Using reference documents

#### **Elements of the Competency**

#### **Performance Criteria**

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- |  |   |
|--|---|
| <p>1. Recognize the legal provisions respecting the occupation.</p>                    | <ul style="list-style-type: none"> <li>• Accurate distinction between provincial and federal legislation</li> <li>• Consideration of the aspects of the occupation affected by legislation</li> <li>• Accurate identification of the limitations of their position</li> </ul>   |
| <p>2. Recognize the legal provisions respecting the creation of patients' records.</p> | <ul style="list-style-type: none"> <li>• Accurate identification of the components of a prescription</li> <li>• Accurate identification of the components of a label</li> <li>• Accurate identification of the components of a patient's record</li> </ul>  |
| <p>3. Recognize the legal provisions respecting drugs.</p>                             | <ul style="list-style-type: none"> <li>• Accurate identification of the specific characteristics of prescription drugs according to the legal classification and its schedules</li> <li>• Accurate identification of all of the information included in the controlled drug registers</li> <li>• Consideration of the actual expiry date</li> <li>• Accurate identification of procedures for transferring prescriptions</li> </ul> |
| <p>4. Follow the rules of professional ethics.</p>                                     | <ul style="list-style-type: none"> <li>• Accurate identification of the required professional behaviours</li> <li>• Consideration of the code of ethics</li> <li>• Consideration of their responsibilities and limitations in each situation</li> <li>• Accurate clarification of the difference between personal and professional values</li> </ul>  |

*For the competency as a whole:*

- Use of appropriate documentation
- Appropriate establishment of connections between the legislative context and the practice of the occupation

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Recognize the legal provisions respecting the occupation.

- Establish connections between the legislation and the practice of the occupation.
  - Differentiation between provincial and federal legislation
  - Pharmacy Act* and associated regulations, Bill 113, Bill 90, code of ethics
  - Examples of illegal procedures
- Recognize situations in which pharmacy technical assistants could exceed the limitations of the occupation.
  - Current standard respecting the delegation of acts
  - Responsibilities and limitations associated with the occupation (educational aim 2)
  - Work overload and inappropriate requests on the part of the employer, the institution, a colleague, a customer, friends or family
  - Consequences of failing to respect their limitations (educational aim 1)

#### 2. Recognize the legal provisions respecting the creation of patients' records.

- Be familiar with the legal provisions respecting the filling of prescriptions.
  - Standards associated with prescriptions: individual, collective, procedure
  - Prescriptions given verbally and over the telephone
- Be familiar with the legal provisions respecting the creation of patients' records.
  - Regulations respecting patients' records
  - Regulations respecting the labelling of prescription drugs and poisons
  - Programme Alert
  - Possible consequences of errors

#### 3. Recognize the legal provisions respecting drugs.

- Be familiar with the terms and conditions for the sale of drugs.
  - Food and Drugs Act*
  - Regulation respecting the terms and conditions for the sale of medications*
  - Drug ID number
  - Manufacturers' labels and packaging
  - Drug code
  - Actual expiry date
  - Safety cap
  - Location of drugs depending on their legal classification and the type of workplace

- Be familiar with the methods of handling drugs.
  - Legal classifications and schedules
  - Summary of regulations respecting narcotics, controlled drugs, benzodiazepines and other targeted substances
  - Distinction between fractioning and partial filling
  
- Be familiar with the information to be recorded in the controlled drug registers.
  - Purchase and sales registers depending on the legal class
  - Controlled drug registers in health care institutions
  - Destruction of narcotics, controlled drugs and targeted substances
  
- 4. Follow the rules of professional ethics.
  - Refer to ethics documents currently in effect.
    - Documents on professional ethics in the workplace
    - Professional responsibilities (educational aim 3)
    - Ethics-related portion of *An Act respecting occupational health and safety*
    - An Act respecting health services and social services*
  
  - Recognize different values and related behaviours.
    - Professional behaviours: tolerance, respect, compassion, discretion, confidentiality, integrity (educational aim 4)
    - Appropriate behaviours associated with the occupation (educational aim 4)
  
  - Be familiar with the professional behaviours required to practise the occupation.
    - Legal provisions
    - Community pharmacies and health care institutions
    - Functions and roles
    - Consequences of failing to respect the rules of the occupation (educational aim 4)
    - Possible consequences of inappropriate behaviour
  
- For the competency as a whole:*
  - Understand the importance of the competency with regard to the occupation.
    - Reason for the competency
    - Relationships to Competencies 9, 11, 12, 13, 14, 15, 16 and 17



Competency 4      Duration 105 hours      Credits 7

***Behavioural Competency***

---

**Statement of the Competency**

Identify non-parenteral drugs and their characteristics.

**Achievement Context**

- Working with common non-parenteral drugs
- Taking into account the legal and therapeutic classifications of drugs used by the applicable governing bodies
- Using reference documents
- Using pharmacy software

**Elements of the Competency**

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**Performance Criteria**

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- |   |   |
|---|---|
| 1. Identify the class or subclass of different drugs.             | <ul style="list-style-type: none"> <li>• Accurate identification of the legal class of drugs according to the classification of the applicable governing body</li> <li>• Accurate identification of the therapeutic class and subclass of the drugs presented</li> </ul>  |
| 2. Recognize the names of drugs.                                  | <ul style="list-style-type: none"> <li>• Accurate association of a drug's brand name with its common or generic name</li> <li>• Accurate association of a drug's common or generic name with its brand name</li> </ul>  |
| 3. Identify the routes of administration of different drugs.      | <ul style="list-style-type: none"> <li>• Accurate identification of the possible route of administration of a drug's various dosage forms</li> <li>• Accurate identification of the specific characteristics of each route of administration</li> </ul>   |
| 4. Identify the different dosage forms and their characteristics. | <ul style="list-style-type: none"> <li>• Accurate association of common medications with their various dosage forms</li> <li>• Accurate association of the concentration of the principal active ingredients of a drug with its various dosage forms</li> <li>• Accurate identification of the characteristics of each dosage form</li> <li>• Accurate identification of the different ways of storing drugs</li> </ul> |

*For the competency as a whole:*

- Use of appropriate terminology

### Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Identify the class or subclass of different drugs.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Refer to federal and provincial regulations respecting pharmacy.</li> </ul>                                 | Legal classes of drugs established by the federal government<br>Drug schedules established by the provincial government  |
| <ul style="list-style-type: none"> <li>• Associate the classes and subclasses of drugs with the components of a system in the human body.</li> </ul> | Classes and subclasses according to the Régie de l'assurance maladie du Québec (RAMQ) drug formulary<br>Principal functions of each system in the human body: respiratory, sensory, cardiovascular, locomotor, nervous, urinary, digestive, reproductive |

#### 2. Recognize the names of drugs.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Distinguish between a drug's brand name and its common or generic name.</li> </ul> | RAMQ drug formulary<br>Original brand names |
| <ul style="list-style-type: none"> <li>• Recognize the principal chemical symbols used in pharmacy.</li> </ul>              | Periodic table of the elements              |

#### 3. Identify the routes of administration of different drugs.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Distinguish among the different routes of administration.</li> </ul>   | Routes of administration: oral, sublingual, nasal, ophthalmic, otic, respiratory, topical, transdermal, vaginal, rectal |
| <ul style="list-style-type: none"> <li>• Recognize the meaning of the abbreviations used to represent routes of administration for non-parenteral drugs.</li> </ul> | List of abbreviations   |

#### 4. Identify the different dosage forms and their characteristics.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Distinguish between the principal dosage forms.</li> </ul>   | Tablet (sublingual, enteric, effervescent, long acting, vaginal), capsule, powder, syrup, suspension, solution, elixir, suppository, ovule, drops, cream, ointment, lotion, aerosol |
| <ul style="list-style-type: none"> <li>• Recognize the meaning of the abbreviations used to represent the different dosage forms.</li> </ul>              | Dosage forms and abbreviations in the RAMQ formulary  |
| <ul style="list-style-type: none"> <li>• Associate the most common concentration or concentrations of a drug with its dosage form.</li> </ul>             | RAMQ drug formulary   |
| <ul style="list-style-type: none"> <li>• Distinguish among the different methods of preserving, storing and using common non-parenteral drugs.</li> </ul> | Manufacturers' labels and monographs<br>Compendium of pharmaceuticals and specialties (CPS)<br>Electronic documentation   |

*For the competency as a whole:*

- |  |  |
|--|--|
| • Understand the importance of the competency with regard to the occupation. | Reason for the competency<br>Relationships to Competencies 11, 12, 13, 14, 15, 16 and 17 |
| • Use the terminology associated with the competency.                        | Appropriate terminology  |





Competency 5      Duration 30 hours      Credits 2

***Behavioural Competency***

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**Statement of the Competency**

Take occupational health and safety precautions.

