Letter from the PTEC President:
As I look back over the events of the summer, I am so grateful for the success that occurred at our 2014 Annual Conference. I made lots of new friends, met up with some old friends and came away with a lot of great ideas. Even, the planning of the event has opened up potential new job avenues for me. Who knew planning a convention could turn into a marketable job skill? However, where did the summer go? Time really does fly when you are having fun or getting ready for your very first dance competition. Without the support of my PTEC family and all the valuable skills I’ve gained through my time on the Board of Directors, I don’t think that I would have ever been brave enough to take on ballroom dancing, let alone competing in the biggest competition that Arthur Murray holds every year. I know I’m crazy because many people would have started out with a much smaller competition to begin the competitive dancing career, but my philosophy of late has been if it’s worth doing; then it’s worth doing well. In that spirit, we will be doing up our 2015 Annual Conference big. After all, it is our 25th birthday and we need to celebrate these big milestones in our organization. So, start planning now for what is sure to be a great time in NOLA. I realize that this is probably one of the shortest letters from the president, but time to get back to dance practice and planning our 2015 Annual Conference. Laissez les bons temps rouler!
Dorathea

If It’s Worth Doing; It’s Worth Doing Well

Join us at the conference and...
- Build professional networks
- Collect resources for use in your classroom
- Learn about ASHP accreditation
- Gain insight from experienced educators
- Connect with publishers and vendors
- Earn ACPE-accredited continuing pharmacy education

The 2015 Annual Conference will be held at:
Astor Crown Plaza
739 Canal Street
New Orleans
Louisiana 70130.
www.astorneworleans.com

Conference registration and room reservation information will be available on the PTEC website soon!

Come Celebrate 25 Years of PTEC!
2015 Annual Conference
New Orleans, Louisiana
July 9 to 11, 2015
Dear Members,

Isn't the fall season one of the most wonderful times of the year? It is often characterized by cooler weather, football, chili and back to school! By now, most have returned to the classroom and have gotten acclimated to the routine of another semester, quarter or module. Also by now, I hope that you are implementing one or more of the pieces of knowledge you learned during the conference (if you were able to attend). Time marches on that is for certain.

As the Board and I began the strategic planning for the upcoming year, we reflected on the Mission of PTEC and performed a "SWOT" analysis on the current state of organization. Our discussions centered on you, your needs, and the connection to profession's resources. From those discussions, we asked members to share their input on the construction of a revised mission statement. You did and we appreciate the input. I am pleased to share the present mission of PTEC: "PTEC unites, supports and empowers educators in the training and education of exemplary pharmacy technicians".

Because PTEC is your organization, the Board and I work to bring our members together through the annual conference experience and virtually through the group's list serve and website. While we support the members through fiscal and strategic responsibility, we also research member's needs, survey the landscape of the pharmacy profession, contribute PTEC's unique perspective in national discussions and share our findings thus empowering our members.

In this newsletter, our reporter, Kara Schotter shares the 2014 PTEC Conference survey results. You will see there were some areas we "nailed it", some areas we did "well" and some areas we can improve. Your feedback through the CE program and conference surveys have influenced the revised call for presentations (included in this newsletter), a better process for evaluating CE submissions and will assist us in logistical matters for the 2015 PTEC Conference in New Orleans, Louisiana.

The Annual Member Survey has opened (https://www.surveymonkey.com/r/CSG5SKN) so you may share your opinions and express your needs. Your input is important to us because it helps us achieve our mission to "...unite, support and empower" you! Please reach out to me with any comment, concern or suggestion you may have. I may be contacted through email (executivedirector@pharmacytecheducators.com) or by phone 202-567-PTEC.

My best,
Janet McGregor Liles, MS, CPhT
Janet McGregor Liles
PTEC Executive Director

2014 PTEC Conference Survey Results

It is very hard to believe the 2014 PTEC Annual conference was held two months ago. Reporter, Kara Schotter, asked for attendee feedback recently and that information is so valuable in shaping next year's conference.

You will see in the table below, the strengths and the opportunities of the 2014 Conference. It should be noted, while a response of 90% or greater is considered acceptable, we strive to exceed attendee's expectation in all areas!

