

Pharmacy Technician Advisory Meeting  
February 07, 2025  
11:00 a.m. to 12:30 p.m.  
Cabrillo Lane, Room 13

**Committee Members Present:**

Sean Kim - College Hospital  
Angelica Nieto - Walgreens Pharmacy  
Shushil Suman - CVS Pharmacy  
James Wang - Walgreens Pharmacy

**Committee Members Absent:**

Tami Hutchins-Nunez - CVS Pharmacy  
Jignesh Mehta - VM Pharmacy

**In Attendance:**

Jeff Heilig **Assistant Principal**; Ty Holloway, **Job Developer**; Georgia Grissom, **TOSA**; Jessica Vasquez, **Secretary II**

**Teachers:** Rochelle Scott

**Minute Items**

**Welcome**

**By Jeff Heilig:**

Jeff thanked everyone for attending today's Pharmacy Technician Advisory. Jeff asked the panel to fill out the paperwork. Extremely important for accreditation purposes. We get our accreditation from the Council on Occupational Education, and we have to submit a lot of paperwork and other qualifying documents that we met. Jeff asks the panel to introduce themselves.

**Introduction and Meeting Overview**

**Review of Mission Statement**

**Outcomes**

**WASC and COE Accreditation Update**

**By Jeff Heilig**

The purpose of the advisory is to ensure that our programs are adequately preparing students to enter the industry. We need the input of the professional community to verify that our students are prepared and to make changes to curriculum if necessary to meet the industry needs.

The Mission of ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals.

We participated in a combined WASC (Western Association of Schools and Colleges) and COE (Council on Occupational Education) visit in 2021. WASC looked at all other programs outside of career technical education; COE evaluated all CTE programs and all processes that are involved in those. There were some findings from the COE visit, which will be addressed, most of which involve paperwork and not program structure, instruction or content. We cleared the findings in December of 2022. We were in a warning status as bench marks had not been met due to the pandemic, but those have been cleared. Bench marks are 60% completer, 70% placement, 70% licensure.

The Student Learning Outcomes for the ABC Adult School are: "Self-directed lifelong learners who: acquire Knowledge and skills appropriate to their stage of life, set and achieve career, educational and/or personal goals, and seek continuing career training and/or educational opportunities. Effective communicators who: demonstrate appropriate listening, speaking, reading, writing, creative, and/or computational skills, apply communication skills to professional, technical and other real-life situations, and enhance and improve their ability to understand and be understood by others. Critical thinkers and problem-solvers who: exercise their powers of judgment, perception, and inference, assess and fulfill their own needs by

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finding appropriate resources, and apply knowledge to professional, technical and other real-life situations.”

**Motion to accept minutes from last meeting.**

Please take a moment to review the minutes from the last advisory. We will need to have a motion and a second motion to approve the meeting notes. Can someone make the first motion?

Motioning to approve the minutes, seconding the motion. The minutes have now been approved.

**Completion/Placement/Licensure Plan**

**Financial Aid**

**By Jeff Heilig**

To maintain our COE accreditation, we must maintain a 60% completion rate and 70% placement rate. If we do not, which will place our program in a review (which requires us to report why and what actions we are implementing to correct completion and placement). We are writing our COE Accreditation Report this Year - COE will visit August 25 - 28, 2025. We are also a Western Association of Schools and Colleges (WASC) - accreditation. Reporting year for COE and WASC will be August, 2025. For the last reporting year 2023, we had 21 Enrolled, 14 Completers, Completion Rate: 67%, Licensure Rate: 79 % (11 of 14), Placement Rate: TBD.

Financial Aid:

We still offer financial aid for the program as the hours still fall within Financial aid requirements

**Review/Discuss Program of Study**

**By Jeff Heilig**

The committee took time to review the program in its entirety and discussed the following topics: Requirement for Admission, Program Objectives, Program Length and Class Content, Instructional Materials and Equipment Used by Instructors and Students Instructional Delivery Methods, Student Evaluation and Competency Exams, Interpersonal and Soft Skills, Role of A.I., Ideas/Thoughts: Building the Program.

**Jeff Heilig:** *If you take the Pharmacy Program you are supposed to get a job in the Pharmacy industry. Students sometimes don't get jobs right away, or they choose to do something else. The longer it takes for something to get placed, the harder it is for us to communicate with them.*

**James Wang:** *Do they have to be titled as a pharmacy technician? ie: like a pharmacy cashier or a pharmacy customer service?*

**Jeff Heilig:** *In the industry.*

**James Wang:** *Are you finding that the job market is strong right now for pharmacy techs and pharmacy related? if a student came out of our program wanting to be a pharmacy tech, is it a tight market, or is it a pretty strong market right now?*