**Achievement Context**

- Using the necessary products, materials and equipment
- Using personal safety equipment
- In accordance with established procedures and techniques

**Elements of the Competency**

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**Performance Criteria**

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1. Recognize high-risk situations.

- Association of potentially hazardous situations with the work environment
- Consideration of the dangers associated with handling and storing hazardous materials
- Consideration of the dangers associated with the use of equipment
- Consideration of the personal and occupational hygiene measures necessary in each situation

2. Take precautions to control health and safety risks.

- Appropriate choice of personal safety equipment
- Proper application of health and safety measures depending on the location
- Observance of health and safety rules concerning the choice and use of products, materials and equipment
- Proper application of health and safety measures associated with the occupational activities being performed
- Proper application of procedures for working around antineoplastics
- Safe and proper management of waste produced by the materials and equipment used

3. Apply preventive measures to ensure hygiene and asepsis.

- Proper application of measures to ensure asepsis
- Donning and removal of protective clothing appropriate to the type of preparation to be performed
- Observance of the sequence of steps in the technique used
- Proper application of hand washing techniques
- Proper application of measures to ensure hygiene and asepsis depending on the location and the occupational activities being performed

For the competency as a whole:

- Observance of the rules of hygiene and asepsis
- Observance of health and safety rules

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Recognize high-risk situations.

- Recognize occupational situations that pose a risk.
  - Depending on the work environment: physical environment, work organization, materials and equipment, work methods, working conditions
  - Chemical and physical stressors
  - Potential sources of exposure
  - Preventive measures
  - Association paritaire pour la santé et la sécurité du travail du secteur affaires sociales (ASSTSAS) guidelines
- Identify the dangers associated with hazardous materials.
  - Determination of potential risk factors: handling of materials and products
  - Impact of dangers associated with the use of hazardous materials
  - Pictograms
  - ASSTSAS guidelines
  - Manufacturer's instructions
- Identify the risk factors for contamination.
  - Chain of infection
  - Principal groups of microorganisms
  - Microorganism entry paths
  - Factors conducive to the growth of microorganisms
  - Vulnerabilities to infection
  - Transmission patterns for common illnesses
  - Personal and occupational hygiene measures
  - Policies in different workplaces

## 2. Take precautions to control health and safety risks.

- Apply safety rules.
  - Safety rules associated with pharmacy tasks
  - An Act respecting occupational health and safety*
  - Public Health Act* (educational aim 5)
  - Safety equipment appropriate to the task to be performed
  - Ergonomics
  - Characteristics of bacteriostatic agents, disinfectants and antiseptics, and the hazards associated with their use
  - Policies in different workplaces
  
- Apply preventive measures when working around antineoplastics.
  - Handling, transportation, storage, appropriate clothing and materials, identification, accidental exposure, spills
  - Handling and work methods
  - Reception of damaged merchandise
  - Contamination of clothing or fume hood
  - Procedure for destroying antineoplastic waste
  - ASSTSAS guidelines
  - Policies in different workplaces
  
- React in an emergency situation.
  - Skin reactions: allergies, intolerance and hypersensitivity
  - Physical and material resources
  - Application of procedure

## 3. Apply preventive measures to ensure hygiene and asepsis.

- Wear protective clothing.
  - Donning and removal of the protective clothing required to prepare products, including antineoplastics
  - Techniques for donning and removing sterile gloves
  - Order in which protective clothing is donned
  
- Use hand washing techniques.
  - Hygienic hand washing, antiseptic hand washing and aseptic brushing
  - Steps in the hand washing procedure
  
- Understand the importance of observing preventive measures and correctly applying hygiene and asepsis techniques.
  - Contamination factors
  - Work methods (educational aim 1)
  - Occupational responsibility (educational aim 2)
  - Quality control tests
  - Possible consequences of inappropriate behaviour
  - Consequences of failure to follow the rules

*For the competency as a whole:*

- Understand the importance of the competency with regard to the occupation.
  - Reason for the competency
  - Relationships to Competencies 9, 11, 12, 13, 14, 15, 16 and 17



Competency 6      Duration 45 hours      Credits 3

***Behavioural Competency***

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**Statement of the Competency**

Use pharmaceutical applications software for community pharmacies.

**Achievement Context**

- Given prescriptions to be filled in a community pharmacy
- Using computer hardware and pharmaceutical applications software
- Using reference documents
- In accordance with current regulations

**Elements of the Competency**

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**Performance Criteria**

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- |   |  |
|---|--|
| 1. Perform operations related to patients' records. | <ul style="list-style-type: none"> <li>• Proper creation of patient's record</li> <li>• Appropriate updating of patient's record</li> <li>• Accuracy of data recorded</li> </ul>   |
| 2. Perform operations related to prescriptions.     | <ul style="list-style-type: none"> <li>• Entry of all information in a new prescription</li> <li>• Appropriate refilling of a prescription</li> <li>• Proper modifications to data</li> <li>• Accuracy of data recorded</li> </ul> |
| 3. Produce documents for a customer.                | <ul style="list-style-type: none"> <li>• All required documents included</li> <li>• Proper printing of documents</li> </ul>  |

*For the competency as a whole:*

- Observance of current legislation
- Appropriate use of hardware and software depending on the requests received
- Effective and rapid organization and performance of tasks

**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

- |   |   |
|---|---|
| 1. Perform operations related to patients' records.                                       |   |
| <ul style="list-style-type: none"> <li>• Create and update a patient's record.</li> </ul> | <p>Legal provisions respecting patients' records<br/>Codes required to create patients' records and prescriptions<br/>Most common remarks found in patients' records and their importance</p> |

- Recognize the importance of accurately inputting all the required data.
    - Mandatory and relevant information (educational aim 2)
    - Consequences of errors and omissions
2. Perform operations related to prescriptions.
- Record and refill a prescription in a patient's record.
    - New or future prescription
    - Legal provisions respecting prescriptions
    - Entry of prescription information in the appropriate field
  - Recognize the importance of accurately inputting all the required data.
    - Mandatory and relevant information (educational aim 2)
    - Consequences of errors and omissions
3. Produce documents for a customer.
- Print documents.
    - Documents to be printed: labels, receipts, data sheets, pharmacological profiles
    - Use of printer: paper feed for sheets, labels and receipts, changing the cartridge
- For the competency as a whole:*
- Understand the importance of the competency with regard to the occupation.
    - Reason for the competency
    - Relationships to Competencies 11, 12 and 16
  - Make optimal use of a keyboarding technique to increase typing speed.
  - Observe current legislation.
    - Review of Competency 3
  - Use the appropriate procedure for accessing the main menu and the desired file.
  - Recognize the importance of accurately inputting all the required data.

Competency 7      Duration 45 hours      Credits 3

***Behavioural Competency***

---

**Statement of the Competency**

Use pharmaceutical applications software for health care institutions.

**Achievement Context**

- Given prescriptions to be filled in a health care institution
- Using computer hardware and pharmaceutical applications software
- Using reference documents
- In accordance with current regulations

**Elements of the Competency****Performance Criteria**

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- |   |   |
|---|---|
| 1. Perform operations related to patients' records. | <ul style="list-style-type: none"> <li>• Proper creation of patient's record</li> <li>• Appropriate updating of patient's record</li> <li>• Accuracy of data recorded</li> </ul>  |
| 2. Perform operations related to prescriptions.     | <ul style="list-style-type: none"> <li>• Entry of all information in a new prescription</li> <li>• Recording of the quantity of doses missing</li> <li>• Proper modifications to data</li> <li>• Accuracy of data recorded</li> </ul> |
| 3. Produce documents for physicians and nurses.     | <ul style="list-style-type: none"> <li>• All required documents included</li> <li>• Proper printing of documents</li> </ul>   |

*For the competency as a whole:*

- Observance of current legislation
- Appropriate use of hardware and software depending on the requests received
- Effective and rapid organization and performance of tasks

**Suggestions for Competency-Related Knowledge and Know-How**

---

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

- |  |   |
|--|---|
| 1. Perform operations related to patients' records.  |   |
| <ul style="list-style-type: none"> <li>• Create and update a patient's records.</li> </ul> | <p>Legal provisions respecting patients' records<br/>Codes required to create patients' records and prescriptions<br/>Most common remarks found in patients' records and their importance</p> |