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Conference City and State met expectations</td>
<td>90+%</td>
</tr>
<tr>
<td>Hotel accommodations met expectations</td>
<td>97+%</td>
</tr>
<tr>
<td>Food (Quality and Selections) met expectations</td>
<td>100%</td>
</tr>
<tr>
<td>Conference Signage was informative</td>
<td>82+%</td>
</tr>
<tr>
<td>Content of the program was current</td>
<td>87+%</td>
</tr>
<tr>
<td>The lecturer demonstrated topic mastery</td>
<td>82+%</td>
</tr>
<tr>
<td>Delivery styles (use of visual, handouts, etc.) were effective</td>
<td>82+%</td>
</tr>
<tr>
<td>Program increased knowledge/professional competence</td>
<td>73+%</td>
</tr>
<tr>
<td>The program provided a valuable learning experience</td>
<td>82+%</td>
</tr>
<tr>
<td>The 2014 PTEC Conference provided networking opportunities</td>
<td>95+%</td>
</tr>
<tr>
<td>The 2014 PTEC Conference added value to PTEC Membership</td>
<td>87+%</td>
</tr>
<tr>
<td>Having ACPE CE is important</td>
<td>82+%</td>
</tr>
<tr>
<td>Organizational Awards are important</td>
<td>56+%</td>
</tr>
<tr>
<td>The Instructor Aseptic Course influenced decision to attend</td>
<td>39+%</td>
</tr>
<tr>
<td>The 2014 PTEC Exhibitors were sufficiently varied</td>
<td>70+%</td>
</tr>
<tr>
<td>The 2014 PTEC Exhibitors were applicable educational setting</td>
<td>85+%</td>
</tr>
<tr>
<td>The 2014 PTEC Exhibitors shared valuable resources</td>
<td>92+%</td>
</tr>
</tbody>
</table>
Anne LaVance

Reporters: How long have you been a member of PTEC? What do you feel is the best part of being a member?
Anne: I joined in the early 2000’s. What do I like best about being a member – the ability to connect with other instructors and administrators. The exchange of ideas and in the information you can get from the membership is invaluable.

Reporters: What education do you have?
Anne: I have a Bachelor of Science from University of Arizona, and a Certificate in Pharmacy Technology from Pima Community College. I began Master Level coursework in Pharmacology through Michigan State University.

Reporters: What are the requirements for techs in your state? Are these requirements a hindrance or beneficial to your teaching program?
Anne: In Louisiana technicians must be registered. 600 notarized training hours and successful completion of the PTCE are required to become registered. Prior to registering, technicians must obtain a Pharmacy Technician Candidate Training Permit which requires a background check (FBI and State Police). Starting in January 2016, potential candidates will have to complete an ASHP accredited training program.

Reporters: At what college/program do you teach pharmacy technician courses? How long have you been teaching pharmacy tech courses? Have you taught at other institutions?
Anne: I am currently the Program Director at Delgado Community College in New Orleans, LA. I previously taught at Apollo College in Tucson, AZ. I began teaching in Spring 2001. I came to Delgado in Fall 2003 as an instructor and promoted to Program Director in 2004. My current rank at the college is Associate Professor.

Reporters: Describe the layout of the pharmacy tech program in which you teach (number of courses, course titles, student population, time frame for completion).
Anne: Our program is two semesters, with one semester of pre-requisite courses. We have 6 required didactic courses, 2 Laboratory courses, and 2 clinical courses.

Reporters: What made you decide to become a pharmacy technician/pharmacist? What experience do you have—retail, hospital, etc.
Anne: I started Pharmacy School straight out of High School (Massachusetts College of Pharmacy) – I did 2 years Prepharm. I changed schools, but my grades weren’t strong enough to get into another College of Pharmacy, so I changed my major and graduated with a Food Service Management major. In the Mid-90’s I decided to go back and finish what I started, so I planned to take some ‘refresher’ (’do over’) courses at PCC. Looking through the college catalog I saw the Pharmacy Technician program and thought it would be a good way to network as I tried to apply to the U of A Pharmacy College. A friend in my Chemistry and Physics course talked me into applying to Med School. As I tend to procrastinate, I interviewed at the end of the selection cycle and was accepted as an alternate. There were no seats that year for alternates. As I prepared to retake the MCAT and re-apply, a co-worker at the hospital convinced me to teach at Apollo College. I found teaching was a true passion. I get to share my passion for the profession and potentially touch lives exponentially. I have experience in small independent pharmacy (when I was in Pharmacy School) and later compounding pharmacy, retail chain, and hospital pharmacy.

Reporters: Have you written any articles that have been published in journals or presented at any conferences?
Anne: I recently presented at the LSHP Annual Meeting, CE on Sterile Products for Technicians. I previously presented at The Louisiana Society of Radiological Technologists on medications interactions and adverse drug events common in Radiology.

Reporters: What is your favorite part of being a pharmacy tech instructor/educator?
Anne: The “Light Bulb Moment” – I love seeing the reaction of a student when they finally ‘get’ a concept that they were struggling with.

Reporters: What is your least favorite part of being a pharmacy tech instructor/educator?
Anne: Grading! I HATE grading papers, especially anything that requires me to read hand written responses.

Reporters: What are your favorite topics to teach? Can you share an innovative teaching idea or your favorite lesson?
Anne: Pharmacology, math and Sterile Products are my favorites. I don’t teach math to our in-program students (my instructor does). So I’d have to say Sterile is my 1st Favorite, but I am able to do the most with Pharmacology as far as innovation. In the last year, I’ve been working on ‘flipping the classroom’ and creating a number of new worksheets and clicker quizzes to use in class. I really love using Prezi to create chapter/material reviews.