**James Wang:** *It varies from area to area. Only thing I would recommend is that our front end stores are always in need of employees and we do have positions in Walgreens where it's a hybrid position. Where they do have pharmacy training, and they're also in the front end. These are perfect. That it's a good transition for a lot of your students who are finishing up and doing their internship program, after they finish while they're waiting for their license to apply for those positions because they would be technically placed in the pharmacy setting while they're still waiting for their license. So that would help your placements working in the retail industry itself.*

**Shushil Suman:** *New students find it hard to adapt to the environment quickly. It takes 6 months to a year for one to enjoy the job.*

**Rochelle Scott:** *I teach from an aspect of the student needs to be able to handle multiple settings at any point in any time, because they don't know where they're going to be placed. My students in any given time in any week could be doing multiple labs. That's their hands on which can consist of them processing prescriptions in addition to compounding drugs. In addition to doing IV admixtures, in addition to working with insurance claim forms.*

**Shushil Suman:** *The externship program is very good.*

**Sean Kim:** *For new grads it may be kind of hard to get their foot in the door in a hospital setting, but just to add to that, externships are very important. It really depends on how they fit in in the work environment, how fast they're willing to learn and a student with no experience may get the opportunity if there is a spot. So making that relationships with your sites with*

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*your preceptors. If there's openings and showing you have a good work ethic, I think it's a possibility that you could get placed, and I feel like that's the best way to get placed because you get to know the student. You get to know how they work.*

Admission Requirements: *Are they appropriate and are there any suggestions? (18 years and must have a HSD/HSE)*

**Jeff Heilig:** *Any questions?*

**Rochelle Scott:** *We do provide background checks prior to them enrolling into an internship. They do a combination of a background check, direct screening. And we do that prior to setting the student up on an internship. So it's not a part of the admission process. But it is a part of the internship process.*

**Angelica Nieto:** *There's a background that they have to do when they do. Technician license?*

**Rochelle Scott:** *They do a background check and a drug screen, part of their internship to internship. We make sure that they're okay, in that regard. And once they have completed the internship requirements, then we help them with their licensing process, where in which they do complete another background check for licensing.*

**Jeff Heilig:** *It's not part of the initial enrollment, but it comes on the back end.*

Program Length and Content: *Is the amount of time sufficient for an entry level position? Are the topics/classes appropriate for the program and any suggestions?*

Program Objectives: *Are the objectives relevant and sufficient for students to be successful in the professional setting? Should any objectives, additions, revisions, or upgrades be adjusted? Should any objectives be removed, revised, or modified?*

Competency Tests: *Is the program amount of time sufficient for an entry-level Pharmacy Technician position? Are the topics/classes appropriate for this program? Should we consider replacing Keyboarding and Computer Essentials with more relevant and needed classes? Do you have any suggestions for improvements or upgrades?*

**James Wang:** *For the 84 hours, for the electronic health records, what does that entail?*

**Georgia Grissom:** *It's actually an electronic program that's used in medical offices. And so we want them to see how things are from that side of the business. They can actually send in prescriptions, for them to get the whole picture. Because now it's about 90% prescriptions are electronic, or is it higher? I know that the physicians that have been practicing for a long time still use their prescription pads. But a lot of the doctors are all electronic.*

**Rochelle Scott:** *It also just gives them more access to technology. Oftentimes, when students are starting their internship, it's the first thing that they need to learn is the processing system of that pharmacy. And each pharmacy uses different processing systems. So it just gives them more access to technology, more hands-on practice, so that when they are in those settings they have a more practical sense of working with the technology that they're going to use.*

**Shushil Suman:** *Have we also thought about training them on vaccinations? Some of the technicians now are eligible to give the flu and covid in the retail setting.*

**Rochelle Scott:** *I do train them on doing that I let them know that they have that availability. I train them in that aspect, as far as the proper storage, the proper way of handling, giving the vaccinations and things of that nature. I give them a soft introduction to it, letting them know that isn't a form of practice for them with their licensing.*

**James Wang:** *I would make the recommendation that you put into part of your past courses because technicians have been doing flu and covid since 202. It's been 4 years now where technicians have been able to give shots. I've been doing shots since the Board of Pharmacy approved it.*

**Rochelle Scott:** *Do you guys get to do things like TB shots and stuff like that?*

**James Wang:** *That is not approved by the Board of Pharmacy but the Board of Pharmacy approved flu vaccinations and COVID-19 vaccinations by technicians. It's been going on for all our pharmacies for 4 years now where our technicians are giving shots as long as they go through the courses, which is the APHA immunization certification, the Cpr certification, and then they do need to do a blood borne pathogen type of accreditation.*

**Jeff Heilig:** *Can we certify within the program, or do they have to go outside?*

**James Wang:** *If you guys could do the certifications, then, yeah, we just come in and we put in all their certifications.*

**Jeff Heilig:** *And most of your vaccinations done now through structured clinics, or is it walk in, in store?*

**James Wang:** *In clinics, walk in and by appointment.*

Instructional Materials: *Are the instructional materials and equipment aligned with current industry expectations and needs? Are there any other materials or equipment recommended or needed to better prepare students for the workforce?*

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**Sean Kim:** That covers everything.