- Recognize the importance of accurately inputting all the required data.
    - Mandatory and relevant information (educational aim 2)
    - Consequences of errors and omissions
2. Perform operations related to prescriptions.
- Record a prescription in the patient's record.
    - New prescription
    - Modification and cancellation of a prescription
    - Refilling and extension of a prescription
    - Legal provisions respecting prescriptions
    - Entry of prescription information in the appropriate field
  - Recognize the importance of accurately inputting all the required data.
    - Mandatory and relevant information (educational aim 2)
    - Consequences of errors and omissions
3. Produce documents for physicians and nurses.
- Print documents.
    - Documents to be printed: labels, pharmacological profiles, drug administration forms
- For the competency as a whole:*
- Understand the importance of the competency with regard to the occupation.
    - Reason for the competency
    - Relationships to Competencies 13, 14, 15 and 17
  - Make optimal use of a recognized keyboarding technique.
    - Maintenance and acceleration of typing speed
  - Observe current legislation.
    - Review of Competency 3
  - Use the appropriate procedure for accessing the main menu and the desired file.
  - Use a printer for labels and reports.
  - Recognize the importance of accurately inputting all the required data.



Competency 8      Duration 75 hours   Credits 5

### ***Behavioural Competency***

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#### **Statement of the Competency**

Do a practicum in the workplace.

#### **Achievement Context**

- Given recent information about the occupation
- Using reference documents
- Using traditional and electronic research materials

#### **Elements of the Competency**

#### **Performance Criteria**

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1. Look for a practicum position.

- Appropriate planning of practicum search
- Consultation of relevant sources of information
- Appropriate preparation of a list of potential employers
- Preparation of the necessary documents
- Appropriate preparation for selection interview
- Search for an appropriate employer

2. Examine the characteristics of the workplace.

- Accurate identification of type of work organization
- Accurate identification of workplace procedures
- Attentive examination of practicum documents

3. Establish working relationships.

- Adoption of appropriate attitudes
- Application of measures to improve their communication skills
- Quality of communication with colleagues
- Appropriate adaptation to problem or conflict situations

4. Work in a team.

- Determination of means of ensuring continuity from one team to the next
- Application of means of improving the quality of their work in a team

*For the competency as a whole:*

- Adoption of professional attitudes and behaviours

### Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Look for a practicum position.
  - Plan their practicum search.
    - Steps in the practicum search process
    - Available sources of information
    - Lists of potential employers
    - Analysis of job offers
    - Follow-up
    - Reference documents
  - Prepare the necessary documents.
    - Types of résumés
    - Letter of introduction
    - Types of thank you letters
    - Reference documents
  - Understand the importance of preparing for an interview.
    - Presentation, appropriate responses, questions
    - Information to be gathered, employer's expectations
    - Attitudes, behaviours and dress
    - Types of interviews and their characteristics
  - Look for a practicum position in different establishments.
    - Search consistent with their interests
    - Structure and services offered
2. Examine the characteristics of the workplace.
  - Understand workplace procedures.
    - Work organization (educational aim 1)
    - Personal organization (educational aim 2)
    - Workplace rules
    - Behaviour to adopt in the workplace (educational aim 3)
    - Targeted objectives
    - Supervision
    - Work schedule
    - Follow-up meetings
  - Fill out the necessary documents.
    - Follow-up forms
    - Evaluation methods
    - Feedback or report
    - Waiting periods
3. Establish working relationships.
  - Be familiar with the different elements of communication.
    - Basic elements of communication
    - Communication techniques
    - Attitudes and behaviours (educational aim 4)
    - Contact with potential employers

- Identify conflict situations and possible solutions.

Potential sources of conflict in work-related situations  
 Conflict resolution process (educational aim 3)  
 Communication techniques to use in conflict situations (educational aim 3)  
 Rules of courtesy (educational aim 4)

#### 4. Work in a team.

- Identify the characteristics of teamwork in a pharmacy.

Composition of work team  
 Tasks performed as a team  
 Role and responsibilities of each member of a work team (educational aim 2)

- Understand the advantages of good communication in a work team.

Team cohesion, shared goals  
 Planned and effective work (educational aim 2)  
 Follow-up between teams (educational aim 1)  
 Type of messages conveyed in a pharmacy  
 Quality of work climate  
 Reduced risk of error

#### *For the competency as a whole:*

- Understand the importance of the competency with regard to the occupation.
- Adopt professional attitudes and behaviours.

Reason for the competency  
 Relationships to Competencies 9, 12, 13, 16 and 17

Necessary attitudes and behaviours



Competency 9      Duration 60 hours      Credits 4

***Behavioural Competency***

---

**Statement of the Competency**

Perform customer service activities.

**Achievement Context**

- In accordance with current regulations
- Given established procedures and techniques
- Using the necessary materials and equipment
- Using pharmacy software
- Using personal safety equipment
- Using reference documents

**Elements of the Competency****Performance Criteria**

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1. Greet customers.

- Observance of greeting procedure
- Observance of telephone etiquette
- Respectful and courteous attitude

2. Talk to customers.

- Collection of relevant information from customers concerning their use of over-the-counter medications
- Appropriate responses to requests, in accordance with the limitations of their position
- Appropriate approach given the type of customer
- Discretion during discussions with customers

3. Help customers.

- Relevance of information provided concerning the adjustment and use of medical devices and accessories
- Appropriate adjustment of medical devices and accessories
- Appropriate responses to requests, in accordance with the limitations of their position

4. Close the transaction.

- Appropriate explanation of billing information
- Appropriate use of different payment methods
- Proper performance of current operations
- Accuracy of payment transactions
- Observance of conventions for ending a conversation

*For the competency as a whole:*

- Observance of current legislation
- Use of clear, precise language
- Appropriate reaction to difficult customers
- Effective collaboration with the other members of the work team
- Observance of the rules of professional ethics
- Appropriate adaptation to unforeseen circumstances
- Appropriate use of pharmaceutical applications software

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Greet customers.

- Interact with customers.

Welcoming of customers  
 Conventional greetings  
 Active listening, interest and empathy (educational aim 3)  
 Use of appropriate tone and language  
 Rules of professional ethics (educational aim 4)

- Talk on the telephone.

Courtesy  
 Nature of telephone calls  
 Telephone protocol: receiving a call, transferring a call, taking a message, hanging up  
 Functions of a multiline telephone

#### 2. Talk to customers.

- Receive and convey information.

Special requests: drug caution code, over-the-counter medications, delivery  
 Situations requiring the intervention of the person in charge  
 Observance of the limitations of their position (educational aim 2)  
 Direction of customers to different departments  
 Discretion and confidentiality (educational aim 4)  
 Communication techniques

- Identify the different types of customers.

Types of customers (educational aim 3)  
 Behaviours associated with the different types of customers

## 3. Help customers.

- Receive and convey information.
  - Consideration of customer's needs (educational aim 3)
  - Respect for customer's limitations
  - Situations requiring the intervention of the person in charge
  - Observance of the limitations of their position
  - Measurement of blood pressure

- Adjust medical devices and accessories.
  - Relevance of information
  - Adoption of the necessary safety measures
  - Situations requiring the intervention of the person in charge
  - Observance of the limitations of their position
  - Medical devices and accessories: blood glucose meters, blood pressure monitors, walking aids, medical supplies
  - Rules of hygiene

## 4. Close the transaction.

- Perform sales transactions.
  - Most common payment methods
  - Handing over of change and receipts
  - Components of a cash register
  - Initial deposit and cash balance
- Provide explanations about insurance.
  - Terms and conditions of the Québec drug insurance plan
  - Deductible, co-insurance, maximum contribution and premium
  - Most common error messages issued by third-party payers
- End the transaction.
  - Courtesy
  - Discretion and confidentiality (educational aim 4)

*For the competency as a whole:*

- Understand the importance of the competency with regard to the occupation.
  - Reason for the competency
  - Relationships to Competencies 1, 3, 5, 6, 7 and 8
- Show concern for the quality of communication.
  - Clear and precise language
  - Appropriate reaction to difficult customers
- Collaborate with the other members of the work team.
- Use pharmaceutical applications software.
  - Review of Competency 6
- Observe current legislation.
  - Review of Competency 3





Competency 10      Duration 60 hours      Credits 4

***Behavioural Competency***

---

**Statement of the Competency**

Identify the characteristics of parenteral drugs.