Reporters: What teaching approach/style works best for you?
Anne: My approach varies depending on what materials I’m teaching. Pharmacology is ‘more traditional’ and structured – PowerPoints, notes, worksheets, quizzes, tests, and I try to write on the board a lot for anecdotes or to better illustrate a Ppt slide concept. Although – I am working on ‘flipping the classroom’ so that I can have more interactive lessons. Sterile is much more interactive – LOTS of visual aids (supplies)

Reporters: What advice do you have for new educators?
Anne: Be consistent! Identify YOUR weaknesses and create a method (SOP) to prevent them from complicating the classroom. For example, I am terrible at returning phone calls and remembering what a student ‘told me’ (ie. I have a Dr’s appointment Monday and won’t be in class) – so they are told (orientation, syllabus, handbook) they need to e-mail me for ANYTHING (this also gives me a tracking document). DOCUMENT – keep records of student encounters – the good is as important as the challenges! Don’t be afraid to make a mistake, but also don’t be afraid to ‘own it’! We all misspeak – teaching is MUCH more difficult than it looks (if you are doing it right).

Reporters: Any additional information you would like to share...hobbies, current endeavors, family, etc.
Anne: I LOVE my ‘adopted’ hometown. I took jewelry/metalsmithing classes for a few years, I love to cook and bake (and show off my ‘creations’ on FB).
Member Spotlight
Regina Ram, Irene Banuelos-Villatoro, Mario Garcia,

Reporter: At what college/program do you teach pharmacy technician courses? How long have you been teaching pharmacy tech courses? Have you taught at other institutions?
Regina: I have taught at San Jacinto College South and North Campuses Pharmacy Technician Program in various capacities (Adjunct, Interim Program Director, and Faculty) for close to 12 years (Hire date: 2001). I have been offered positions at other institutions but have not taught anywhere else.

Irene: I teach at San Jacinto College North campus and I have been teaching Pharmacy Technician courses for 6 years.

Mario: I am currently beginning my fourth year as program director for the south campus of San Jacinto College in Houston, TX. I began my teaching career here in 2007 when I was hired as a full-time faculty member. Additionally, I have begun my second year as the clinical liaison for our program.

Reporter: How long have you been a member of PTEC? What do you feel is the best part of being a member?
Regina: I joined in June 2014 as a new member of PTEC. So far, my students and I have benefitted tremendously from the information presented at the 2014 Lexington Conference. I took away something from each session. I loved the evening networking opportunities and the ongoing collaboration and support I have received from other PTEC members via the PTEC Google Group. I have exchanged formulation records, recipes for different compounds, received suggestions for improving existing labs just to name a few benefits.

Irene: I have been a member with PTEC since the fall of 2010. I enjoy networking with other instructors and gaining the knowledge of better teaching habits. I also appreciate PTEC’s informative conferences and their effort to improve the Pharmacy Technician career.

Mario: I have 3 years of membership with PTEC. I enjoy the ability to connect with people from around the country and to hear how other program directors/faculty find innovative ways to teach pharmacy technicians.

Reporter: What education do you have?
Regina: I have a Master of Business Administration from Texas Women's University, a Bachelor of Business Administration in Finance with a Minor in International Area Studies with a primary focus in Asian Studies from the University of Houston as well as an Associate in Arts in Business Administration from San Jacinto College South. In addition to these degrees, I have a computer programming certification from a private institute, a Certificate in Sterile Compounding from the University of Houston College of Pharmacy, and Instructor’s Certification in Sterile Compounding and Aseptic Technique from Austin Community College.

Irene: I have a Certificate of Technology for Pharmacy Technician, ACPE I.V Certification as well as ACPE I.V Instructor’s Certification. I am a Certified Pharmacy Technician by PTCE and also licensed by the State of Texas Pharmacy Board. I have an Associate’s Degree in Applied Sciences as well as a Bachelor’s Degree in Interdisciplinary Studies with emphasis of Education and Science and I am currently pursuing a Master’s Degree in Adult Education.

Mario: I have an A.S. from the University of South Carolina I earned while stationed at Moncief Army Community Hospital, Ft. Jackson, SC and I completed my B.S. in Biological/Physical Sciences from the University of Houston, after I was honorably discharged.

Reporter: Describe the layout of the pharmacy tech program in which you teach (number of courses, course titles, student population, time frame for completion).
Regina: We currently have 11 courses in our curriculum and usually take in an average of 50 students per year. Within those 50 students about 50% are Dual Credit students from High school who take 2 years to complete our courses and the rest are generic students, who have 1 year to complete the program. I have taught every class in our curriculum. The courses include: PHRA 1301 Introduction to Pharmacy, PHRA 1305 Drug Classification, HPRS 1106 Essentials of Medical Terminology, PHRA 1309 Pharmaceutical Calculations I, PHRA 1313 Community Pharmacy Practice, PHRA 1347 Pharmaceutical Calculations II, PHRA 1441 Pharmacy Drug Therapy and Treatment, PHRA 1345 Intravenous Admixture and Sterile Compounding, PHRA 1349 Institutional Pharmacy Practice, PHRA 1360 Clinical Community Pharmacy, and PHRA 2360 Clinical Institutional Pharmacy.