**Rochelle Scott:** I try to implement in my teaching, whatever their interest lies in pharmacy, they have some at least classroom experience in that area. I tried to teach from the aspects of: insurance billing, compounding, working in a hospital, setting and retail as well, some of your nontraditional settings.

Instructional Delivery Modes: Is there an instructional method you would like to see more of to prepare students better? Do you have any suggestions for revising, adjusting, or modifying how the curriculum is provided to students?

Equipment: What type of equipment is available to students? What is needed and are there any gaps? The committee agrees that the equipment is sufficient and added a cash handling machine and signage per Daryl Nava, Walgreens.

**Sean Kim:** Do you cover any of the automated dispensing machines in any of your courses like the Pyxis machine, or anything like that?

**Rochelle Scott:** We cover it in lecture only. The automated dispensing machine would save me some time from counting and things of that nature. We don't have anything to give them that hands-on experience.

Methods of Evaluation: Are the measurements of evaluation and exams sufficient to show competency and ability? What type of work, exam completion, etc., should students have available to show potential employers? Is industry certification needed or preferred? Do you have any suggestions for revisions, modifications, or changes? Are portfolios still relevant, wanted, or required by hiring professionals?

**Sean Kim:** Do you have them working on any projects?

**Rochelle Scott:** I have them do things like creating their own drugs. So they understand the aspect of dosage forms, indications, classifications.

Additional Comments:

**Jeff Heilig:** We want to integrate a more deliberate and intentional approach to the intern, the intrapersonal skills. It can be a variety of things but your thoughts on that are especially specific to your industry.

**James Wang:** In the retail setting. They definitely need to be able to communicate and talk to our patients. In this era with the new generations they're very phone based. They're about 80% of their job is facetime with patients, and so they need to know how to keep calm. They also need to know how to address situations. 90% of all your patients are coming in, are sick, and in pain, not feeling well, or something bad is happening.

**Rochelle Scott:** We do role play in that regard. Role playing either as a patient and a technician and or when they're calling doctors offices or when they're receiving phone calls from doctors, offices, and or patients.

**Sean Kim:** I think that's really important if you guys have students that have English language barriers to script it so they know exactly how to say, instead of coming up with something themselves.

**James Wang:** I suggest mock interviews. How to properly dress for the position because the technicians are held at a different standard. You're supposed to be clean, neat & orderly.

**Shushil Suman:** Know the expectations. Biggest thing is their attitude. They have to separate their emotions vs profession. How to communicate professionally. How to communicate professionally. I love to ask "tell me a time you made a team member or patient, happy or joyful". It's a simple question but that's a question about behavioral/situational. The more specific you are, and the steps you took to make that person happy and what you did is huge.

**James Wang:** How to be descriptive with their words: What did you do to make them happy? What were your actions? What was your thought process of doing that to make them happy?

**Sean Kim:** For me it's having them do their research about where they're interviewing because my 1st question is, "do you know anything about our hospital"? Another thing is punctuality.

**Rochelle Scott:** I try to pour into my day to day teaching with my students making sure they do understand those soft skills and hard skills of being a technician. How do you guys feel as employers? If students were to dress in their scrubs for interviews.

**James Wang:** I would be ok with that.

**Sean Kim:** I wouldn't think it would be acceptable, for an interview.

Artificial Intelligence:

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**Jeff Heilig:** *The role of AI obviously is becoming more relevant. Is there a role that they should know about? Is there a program they should know about? Is there software we should be using? Is there an automated dispenser we should look at?*

**Sean Kim:** No

**Shushil Suman:** *There might be some in the background but as far as us in the stores we don't see it.*

#### Ideas/Thoughts - Building the Program

**Jeff Heilig:** *Any ideas and thoughts, how we can enhance the program?*

**James Wang:** *Give student job placement opportunities after completing the program.*

**Georgia Grissom:** *That's what we do when a student enters the externship part of the program.*

**Ty Holloway:** *When the student finishes the classes so they automatically get the state license?*

**Rochelle Scott:** *Pending that there are no legalities or nothing in their background that will prevent them from getting their license, they need to complete the 3 modules, their internship and then they will be licensed through the State of California. Ptce test is a national test. Once they've taken/past that test, their license will be granted in any state.*

**James Wang:** *Is there a pause period between finishing their hours and getting their license?*

**Rochelle Scott:** *Yes. It could be between 6 to 8 weeks.*

#### **Adjournment**

Jeff Heilig thanked everyone for coming and contributing to today's Pharmacy Technician Advisory Meeting.

Transcribed by: Jessica Arias