**Achievement Context**

- Working with common parenteral drugs
- Taking into account the legal and therapeutic classifications of drugs used by the applicable governing bodies
- Using reference documents
- Using pharmacy software

**Elements of the Competency****Performance Criteria**

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- |   |  |
|---|--|
| 1. Identify the class or subclass of different drugs.                     | <ul style="list-style-type: none"> <li>• Accurate identification of the legal class of drugs according to the classification of the applicable governing body</li> <li>• Accurate identification of the therapeutic class and subclass of the drugs presented</li> </ul>   |
| 2. Recognize the names of drugs.  | <ul style="list-style-type: none"> <li>• Accurate association of a drug's brand name with its common name</li> <li>• Accurate association of a drug's common name with its brand name</li> </ul>   |
| 3. Identify the routes and methods of administration of parenteral drugs. | <ul style="list-style-type: none"> <li>• Accurate identification of possible routes of administration</li> <li>• Accurate identification of possible methods of administration</li> <li>• Accurate identification of the specific characteristics of each route of administration</li> </ul>   |
| 4. Identify concentrations and pharmaceutical dosage forms.               | <ul style="list-style-type: none"> <li>• Accurate association of each drug presented with its pharmaceutical dosage forms, based on volume</li> <li>• Accurate association of the concentration of the principal active ingredients with each drug presented</li> <li>• Accurate identification of the characteristics of different pharmaceutical dosage forms</li> <li>• Accurate identification of the different ways of storing drugs</li> </ul> |

*For the competency as a whole:*

- Use of appropriate terminology

### Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Identify the class or subclass of different drugs.

- Refer to federal and provincial regulations respecting pharmacy.      Legal classes of drugs established by the federal government  
Drug schedules established by the provincial government
- Associate therapeutic classes and subclasses with common drugs.      Therapeutic classes and subclasses in the RAMQ drug formulary

2. Recognize the names of drugs.

- Distinguish between a drug's brand name and its common or generic name.      RAMQ drug formulary  
List of drugs and establishments  
Original brand names
- Identify the principal chemical symbols used in pharmacy.      Periodic table of the elements

3. Identify the routes and methods of administration of parenteral drugs.

- Distinguish among the main routes of administration.      Routes of administration: intravenous, intramuscular, subcutaneous, intradermic, intra-arterial, intrathecal, intraperitoneal, intra-articular, peridural
- Recognize the meaning of the abbreviations used to represent routes of administration for parenteral drugs.      List of abbreviations
- Identify the characteristics of the routes of administration for parenteral drugs.      Advantages and disadvantages
- Distinguish between the different methods of administration.      Methods of administering drugs  
Most common devices and accessories used to administer parenteral drugs

4. Identify concentrations and formats.

- Describe the most common formats of parenteral drugs.      List of formats and abbreviations used in the RAMQ drug formulary  
Principal characteristics of formats for small and large volumes  
Single- and multi-dose vials

- Recognize the meaning of the abbreviations used to represent different formats. List of formats and abbreviations used in the RAMQ drug formulary
- Distinguish among the different methods of preserving, storing and using common parenteral drugs. Manufacturers' labels and monographs  
Compendium of pharmaceuticals and specialties (CPS)  
Electronic documentation
- Associate the concentration or concentrations of active ingredients with a common parenteral drug. RAMQ drug formulary  
Health care institution's drug formulary

*For the competency as a whole:*

- Understand the importance of the competency with regard to the occupation. Reason for the competency  
Relationships to Competencies 12, 13, 14, 15, 16 and 17
- Use the appropriate terminology. Appropriate terminology



Competency 11      Duration 30 hours      Credits 2

***Behavioural Competency***

---

**Statement of the Competency**

Make non-sterile preparations.

**Achievement Context**

- Given prescriptions and labels
- Using established procedures and techniques
- Using the necessary products, materials and equipment
- Using pharmacy software
- Using personal safety equipment
- In accordance with current regulations
- In collaboration with the supervisor

**Elements of the Competency****Performance Criteria**

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1. Prepare the work.

- In accordance with the information in the prescription
- Accurate data entered and printed on the label
- Accurate calculations
- Appropriate choice of products and materials
- Thorough inspection of products, materials and equipment
- Presentation of calculations and products to be used to the supervisor for approval
- Observance of procedures for preparing products, materials and equipment

2. Make different non-sterile preparations.

- Observance of the procedure associated with the chosen technique
- Precise measurement of ingredients
- Proper application of trituration and levigation techniques
- Appropriate use of raw materials, materials and equipment
- Appropriate reconstitution of a powdered drug
- Appearance of preparation consistent with quality standards
- Appropriate homogeneity and consistency of the preparation

3. Package non-sterile preparations.

- Appropriate choice of container given the product's dosage form and required quantity
- Observance of bottling and packaging techniques
- Cleanliness of container after bottling or packaging

- |   |   |
|---|---|
| 4. Perform labelling operations for non-sterile preparations. | <ul style="list-style-type: none"> <li>• Correct choice of label</li> <li>• Appropriate choice of auxiliary labels</li> <li>• Labels properly affixed to the container</li> <li>• Cleanliness of labels</li> </ul>                        |
| 5. Perform maintenance and storage operations.                | <ul style="list-style-type: none"> <li>• Cleanliness of products, materials and equipment</li> <li>• Appropriate storage of products, materials and equipment</li> <li>• Products stored in accordance with established method</li> </ul> |

*For the competency as a whole:*

- Observance of current legislation
- Appropriate use of pharmaceutical applications software
- Observance of general preparation procedures
- Observance of the rules of hygiene, asepsis, health and safety
- Effective and rapid organization and performance of tasks

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Prepare the work.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Identify prescriptions for non-sterile preparations.</li> </ul>   | Terminology and abbreviations associated with common preparations<br>Specific notations associated with non-sterile preparations  |
| <ul style="list-style-type: none"> <li>• Perform calculations based on the information in the prescription and the products required.</li> </ul> | Concentration, quantity and format<br>Conversion of units of measure<br>Verification of calculations by the person who is legally responsible   |
| <ul style="list-style-type: none"> <li>• Select the necessary products, materials and equipment.</li> </ul>                                      | Procedure<br>Health and safety rules  |
| <ul style="list-style-type: none"> <li>• Note any signs indicating that a product has deteriorated.</li> </ul>                                   | Expiry date of the product<br>Actual expiry date of the preparation<br>Phenomena and signs indicating that a product has been altered (educational aim 5)<br>Concept of product stability |

## 2. Make different non-sterile preparations.

- Distinguish between the raw form of a drug and its manufactured form. Raw materials and products
- Follow the procedure associated with the chosen technique. Extemporaneous compounds commonly prepared in community pharmacies and health care institutions  
Precise measurement of ingredients (weight, volume)  
Preparation procedures (educational aim 1)
- Apply trituration and levigation techniques. Nature and functions of excipients and adjuvants
- Monitor the quality of the preparation. Standards of homogeneity and consistency
- Apply hygiene measures associated with the handling of products and materials. Personal and occupational measures (educational aim 5)
- Recognize the importance of a job well done. Mandatory and relevant information (educational aim 2)  
Consequences of errors  
Time management (educational aim 1)  
Means of demonstrating organization, efficiency and precision (educational aims 1 and 2)

## 3. Package non-sterile preparations.

- Use bottling and packaging techniques. Choice of container  
Precise movements  
Hygiene measures (educational aim 5)

## 4. Perform labelling operations for non-sterile preparations.

- Show concern for the accuracy of the information recorded. Commercial and pharmaceutical data  
Quantitative information  
Legal provisions respecting drug labelling  
Hygiene measures (educational aim 5)

## 5. Perform maintenance and storage operations.

- Apply hygiene measures related to the maintenance of products, materials and equipment.

Procedures (educational aim 1)  
Instruction manuals  
Cleaning equipment  
Maintenance techniques

- Apply health and safety measures.

Use of safety equipment and accessories  
Diligence in the sequences of movements to be performed  
Ergonomics

*For the competency as a whole:*

- Understand the importance of the competency with regard to the occupation.
- Observe current legislation.
- Apply the rules of hygiene, asepsis, health and safety.

Reason for the competency  
Relationships to Competencies 1, 2, 3, 4, 5 and 6

Review of Competency 3

Review of Competency 5



Competency 12      Duration 135 hours      Credits 9

## ***Behavioural Competency***

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### **Statement of the Competency**

Fill prescriptions in a community pharmacy.