Mario: I currently have 11 courses in our curriculum and usually take in an average of 50 students per year. Within those 50 students about 50% are Dual Credit students from High school who take 2 years to complete our courses and the rest are generic students, who have 1 year to complete the program. I have taught every class in our curriculum. The courses include: PHRA 1301 Introduction to Pharmacy, PHRA 1305 Drug Classification, HPRS 1106 Essentials of Medical Terminology, PHRA 1309 Pharmaceutical Calculations I, PHRA 1313 Community Pharmacy Practice, PHRA 1347 Pharmaceutical Calculations II, PHRA 1441 Pharmacy Drug Therapy and Treatment, PHRA 1345 Intravenous Admixture and Sterile Compounding, PHRA 1349 Institutional Pharmacy Practice, PHRA 1360 Clinical Community Pharmacy, and PHRA 2360 Clinical Institutional Pharmacy.

Reporter: What made you decide to become a pharmacy technician/pharmacist? What experience do you have—retail, hospital, etc.?
Regina: It's always been my passion to work in healthcare and be able to help and take care of others. As an educator, it's a blessing to be able to teach, train, and graduate students in 1 year and watch them make a difference for the better in the field of pharmacy. I have 1 year of retail experience at Eckerd Drugs (1997 - 1998) and 11 years of hospital experience at Memorial Hermann SE Hospital (1998 - 2009).

Irene: I had a family friend of my parents who was a pharmacist and his name was Dr. Michael Pinon. Since I was very little I would see Dr. Pinon work in the pharmacy and I was always amazed in his professionalism and his ability to help others. I made a choice to become a Pharmacy Technician because I wanted to gain experience working in a pharmacy and hopefully gain entrance to Pharmacy school. I started off by applying to San Jacinto College...
College and then taking my basics but then I ended up pregnant (the story of a college student’s life) and I had to stop going to school. I had enough credits to gain my associates and with that I applied for a teaching position to become an adjunct. I really enjoyed teaching and I found myself within my student’s life story. I was a product of the program and I was able to inspire students. So many times I hear my female students say, “How did you do it being a single mom” and usually I reply, “Because I had the will to learn”.

Mario: I decided to become a pharmacy technician when I joined the US Army out of high school. After taking the ASVAB, I was given the choice of many medical careers and chose pharmacy technician. While on active duty, I split my time between retail and institutional practice. We had a large retirement community and worked in a retail environment down in the basement and was on the call rotation with other technicians when I was assigned to the institutional pharmacy as an IV technician on the 7th floor. Soon after my honorable discharge, I was a senior technician for Walgreens for about 2 years and worked for Omnicare Houston as an IV tech and later a field customer service representative for about 6 years before I applied to San Jacinto College. Although I didn’t know much about the pharmacy technician profession when I joined the military, I am thankful for the opportunities I have had since I completed my training.

Reporter: What is your favorite part of being a pharmacy tech instructor/educator? Regina: My favorite part of being an instructor is knowing that I am truly changing lives, making a real difference, helping others, and knowing that the job I have as an educator goes beyond teaching in the classroom. My job is to make sure my students succeed, not only in the program and the national exam, but most importantly, in their pharmacy careers and in their lives.

Irene: I love coming in and sharing my story with my students. Every time I see my students graduate from the program I see myself all over again. I’m reliving the past within my students and that experience is emotional.

Mario: My favorite part of being a pharmacy technician educator is learning about our students’ success after program completion. This success is not only finishing our program but also hearing our sites rave about their experiences with our students as well.

Reporter: What is your least favorite part of being a pharmacy tech instructor/educator? Regina: My least favorite part of being an instructor is everything that has to be done each week that doesn’t have anything to do with my primary job of teaching. There are so many other things that I must manage as a full time instructor that go beyond my primary duties. Things such as: ordering supplies, attending staff/faculty meetings, participating in training sessions for various tasks, keeping up with documentation and paperwork for each student, coordinating and preparing for pharmacy departmental meetings, and marketing are just some of the tasks that I do in addition to teaching a full load. Sometimes, it becomes overwhelming, but then, I am quickly reminded of my purpose the moment I step into the classroom and see my students eagerly waiting to learn.

Irene: My least favorite part is having a student who is having financial issues or a crisis and not having enough resources to help them. At times it’s hard to give up on a student and it usually drains me emotionally. I would have to say that the feeling is my least favorite part, but having known the student would have to be my best.

Mario: My least favorite part of being a pharmacy technician educator is when we are unable to retain students due to their lack of outreach for assistance or resources. Although I may not be able to help everyone, I would like the opportunity to help the student find a way to become a successful pharmacy technician.