### **Achievement Context**

- Given prescriptions
- Using the necessary products, materials and equipment
- Using software for community pharmacies
- Using reference documents
- In accordance with current regulations
- In collaboration with the supervisor

### **Elements of the Competency**

### **Performance Criteria**

---

1. Read the prescription.

- Correct prioritization of prescriptions
- Appropriate identification of missing, incomplete or inaccurate information
- Appropriate verification of information to be recorded on the label and the receipt
- Transmission of relevant information

2. Check or create the patient's record.

- Accurate data entered in the record based on the information in the prescription
- Transmission of error messages issued by the third-party payer
- Inclusion of all the appropriate information in the patient's record
- Consideration of any special packaging requirements

3. Prepare and package the drugs.

- Appropriate preparation of containers, labels and drugs
- Consideration of the expiry date and the information in the prescription when selecting the drugs
- Appropriate packaging of drugs
- Appropriate preparation and filling of pill organizers
- Observance of labelling standards

4. Produce the necessary documentation.

- Production of all the necessary documents
- Proper printing of documents
- Appropriate management of printer components

5. Verify and correct their work.
- Verification of the label against the information in the prescription
  - Verification of the conformity of the label with the drug prepared
  - Appropriate correction of any errors
  - Submission of work for approval by the person legally responsible
6. Perform a container/content verification of a colleague's work.
- Observance of the legislation and principles governing the delegation of container/content verification
  - Verification of consistency between the label and the container
  - Mandatory reporting of errors for correction
  - Verification of corrections
  - Appropriate recording of information in the quality control log
7. Give the customer the drug and prepare a receipt.
- Presentation of all data sheets and receipts to customer
  - Appropriate explanation of receipt
  - Appropriate handling of questions in accordance with the limitations of their position
8. Perform maintenance and storage operations.
- Appropriate storage of drugs and materials
  - Appropriate filing of documents
  - Consideration of the special filing requirements for prescriptions for narcotics and controlled drugs
  - Cleanliness of materials and work area

*For the competency as a whole:*

- Effective collaboration with the other members of the work team
- Observance of general preparation procedures
- Observance of current legislation
- Observance of internal policies and procedures
- Observance of the rules of hygiene, asepsis, health and safety
- Effective and rapid organization and performance of tasks

### Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Read the prescription.
  - Check for the necessary information.
    - Legal provisions respecting the content of prescriptions
    - Special requests from the customer concerning the prescription: new and future prescriptions, renewals, partial filling, pill organizers
  - Perform the necessary calculations.
    - Accurate calculation of single dose, duration of treatment and quantities required
2. Check or create the patient's record.
  - Identify the information included.
    - Information about the customer
    - Information about the customer's drug insurance plan
    - Legal provisions regarding the contents of the patient's record
    - Most common remarks found in patients' records and prescriptions and their importance
    - Legal provisions respecting the legal classes of drugs
    - Information about patients' records, prescriptions and insurance entered in the appropriate fields
  - Recognize the importance of accurately inputting all the required data.
    - Mandatory and relevant information (educational aim 2)
    - Consequences of errors and omissions
3. Prepare and package the drugs.
  - Observe the special requirements of a client or a drug.
    - Aspects associated with the use, preservation and storage of a drug and any other precautions
    - Expiry date
  - Make sure the customer receives the necessary information.
    - Observations and other items to report to the person in charge
  - Prepare the products.
    - Preparation of non-sterile products
    - Preparation of exact quantities
    - Appropriate label affixed to the prepared product
    - Labels affixed in accordance with current standards
    - Rules of hygiene, health and safety
  - Recognize the importance of a job well done.
    - Mandatory and relevant information
    - Consequences of errors
    - Means of demonstrating organization, efficiency and precision (educational aims 1 and 2)

4. Produce the necessary documentation.

- Print documents.

Documents to be printed: labels, receipts, data sheets, pharmacological profiles  
 Use of printer: paper feed for sheets, labels and receipts, changing the cartridge

5. Verify and correct their work.

- Make sure that the drug prepared and the label are consistent with the information set out in the prescription.
- Recognize the importance of checking their work.

Types of errors and their seriousness  
 Work methods (educational aim 1)  
 Correction of errors

Professional responsibility (educational aim 2)

6. Perform a container/content verification of a colleague's work.

- Make sure that the drug prepared and the label are consistent with the information set out in the prescription.
- Recognize the importance of identifying possible errors.

Legal provisions respecting the delegation of container/content verification  
 Policies and procedures  
 Distinction between major errors and minor errors  
 Work methods (educational aims 1 and 2)  
 Correction and recording of errors

Professional responsibility (educational aim 1)

7. Give the customer the drug and prepare a receipt.

- Receive payment.
- Communicate with the customer.

Presentation of product and documentation  
 Explanation of the terms and conditions of the Québec drug insurance plan  
 Deductible, co-insurance, maximum contribution and premium  
 Principal error messages issued by third party-payers  
 Transactions associated with different methods of payment: cash, credit card, direct payment

Clear information  
 Respect for different types of customers (educational aim 3)

8. Perform maintenance and storage operations.

- Apply hygiene methods related to the storage of materials.
- Apply health and safety measures.

Procedures (educational aim 1)  
 Instruction manuals  
 Cleaning equipment  
 Maintenance techniques

Use of safety equipment and accessories  
 Diligence in the sequences of movements to be performed  
 Ergonomics

*For the competency as a whole:*

- |  |   |
|--|---|
| • Understand the importance of the competency with regard to the occupation. | Reason for the competency<br>Relationships to Competencies 1, 2, 3, 4, 5, 6, 8 and 10 |
| • Collaborate with the other members of the work team.                       | Review of Competency 8  |
| • Observe current legislation.   | Review of Competency 3  |
| • Apply the rules of hygiene, asepsis, health and safety.                    | Review of Competency 5  |



Competency 13      Duration 135 hours      Credits 9

***Behavioural Competency***

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**Statement of the Competency**

Fill prescriptions in a health care institution.

**Achievement Context**

- Given prescriptions
- Using the necessary products, materials and equipment
- Using pharmacy software
- Using reference documents
- In accordance with current regulations
- In collaboration with the supervisor

**Elements of the Competency**

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**Performance Criteria**

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- |  |   |
|--|---|
| 1. Read the prescription.                                    | <ul style="list-style-type: none"> <li>• Correct prioritization of prescriptions</li> <li>• Appropriate identification of missing, incomplete or inaccurate information</li> <li>• Appropriate verification of information to be included on the label</li> <li>• Transmission of relevant information</li> </ul> |
| 2. Check or create the patient's record.                     | <ul style="list-style-type: none"> <li>• Inclusion of all the appropriate information in the patient's record</li> <li>• Accurate data entered in the record based on the information in the prescription</li> <li>• Consideration of any special packaging requirements</li> </ul>                               |
| 3. Prepare and package the drugs.                            | <ul style="list-style-type: none"> <li>• Appropriate preparation of containers, labels and drugs</li> <li>• Appropriate packaging of drugs</li> <li>• Accurate quantity prepared</li> <li>• Appropriate preparation and filling of pill organizers</li> <li>• Observance of labelling standards</li> </ul>        |
| 4. Produce documentation for nurses and other medical staff. | <ul style="list-style-type: none"> <li>• Appropriate production of documents</li> <li>• All required documents included</li> <li>• Proper printing of documents</li> <li>• Appropriate management of printer components</li> </ul>  |

5. Verify and correct their work.
  - Verification of the consistency between the drug administration sheet and the information in the prescription
  - Verification of the label against the information in the prescription
  - Verification of the conformity of the label with the drug prepared
  - Appropriate correction of any errors
  - Submission of work for approval by the person legally responsible
  
6. Perform a container/content verification of a colleague's work.
  - Observance of the legislation and principles governing the delegation of container/content verification
  - Verification of consistency between the label and the container
  - Mandatory reporting of errors for correction
  - Verification of correction
  - Appropriate recording of information in the quality control log
  
7. Refill prescriptions.
  - Appropriate preparation of drugs depending on the distribution method
  - Drug and its quality consistent with the established list and the prescription
  - Appropriate packaging of drugs
  - Appropriate storage of drugs for delivery
  
8. Prepare narcotics, controlled drugs and targeted substances.
  - Exact quantity prepared
  - Accurate recording of drugs
  - Appropriate correction of any errors
  - Proper recording of transactions in the different control logs
  - Appropriate control of inventory
  
9. Perform maintenance and storage operations.
  - Cleanliness of materials before and after use
  - Appropriate storage of drugs and materials
  - Appropriate filing of documents

*For the competency as a whole:*

- Effective collaboration with the other members of the work team
- Observance of general preparation procedures
- Observance of current legislation
- Observance of internal policies and procedures
- Observance of the rules of hygiene, asepsis, health and safety
- Effective and rapid organization and performance of tasks



### Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Read the prescription.
  - Check for the necessary information.
    - Legal provisions respecting the content of prescriptions
    - Medical prescriptions
    - Collective prescriptions
    - Drug reconciliation
    - Orders given verbally or over the telephone
  - Perform the necessary calculations.
    - Accurate calculation of single dose
    - Table of prescriptions' validity
    - Quantity to dispense depending on the distribution method
2. Check or create the patient's record.
  - Identify the information included.
    - Information about the customer
    - Legal provisions respecting the content of patients' records
    - Most common remarks found in patients' records and prescriptions and their importance
    - Guidelines for filling prescriptions
    - Information about the patient's record and the prescription entered in the appropriate fields
  - Recognize the importance of accurately inputting all the required data.
    - Mandatory and relevant information (educational aim 2)
    - Consequences of errors and omissions
3. Prepare and package the drugs.
  - Convey the appropriate information.
    - Observations and other items to be reported to the person in charge
  - Take the different distribution methods into account.
    - Packaging methods: unit-dose package, multi-dose package, blister pack, pill organizer
    - Advantages and disadvantages
    - Aspects related to the use, preservation and storage of the drug and any other precautions

- Prepare the products.
  - Preparation of non-sterile products
  - Preparation of exact quantities
  - Appropriate label affixed to the prepared product
  - Labels affixed in accordance with current standards
  - Rules of hygiene, health and safety
  
- Recognize the importance of a job well done.
  - Mandatory and relevant information (educational aim 2)
  - Consequences of errors
  - Means of demonstrating organization, efficiency and precision (educational aims 1 and 2)
  
- 4. Produce documentation for nurses and other medical staff.
  - Identify the content and function of each type of document.
    - Documents: label, pharmacological profile, drug administration sheet, narcotics control register
  
  - Print documents.
    - Documents to be printed: label, pharmacological profile, drug administration sheet, narcotics control register
    - Use of printer: paper feed, changing the cartridge
  
- 5. Verify and correct their work.
  - Make sure that the drug prepared and the label are consistent with the information set out in the prescription.
    - Types of errors and their seriousness
    - Work methods (educational aim 1)
    - Correction of errors
  
  - Recognize the importance of checking their work.
    - Professional responsibility (educational aim 2)
  
- 6. Perform a container/content verification of a colleague's work.
  - Make sure that the drug prepared and the label are consistent with the information set out in the prescription.
    - Legal provisions respecting the delegation of container/content verification
    - Policies and procedures
    - Distinction between major errors and minor errors
    - Work methods (educational aims 1 and 2)
    - Correction and recording of errors
  
  - Recognize the importance of identifying possible errors.
    - Professional responsibility (educational aim 1)
  
- 7. Refill prescriptions.
  - Take into account specific drug distribution requirements in the different units.
    - Units: geriatrics, pediatrics, long-term care, intensive care, rehabilitation, emergency
    - Distribution system: unit-dose or multi-dose, floor stock, cart, cabinet
    - Prescription cycle
    - Prepackaging of the most commonly prescribed drugs

- Prepare prescription refills.
  - List of refills
  - Production of labels and documents
  - Storage of drugs in accordance with current standards
  - Means of demonstrating organization, efficiency and precision (educational aims 1 and 2)
  
- Ensure the conformity of the drug.
  - Concentration and quantity
  - Expiry date
  - Condition of the drug
  - Rules of hygiene, health and safety
  
- 8. Prepare narcotics, controlled drugs and targeted substances.
  - Take into account the special requirements for distributing narcotics, controlled drugs and targeted substances.
    - Controlled Drugs and Substances Act*
    - Functions of the different control registers
    - Recording of transactions
    - Exact quantity to be dispensed to particular patients and for floor stock
    - Inventory management
    - Destruction of narcotics, controlled drugs and targeted substances
  
- 9. Perform maintenance and storage operations.
  - Apply hygiene methods related to the storage of materials.
    - Procedures (educational aim 1)
    - Instruction manuals
    - Cleaning equipment
    - Maintenance techniques
  
  - Apply health and safety measures.
    - Use of safety equipment and accessories
    - Diligence in the sequences of movements to be performed
    - Ergonomics
  
  - For the competency as a whole:*
    - Understand the importance of the competency with regard to the occupation.
      - Reason for the competency
      - Relationships to Competencies 1, 2, 3, 4, 5, 7, 8 and 10
  
    - Collaborate with the other members of the work team.
      - Review of Competency 8
  
    - Observe current legislation.
      - Review of Competency 3
  
    - Apply the rules of hygiene, asepsis, health and safety.
      - Review of Competency 5
  
    - Make optimal use of a keyboarding technique.
      - Maintenance and acceleration of typing speed

- Use a health care institution dispensing guide. Procedure for filling a prescription in a health care institution and in the different units (medication route)  
Institutional procedures  
Terminology in health care institutions: stat, on-call, pre-op, post-op  
Classes and subclasses of drugs  
Common or generic names and brand names of a drug
- Use the terminology common to health care institutions. Drug included in the formulary, drug not included in the formulary, restricted drug, drug used for a specific medical purpose, investigational drug and drug prescribed under a protocol, floor stock medication and drug supplied by the patient

Competency 14      Duration 45 hours      Credits 3

### ***Behavioural Competency***

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#### **Statement of the Competency**

Manage inventory.

#### **Achievement Context**

- Working in a community pharmacy and a health care institution
- Following established procedures
- Using pharmacy software
- Using the necessary products, materials and equipment
- Using reference documents

#### **Elements of the Competency**

#### **Performance Criteria**

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1. Order merchandise and pharmaceutical products.

- Accurate order based on needs and established policy
- Accurate identification of product codes
- Accurate data entry

2. Carry out tasks involved in receiving orders.

- Observance of receiving procedures
- Invoice consistent with purchase order
- Appropriate verification of the merchandise received against the invoice
- Appropriate use of method for checking expiry dates
- Proper determination of follow-up procedure in the case of claims and returns
- Appropriate storage of merchandise

3. Check inventory.

- Removal of expired products for return or destruction
- Ordered arrangement of inventory
- Content of units' reserves consistent with established lists
- Content of pharmacy's reserves consistent with established lists
- Recording of information about the management of reserves
- Appropriate measures in the case of returns

4. Perform maintenance and storage operations.

- Cleanliness of materials before and after use
- Appropriate storage of drugs and materials
- Appropriate filing of documents

*For the competency as a whole:*

- Methodical planning and organization
- Observance of inventory management policies

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Order merchandise and pharmaceutical products.
  - Refer to supplier data.
    - Distinction between manufacturer and distributor
    - Suppliers' catalogue
    - Purchase order software
    - Product codes
    - Suppliers' policies
    - Distinction between regular products and controlled products
  - Recognize the importance of accurately inputting all the required data.
    - Mandatory and relevant information (educational aim 2)
    - Consequences of shortages or errors
  - Order merchandise.
    - Transmission of orders
    - Confirmation number
    - Printing of documents
2. Receive orders.
  - Receive orders.
    - Distinction between a purchase order, a waybill and an invoice
    - Regular, refrigerated, frozen and cytotoxic products
  - Check orders.
    - Safety rules for opening shipments
    - Order received consistent with merchandise ordered
    - Inspection of products
    - Expiry date
    - Policies and procedures in the event of a claim or return
    - Labelling of products
  - Record controlled products in the purchase log.
    - Current legislation
    - All mandatory information included
  - Store the products.
    - Safety rules for handling products
    - Designated locations
    - Storage systems

## 3. Check inventory.

- Rotate stocks.

Concepts of inventory management  
Expiry date  
Policies and procedures in the event of a claim or return

- Apply the inventory management procedure.

Observance of minimum and maximum quantities of products  
Established lists  
Product specifications  
Verification of reserves: pharmacy, emergency cart, night cabinet, floor stock in a unit

## 4. Perform maintenance and storage operations.

- Apply hygiene methods related to the storage of materials.