Reporter: What are your favorite topics to teach? Can you share an innovative teaching idea or your favorite lesson? Regina: My favorite topic is USP 797. I teach this in the PHRA 1345 Sterile Compounding Class. I have been teaching this class for almost 12 years now and it has truly become a personal favorite. An innovative activity that I created was teaming up with Microbiology and having my students perform aseptic technique (cleaning the hoods, aseptic hand washing, ampule to bag transfer, and a vial to bag transfer) and having Microbiology students test/swab the various areas and drugs that were completed. We then perform what we call NON aseptic technique (practicing the same tasks but without using proper aseptic techniques. (For ex: a student will answer her cell phone and then continue making the vial to bag transfer without spraying with IPA to disinfect her gloves) and then we have those areas and drugs swabbed. After a week, microbiology shows us the microbial growth, if any, that was present in each area. If done correctly, the areas and drugs that were handled with proper aseptic technique should show no microbial presence and the NON aseptic technique should show microbial growth. It allows the students to see firsthand how important performing aseptic technique really is. It is a dual learning experience for pharmacy and microbiology students and overall a very fun activity for both departments.

Irene: I can probably make any topic exciting but my favorite would have to be teaching the labs. I really enjoy that interaction with the students and we usually have a lot of fun (while playing it safe) in the lab. Once a semester we run a mock clinic with other departments and we use that time as a scenario based learning. We start the communication within department very early in the education so that the student can respect and understand the work of other departments. This mock clinic will also help strengthen customer services skills as well as retrieval information from past lectures and labs.

Mario: I started teaching PHRA 1305 Drug Classification this fall and have absolutely enjoyed my experience. I worked closely with the program director of our north campus this past summer to setup the framework of this course. I found that a Round Robin review session prior to our quiz was helpful and this was reflected in both the students’ grades and an informal student survey.

Reporter: What advice do you have for new educators? Regina: My advice to new educators is do not be afraid of suggesting and implementing new ideas/strategies in your classroom. Try and create a quality network of individuals that you can learn from. Build mutually supportive relationships with those individuals who are also passionate about the pharmaceutical field. For me, joining PTEC has allowed me to reach out to other pharmacy technician educators across the United States and share ideas and grow as both a pharmacy technician and as an educator. I strongly advise new educators to seek out strong organizations that are striving to make a difference in the pharmacy technician field.

Irene: Don’t be afraid to create a new idea and use it in the classroom. If it fails then tweak it until it’s perfect and once you have perfected it, publish it! You may inspire others.

Mario: Don’t give up! Reach out to other educators and find out how they approach topics. I’ve contacted nursing instructors to find out how they teach medical terminology and have received great ideas and resources.

Reporter: Any additional information you would like to share. Regina: I am 34 years old and a mother of 3 children (Alina~ 10, Sania~6 and Omar~4). My 5 year life plan includes returning to school to get a PhD.

Irene: I am a mother to 3 wonderful kids and a wife to one lucky husband. I have a really funny sense of humor and I enjoy talking to people. My hobbies would have to be watching movies with my kids and crafting. My true passion is the Fine Arts especially painting with acrylic on canvas. I enjoy cooking and when I do have time catch up on some research reading. I enjoy life and I try to make the best out of every situation. I may try dieting one day but as for now, “Let them eat cake”.

Mario: I enjoy reading and recently joined a book club here on campus. I’m currently reading “Quiet: The Power of Introverts in a World That Can’t Stop Talking”. Additionally, I enjoy travelling and spending time with friends and family.
Vendor Spotlight:

Jones & Bartlett Learning: Empowering Instructors, Students, and Professionals

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Pharmacy Funnies

Pharmacy Students

First year !! Last year !!

“I didn’t experience any of the side effects listed in the enclosed literature. Should I be concerned?”
Feeling the Kentucky Spirit
2014 Annual Conference
Lexington, KY
Honoring Years of PTEC Membership

5–9 Year Members
Charity Andrews
Jodi Bakken
Lynn Breegle
David Brown
Jill Frost
Mensur Hamud
Della Khoury
Lisa McCartney
Angela Minnis
Nancy Needham
Nadar Rassaei
John Ross
Maria Salazar
Barbara Snyder
Bobbi Steelman
Laurie Straus
Shelia Capp
Pilar Perez-Jackson
Elina Pierce
Mark Plencner
Janet McGregor Liles
Rose Shelton
Cheryl Buckholz
Ann Oberg
Sheri Roumell

10-14 Year Members
Catherine Ballard
Jeannie Oldham
Elaine Senff
Jason Sparks
Kelly Meyer
Debborah Cummings
Judith Margulies
Stephanie Smith-Baker
Kenneth Strandberg
Mary Ann Stuhman
Linda Albrecht

15-19 Year Members
Maureen Sparks
Cynthia Steffen
Sandi Tschritter
Mary Powers
Barbara Lacher
Theresa Mozug

20 and Above
Lucien Van Elsen
Jan Keresztes

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- Potential for higher salary

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www.ptcb.org
The following are definitions from the glossary of the book *Frontier Medicine: From the Atlantic to the Pacific 1492-1941*

- Bronzed skin disease – Addison’s disease
- Bad blood – syphilis
- Biggest toad in the puddle – most important person in a group
- Barrel fever – vomiting or illness due to an excessive amount of alcohol
- Bone orchard – cemetery
- Bone shave – sciatica
- Chilblain – swelling of extremities caused by cold
- Cold as a wagon tire – dead
- Commotion - concussion
- Coon’s age – a long time
- Corned – drunk
- Deef – deaf
- Deplumation – tumor of the eyelids that causes hair loss
- Dry Bellyache – lead poisoning
- Felo-de-Se – suicide by one of sound mind
- Habilaments – clothing
- Horn – penis
- Knocked up into a cocked hat – fouled up, rendered useless
- Lungers – someone with tuberculosis
- Lying in – time of delivering a baby
- Monkey – vagina
- Milk leg – phlebitis
- Old Adam – penile erection
- Quinsy – tonsillitis
- Remitting fever – malaria
- Sam Hill – a euphemism for the devil
- Scrivener’s palsy – writer’s cramp
- Scrumpox – impetigo
- Ship’s fever – typhus
- St. Vitus’ dance – cholera
- Strangery – rupture
- “Shoot Luke, or Give up the Gun” – do it or quit talking about it
- Winter’s fever – pneumonia

-Angie Minnis

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**National Pharmacy Technician Day**  
**Tuesday, October 28th, 2014**  
**Theme:**  
**PHARMACY TECHNICIANS:**  
**BUILDING BRIDGES to SUCCESS**

*The first National Pharmacy Technician Day was 1991. The Congressional Record of July 16, 1991 contains a note about Technician Day, and the theme in 1991 was “Technician Recognition.” This year we are celebrating the 24th annual Pharmacy Technician Day.*

*Along with Pharmacy Technician Day being recognized on the National level, many technicians have gotten their State legislators to recognize National Pharmacy Technician Day. We encourage you to do the same.*

*Endorsed by: American Association of Pharmacy Technicians (AAPT), Pharmacy Technician Educators Council (PTEC), and The Society for the Education of Pharmacy Technicians (SEPhT)*
I am teaching a First Year Experience course this year, and it addresses the subject of lame excuses. I put out the call to my colleagues, and you answered! I pick some of these best of these excuses and passed them out in class. Then we played a version of “To Tell The Truth”. The class had to decide if the excuse was real or not. Of course they are all real! Another version I have heard is to have student write their own excuses on a paper and then have a paperball fight – through the excuses away. Here’s some material to get you started, or at least make you laugh (or cry).

General Excuses

- I would have gotten the same score whether I did it on time or not.
- I have a criminal record because my mother left her marijuana in my car.
- Why can’t a do a demonstrative speech on how to do a speech outline like you just did?
- I couldn’t enroll this semester because I had electroshock therapy.
- A student once told me that she could not complete her assignments because her rabbit had a seizure and died.
- Another student told me that he had completed his homework but had to take the ferry to class and his homework assignment fell off of the ferry.
- I was teaching a section on diabetes and everyday I was assigning a different short question for each student. I placed them on a ‘Ticket to Class’. The students had to complete their ticket each day and turn it in to be allowed in the room. One student came to me and said she didn’t have it and couldn’t remember the question I gave her because her son ate her ticket.
- I had another student that didn’t have her math homework on a particular day because her ex-boyfriend broke into her car trunk and urinated on her math textbook! Unfortunately she was telling the truth :-(
- Then there is always, "oh, that was due today?"
- I don’t know how to log onto Blackboard (Week 15 of the course!);
- You never said we had to do the assignment;
- You made the assignment “too hard;”
- I was out of paper
- One of my students told me that they couldn’t take their final on a Thursday because they were going to get married.
- I understood the lecture so I didn’t think I needed to do the homework
- I took this class last year and failed it. I don’t need to do the homework this semester because I already did it once.
- And my personal favorite: I don’t know how to write a paper.
- Your attendance is terrible, why? “I’m living life”
- “I used to use my next door neighbor’s wifi, but they moved out, so I couldn’t email the assignment.”
- I had a student who missed a final exam and informed me that her grandmother had died. She provided me with her obituary from the
Washington Post. Unfortunately the student did not read the obituary because the obituary stated the elderly woman did not have any survivors.

- Student: "My iPad froze up when I was taking my quiz and I cannot get it to work." Teacher: "So, what did you use to email me about this?" Student: "I emailed you from my iPad." (smile)

- "I pay you, you don’t pay me. If you paid me then I would be on time for class."