Procedures (educational aim 1)  
Cleaning equipment  
Maintenance techniques

- Apply health and safety measures.

Use of individual safety equipment and accessories  
Actions to take  
Ergonomics

*For the competency as a whole:*

- Understand the importance of the competency with regard to the occupation.

Reason for the competency  
Relationships to Competencies 1, 3, 4, 5, 7 and 10





Competency 15      Duration 120 hours      Credits 8

## ***Behavioural Competency***

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### **Statement of the Competency**

Make sterile preparations.

### **Achievement Context**

- Given prescriptions and labels
- In accordance with established procedures and techniques
- Using the necessary products, materials and equipment
- Using pharmacy software
- Using personal safety equipment
- In accordance with current regulations
- In collaboration with the supervisor

### **Elements of the Competency**

1. Prepare the work.

### **Performance Criteria**

- In accordance with the information in the prescription or the preparation procedure
- Accurate data entered and printed on the label
- Accurate calculations
- Inclusion of all information concerning the sterile preparation in the manufacturer's register
- Appropriate choice of products and materials
- Thorough inspection of products, materials and equipment
- Presentation of calculations and products to be used to the supervisor for approval
- Observance of procedures for preparing products, materials and equipment

2. Make basic sterile preparations.

- Observance of techniques for removing a liquid from an ampoule
- Observance of techniques for removing liquid from a vial or adding it, using positive or negative pressure
- Observance of techniques for reconstituting a powder inside a vial
- Observance of techniques for adding additives to a solution
- Product appearance in conformity with quality standards

3. Prepare for parenteral nutrition.
  - Consideration of the compatibility of the products
  - Observance of procedure for adding products to a solution
  - Proper application of preparation techniques
  - Product appearance in conformity with quality standards
  
4. Make antineoplastic preparations.
  - Proper use of safety equipment
  - Proper application of preparation techniques
  - Product appearance in conformity with quality standards
  
5. Produce batches of syringes and solution.
  - Proper application of preparation techniques
  - Product appearance in conformity with quality standards
  
6. Fill sterile devices for ambulatory infusion pumps.
  - Proper application of preparation techniques
  - Product appearance in conformity with quality standards
  
7. Perform labelling operations for sterile preparations.
  - Correct choice of label
  - Appropriate choice of auxiliary labels
  - Labels properly affixed to the container
  - Cleanliness of labels
  
8. Perform maintenance and storage operations.
  - Appropriate disposal of toxic waste
  - Cleanliness of products, materials and equipment
  - Appropriate storage of products, materials and equipment
  - Products stored in accordance with established method

*For the competency as a whole:*

- Observance of current legislation
- Appropriate use of pharmaceutical applications software
- Observance of the rules of hygiene, asepsis, health and safety
- Appropriate precautions taken when handling and using products, materials and equipment
- Observance of general preparation procedures

### Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Prepare the work.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Distinguish between the different types of sterile preparations.</li> </ul>                | Types of preparations: syringes, solutions, standard preparations, epidural preparations, parenteral nutrition, eye drops, antineoplastics, vaccines, diagnostic agents, insulins   |
| <ul style="list-style-type: none"> <li>• Perform prescription filling operations.</li> </ul>  | Information about the patient/customer and the prescription<br>Periodic table of the elements<br>Most common remarks found on prescriptions and their importance according to prescription filling guidelines<br>Entry of prescription information in the appropriate field         |
| <ul style="list-style-type: none"> <li>• Perform calculations based on the data provided and the products required.</li> </ul>      | Concentration, quantity, form, frequency, speed of administration<br>Conversion of the necessary units of measure<br>Verification of calculations by the person legally responsible   |
| <ul style="list-style-type: none"> <li>• Take the necessary precautions when preparing products, materials and equipment</li> </ul> | Characteristics of equipment<br>Characteristics of needles, syringes, filters and devices for administering, adding and reconstituting drugs<br>Appropriate clothing depending on the type of preparation<br>Hand washing procedure<br>Rules of hygiene, asepsis, health and safety |
| <ul style="list-style-type: none"> <li>• Prepare the materials and equipment depending on the preparation in question.</li> </ul>   | Order of operations<br>Inspection of products and materials<br>Expiry date of products<br>Stability of preparation<br>Exact quantities of products and materials<br>Rules of hygiene, asepsis, health and safety  |

#### 2. Make basic sterile preparations.

- |  |                                 |
|--|---------------------------------|
| <ul style="list-style-type: none"> <li>• Distinguish between the principal types of solutions used in pharmacy.</li> </ul> | List of manufacturers' products |
|--|---------------------------------|

- Distinguish between the principal preparation procedures.
  - Procedures for reconstituting and preparing drugs
  - Manufacturers' labels and monographs
  - Signs of the incompatibility of products in a mixture
  - Concepts of the stability of products used and the final preparation
  - Preparation performed manually and using an automated pump
  
- Use the materials needed to make various preparations.
  - Application of techniques: use of needles, removal of liquids from ampoules and vials, reconstitution of a powder inside a vial, transfer of a solution from a sterile container to a bag, transfer of a large volume of solution to another sterile container, use of tubing, purging of air
  
- 3. Prepare for parenteral nutrition.
  - Read a prescription for parenteral nutrition.
    - Most common abbreviations used to indicate parenteral nutrition
    - Periodic table of the elements
    - Conversion of the necessary units of measure
  
  - Identify the principal characteristics of the products used.
    - Basic solutions
    - Most common additives
    - Importance of the order in which products are added
    - Signs of the incompatibility of products in a mixture
    - Concepts of the stability of products used and the final preparation
  
  - Differentiate between the various preparation procedures.
    - Preparation procedures
    - Preparation performed manually and using an automated pump
  
- 4. Make antineoplastic preparations.
  - Use the materials required for the different preparations.
    - Application of techniques: use of needles, hydrophobic filters, removal of a liquid from a vial, reconstitution of a powder inside a vial, transfer of a solution from a sterile container to a bag, use of tubing, use of chemotherapy devices, purging of air, negative pressure
  
  - Differentiate between the various preparation procedures.
    - Preparation procedures
    - Preparation performed manually or using an automated pump
  
  - Apply procedures for cleaning an antineoplastic spill.
    - Procedures
    - Spill kit

## 5. Produce batches of syringes and solution.

- Differentiate between the various preparation procedures.  
Preparation procedures  
Preparation performed manually or using an automated pump  
Preparation of syringes and bags
- Recognize the importance of following procedures with respect to the recording of preparation data.  
Preparation logs  
Determination of preservation times

## 6. Fill sterile devices for ambulatory infusion pumps.

- Distinguish between the different types of infusion sets and identify their principal characteristics.  
Antibiotherapy and chemotherapy devices  
Advantages and disadvantages  
Principal products used with ambulatory infusion pumps
- Use the materials required for the device.  
Application of techniques: injecting a liquid into the device, purging the air from the device and tubes

## 7. Perform labelling operations for sterile preparations.

- Recognize the importance of entering accurate information.  
Customer/patient's label  
Preparation label  
Commercial and pharmaceutical information  
Quantitative information  
Legal provisions respecting drug labelling  
Labelling consistent with current standards  
Hygiene measures (educational aim 5)

## 8. Perform maintenance and storage operations.

- Apply hygiene measures related to the maintenance of products, materials and equipment.  
Procedures (educational aim 1)  
Instruction manuals  
Cleaning equipment  
Maintenance techniques
- Apply health and safety measures.  
Use of safety equipment and accessories  
Diligence in the sequences of movements to be performed  
Ergonomics

*For the competency as a whole:*

- Understand the importance of the competency with regard to the occupation.  
Reason for the competency  
Relationships to Competencies 1, 2, 3, 4, 5, 7 and 10
- Collaborate with the other members of the work team.  
Review of Competency 8

- Observe current legislation. Review of Competency 3
- Apply the rules of hygiene, asepsis, health and safety. Review of Competency 5
- Take the necessary precautions when handling drugs.
- Recognize the importance of a job well done. Mandatory and relevant information (educational aim 2)  
Consequences of errors  
Time limits  
Means of demonstrating organization, efficiency and precision (educational aims 1 and 2)  
Rules of hygiene, asepsis, health and safety

Competency 16      Duration 105 hours      Credits 7

***Behavioural Competency***

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**Statement of the Competency**

Perform work-related tasks in a community pharmacy.