**I missed classes because:**

- my lizards were homeless
- I am playing in a video game championship in Vegas
- My cows were mutilated.
- I have insomnia (after admitting to playing 100 hours of World of Warcraft a week).
- (after Obama’s first election) “I am still drunk”.
- My dog was very lethargic
- "They think my son has mono, so I have to be tested for mono...cannot make it to class."
- I had a student bring her dog that had just past-on into the campus to tell me she was going to the vet with the body. YUCK!!!
- I was in jail for assaulting my mom (the mom in question was in her eighties).
- My dad wanted to take me to breakfast this morning
- “I need to attend a semi-pro surfing competition"
- “...my cat peed all over the house.”
- “…I took some cold medicine last night and couldn’t wake up.”
- “…my Wildcats lost to Robert Morris last night and I was just too depressed.”
- “…I’m going to be out of town because we’re going to be on the Maury show.”
- "I was going to come to class, but it started raining, so I turned around and went back home"
- "I've been working hard lately, so I was just too tired to come"
- "I flaked". (that's it. just...I flaked, with a shrug.)
- My cell phone battery died and I couldn’t call. I lost my cell phone and then see them that afternoon on their phone.
- I was in the hospital, but can’t get a doctor’s excuse;
- I have a student who came up with a lame absence at least once every other day. Some of the excuses sound reasonable but when all of these excuses are made by the same person, it seems to me to be very fishy!! Here is a list of some of the excuses (all by the same student):
- I know that missing days while on internship looks bad, but I got very sick this weekend, and can barely stand. I wouldn't want to be coughing all over their equipment. I'm going to the doctors because I think I've got bronchitis.

Continued on Page 12
• I have an orthodontist consultation today (getting braces), and I won’t be able to attend class.

• One of my friends from high school passed away this weekend, and I won’t be in school today. I need to pay my respects to her and her family.

• I apologize, it is really embarrassing but I fell in the shower and I can’t make it to class today.

• There wasn’t a parking space so I left

• “I have a bug bite”

• “I have to go to the ER, I have a tampon stuck”

• “I got a new car so I wanted to drive it”

• Ok, this was not at school, but it happened at the hospital where I also work....”I need to leave, because my cat has fleas and I need to take it to the vet. I’m sure she had many similar excuses when she was a student.

From thetoast.com

• “hey professor i dont think ill be able to make it to class tomorrow, do u think u could email me the reading and whatever notes u go over, also i will not be able to make it to the final for personal reasons, when do u think i could come into your office and make it up, would summer vacation work for you”

• “hey dr x everyone in my family just died like right now so i won’t be in class tomorrow”

• “dr x i have six grandmas and they’re all in the hospital so i wont be in class tomorrow”

• “hey professor i have 97 grandmothers, all dead, i will not be in class for the rest of the semester”

• “hey professor idk if you noticed but i wasnt in class this week, i had a thing, did i miss anything important”

• “Hey professor! I’m attaching my final essay here. [Intentionally corrupted file attached so professor has to respond “Could you please resend?” twelve hours later, during which time the student has actually written said essay] Let me know if you have any questions!”

• “Hey Dr. X, I actually have three other assignments due the same day as your assignment, and your class is the least important to me, so can I just not do it, or do it late or something? Thanks in advance!!!”

• “hey professor can you meet sometime this week to answer some questions? none of your office hours work for me, can you pick another time?”

• “Hi professor X! Before the exam tomorrow, do you mind answering these 47 very specific questions I have about the material that I’ve been meaning to ask you all semester? If you do not help me I will fail and lose my scholarship and probably die, thank you in advance.”

• “hey i just realized that since I didnt show up for the midterm or do any of the homework im probably failing the class, is there any extra credit i can do between now and tomorrow to make sure I get at least an A?”

• “hey professor!!! noticed that im getting a D- in the class, any chance you could make that a B+, otherwise i wont be able to graduate this spring and my entire life will be literally ru-ined forever. ps i probably won’t be in class tomorrow my hands are kind of cramping up”

• “hey professor how have you been, good, good i liked taking your class seven years ago, idk if you remembered me, it was a crazy early morning class so i slept in a bunch but when i was there you were good as hell at professoring, do you think you could write me a letter of recommendation? i will not tell you what it is for, like a job or grad school or whatever, you have to guess. also i will not tell you the deadline. thank you in advance.”
Listening Exercises

Listening is something we all wish our students would do more of, but it’s the one thing we are never really taught. Use this exercise to show them how badly they listen!

Instructions: take out a sheet of paper and a pencil. We’re going to have a pop quiz. I am going to read some statements and you write down your answer. There can be no questions. I will repeat each question twice.

Q: How many animals of each SPECIES did Moses take onto the ark?
A: It wasn't Moses who went onto the ark - it was Noah.

Q: Some months have 31 days; some have 30 days. How many have 28 days?
A: All the months have 28 days.

Q: You go into a log cabin with one match in a matchbox. In the cabin is a wood-burning stove, a paraffin lamp and a candle. Which do you light first for maximum WARMTH?
A: You'd need to light the match first!