**Achievement Context**

- Given prescriptions
- Given drugs
- Using the materials and equipment available in community pharmacies
- Using software for community pharmacies
- Using reference documents
- Using personal safety equipment
- In collaboration with the person in charge
- Working with others
- In accordance with current regulations

**Elements of the Competency****Performance Criteria**

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1. Plan the work.

- Consideration of the organization of work
- Logical determination of priorities

2. Perform prescription filling tasks.

- Appropriate operations involved in the receipt of prescriptions
- Appropriate creation of patients' records and updating of pertinent information
- Appropriate preparation and labelling of drugs depending on the prescription
- Container/content verification of a colleague's work
- Active participation in the container/content verification, if applicable
- Production of all relevant documents
- Observance of procedures for presenting drugs to customers
- Appropriate filing of prescriptions
- Appropriate maintenance

3. Perform customer service tasks.

- Quality of communication with customers
- Quality of services offered
- Clear explanation of terms, conditions and information with respect to the bill
- Accurate payment transactions

4. Perform inventory management tasks.
- Accurate order based on needs and established policy
  - Observance of receiving procedures
  - Appropriate application of method for checking expiry dates
  - Appropriate storage of merchandise
5. Make non-sterile preparations.
- Observance of preliminary steps
  - Observance of procedure depending on the technique used
  - Appropriate packaging of preparations
  - Appropriate maintenance

*For the competency as a whole:*

- Appropriate handling of products, materials and equipment
- Observance of professional ethics
- Observance of the rules of hygiene, asepsis, health and safety
- Observance of current legislation
- Observance of internal policies and procedures
- Methodical and efficient work organization
- Effective collaboration with the other members of the work team

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Plan the work.
- Be open to information about the workplace.
    - Clientele and services offered
    - Organizational structure
    - Interpersonal relationships
    - Tools and equipment
    - Occupational health and safety
2. Perform prescription filling tasks.
- Create or update the patient's record.
    - Review of Competency 12
  - Prepare the drugs.
    - Review of Competency 12
    - Printing of pertinent documents
    - Verification of work
  - Present the drugs and the receipt.
    - Review of Competency 12
    - Review of Competency 9



## 3. Perform customer service tasks.

- Greet the customer.
  - Demonstration of active listening and interest
  - Use of appropriate tone and language
  - Consideration of the information received and the information to be conveyed
  - Review of Competency 9
- Produce a receipt.
  - Review of Competency 9

## 4. Perform inventory management tasks.

- Place orders.
  - Review of Competency 14
- Receive orders.
  - Review of Competency 14
- Replace stock.
  - Review of Competency 14

## 5. Make non-sterile preparations.

- Prepare the materials.
  - Review of Competency 11
- Make preparations.
  - Review of Competency 11
- Package products.
  - Review of Competency 11

*For the competency as a whole:*

- Understand the importance of the competency with regard to the occupation.
  - Reason for the competency
  - Relationships to Competencies 1, 2, 3, 4, 5, 6, 8 and 10
- Collaborate with the other members of the work team.
  - Review of Competency 8
- Observe current legislation.
  - Review of Competency 3
- Apply the rules of hygiene, asepsis, health and safety.
  - Review of Competency 5
- Recognize the importance of a job well done.
  - Mandatory and relevant information (educational aim 2)
  - Consequences of errors
  - Time limits
  - Means of demonstrating organization, efficiency and precision (educational aims 1 and 2)
  - Rules of hygiene, asepsis, health and safety



Competency 17      Duration 105 hours      Credits 7

***Behavioural Competency***

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**Statement of the Competency**

Perform work-related tasks in a health care institution.

**Achievement Context**

- Given prescriptions
- Given drugs
- Using materials and equipment available in health care institutions
- Using software for health care institutions
- Using reference documents
- Using personal safety equipment
- In collaboration with the person in charge
- Working with others
- In accordance with current regulations

**Elements of the Competency****Performance Criteria**

---

1. Plan the work.

- Consideration of the organization of work
- Logical determination of priorities

2. Perform prescription filling tasks.

- Appropriate operations involved in the receipt of prescriptions
- Appropriate creation of patients' records and updating of pertinent information
- Appropriate preparation and labelling of drugs depending on the prescription
- Container/content verification of a colleague's work.
- Active participation in the container/content verification, if applicable
- Delivery of drugs consistent with the system in effect
- Production of all documents for nurses and other medical staff
- Automatic refilling of active prescriptions
- Appropriate maintenance

3. Answer the telephone.

- Relevant information requested and conveyed
- Quality of communication
- Transfer of calls to the appropriate people

4. Perform tasks related to the distribution of narcotics, controlled drugs and targeted substances.
  - Exact quantity prepared
  - Proper recording of transactions in the control registers
  - Appropriate control of inventory
  - Accurate recording of drugs
  - Appropriate handling of returns
5. Prepackage different drugs.
  - Observance of drug packaging methods
  - Proper identification of packages
  - Appropriate maintenance
6. Perform inventory management tasks.
  - Accurate order based on needs and established policy
  - Observance of receiving procedures
  - Appropriate application of method for checking expiry dates
  - Appropriate inventory management
  - Appropriate storage of merchandise
7. Make non-sterile preparations.
  - Observance of preliminary steps
  - Observance of procedure depending on the technique used
  - Appropriate packaging of preparations
  - Appropriate cleaning and storage
8. Make sterile preparations.
  - Observance of preliminary steps
  - Observance of techniques for making sterile preparations
  - Appropriate cleaning and storage

*For the competency as a whole:*

- Appropriate handling of products, materials and equipment
- Observance of professional ethics
- Observance of the rules of hygiene, asepsis, health and safety
- Observance of current legislation
- Observance of internal policies and procedures
- Methodical and efficient work organization
- Effective collaboration with the other members of the work team

### Suggestions for Competency-Related Knowledge and Know-How

---

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Plan the work.

- Be open to information about the workplace. Types of care and services offered  
Organizational structure  
Interpersonal relations  
Work tools and equipment  
Occupational health and safety

2. Perform prescription filling tasks.

- Create or update the patient's record. Review of Competency 13
- Prepare the drugs. Verification of work  
Automatic refilling of prescriptions  
Printing of documents for nurses and other medical staff  
Hygiene, health and safety  
Review of Competency 13
- Distribute the drugs. Distribution system

3. Answer the telephone.

- Receive or make telephone calls. Telephone protocol  
Use of appropriate tone and vocabulary  
Consideration of information received and information to be conveyed

4. Perform tasks related to the distribution of narcotics, controlled drugs and targeted substances.

- Keep records of narcotics, controlled drugs and targeted substances. Control of inventory  
Review of Competency 13
- Distribute narcotics, controlled drugs and targeted substances. Review of Competency 13

5. Prepackage different drugs.

- Prepare the materials. Review Competency 13
- Package the drugs. Review of Competency 13

6. Perform inventory management tasks.

- Place orders. Review of Competency 14
- Receive orders. Review of Competency 14
- Replace stock. Review of Competency 14

## 7. Make non-sterile preparations.

- Prepare the materials. Review of Competency 11
- Make preparations. Review of Competency 11
- Package products. Review of Competency 11

## 8. Make sterile preparations.

- Prepare the materials. Review of Competency 15
- Make preparations. Observance of the rules of hygiene and asepsis  
Observance of sterile techniques  
Review of Competency 15

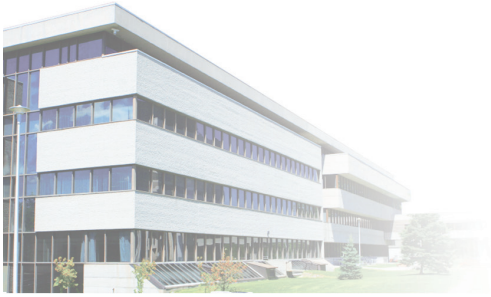
*For the competency as a whole:*

- Understand the importance of the competency with regard to the occupation. Reason for the competency  
Relationships to Competencies 1, 2, 3, 4, 5, 7, 8 and 10
- Collaborate with the other members of the work team. Review of Competency 8
- Observe current legislation. Review of Competency 3
- Apply the rules of hygiene, asepsis, health and safety. Review of Competency 5
- Recognize the importance of a job well done. Mandatory and relevant information (educational aim 2)  
Consequences of errors  
Time limits  
Means of demonstrating organization, efficiency and precision (educational aims 1 and 2)  
Rules of hygiene, asepsis, health and safety









A word cloud featuring the following words in various sizes and orientations: Achieve, Share, Exercise, Succeed, Read, Learn, Persevere, and LEARN.