Q: Before Mount Everest was discovered, what was the highest mountain on Earth?
A: Everest was the highest mountain on Earth even before it was discovered.

Q: How far can a three-legged tiger run into the woods?
A: It would be halfway, because after halfway, it will be running "out" of the woods!

Q: There is a house with four walls. Each wall faces south. There is a window in each wall. A bear walks by one of the windows. What color is the bear?
A: White. If all the walls face south, the house is at the North pole, and the bear, therefore, is a polar bear.

Q: A boy and his father were traveling down a highway close to their home and were involved in a terrible traffic accident. The father unfortunately was killed instantly, but the boy was rushed to the local hospital where they needed to perform emergency surgery to save his life. The Surgeon entered the operating room and screamed out that this is my Son! Who is the doctor?
A: The doctor is the boy's Mother!

Q: Do they have a 4th of July in England?
A: Yes. It's after the 3rd of July.

Q: How many birthdays does the average man have?
A: One.

Q: Is it legal for a man in Illinois to marry his widow's sister?
A: No, he would be dead.

Q: A doctor gives you three pills, telling you to take one every half hour. How many minutes would the pills last?
A: 60 (you start by taking the first pill then, 30 minutes later you take the second pill, 30 minutes later the 3rd).

Q: A farmer has 17 sheep, and all but 9 die. How many are left?
A: Nine.

Q: A plane crashes on the Canadian/US border. In which country do you bury the survivors?
A: You don't bury survivors.

2014 PTEC AWARD WINNERS

PTEC was proud to present the following awards at the 2014 Annual Conference in Lexington, KY in July.

Janet McGregor Liles, PTEC Executive Director (left), presented Jill Levin Spivey (right) with the Roy Kemp Pharmacy Technician Educator Award. Jill is currently employed by PTCB. Jill received this award for her continued support of technician education and PTEC.

Dorathea Andrews, PTEC President (right), presented the Phil Naut Pharmacy Technician Educator Award to Janet McGregor Liles. Janet received this award for her efforts at a technician educator.
2015 Conference Registration Winners

At the 2014 Annual Conference in Lexington, KY, three winners were chosen from a random drawing to receive free registration for the 2015 conference in New Orleans, Louisiana. The three winners were:

Misty Graham
Pilar Perez Jackson
David Castro

Ever Thought About Being a PTEC Board Member?

Being a PTEC Board Member has some perks that you may not be aware of including…

- Travel to and from the annual conference location is paid for by PTEC
- Annual Conference Attendance is paid for by PTEC
  - All meals and hotel are paid for by PTEC
  - It’s a great resume builder
  - You also have the opportunity to attend other conferences as a representative for PTEC with all expenses paid

Now to put your fears to rest about the commitment…

- Monthly conference calls only last a couple of hours at the most
- Planning for the conference is spread out over the year
- Your individual responsibilities will depend on the position you seek, but there are a lot of group decisions
- The other board members are always willing to help you when you need help
- Email is the main form of correspondence in addition to the conference calls
- The annual conference is a fun and enjoyable in the company of friends from the board

The call for nominations will be available soon. Please take the time to consider where you can help your PTEC!

Would You Like to Win a $50 Gift Card?

Do you have an article, innovative idea, or classroom lesson that you would like to share with your PTEC colleagues? We want to hear from you! Any PTEC member who has an item printed in the newsletter will be entered in to a drawing for a $50 giftcard. The giftcard may be for office supplies, classroom supplies, or even a tank of gas or a nice meal out.

The instructions for the submission of an article or item for consideration to be placed in the PTEC newsletter are as follows:

- The item must be of interest to pharmacy technician educators. This could be a teaching technique, medication related topic, disease related, or other subject of interest.
- Classroom photos, notes of program achievements, puzzles, jokes, quizzes, bulleted lists of teaching tips, and lesson plans, will all be considered.
- Written items should not be any less than 500 words. Articles may be edited to fill a smaller space as needed. Shorter written pieces will be considered as well.
- Written items should be typed using Microsoft Word.
- Any resources or research conducted should be cited accordingly.
- Articles without references will be considered if the information provided is based on personal experiences or knowledge.
- The reporter is also seeking candidates to be profiled in the member spotlight. If you would like to share your program and personal story please notify kara.schotter@kctcs.edu.

As the newsletters are quarterly, there will be four gift cards given throughout the year. So put your thinking caps on. What can you contribute to this great circle of friends and colleagues?
Listserv Etiquette

The PTEC GOOGLE GROUP LISTSERV is provided by the Pharmacy Technician Educators Council (PTEC) as a service and resource in communicating relevant information regarding pharmacy, technicians, and education.

Tips, Guidelines, and Reminders:

• Please identify yourself and give contact information
• Please include a descriptive subject line
• Keep your message brief or consider using a different media
• Please do not “hi-jack” a discussion thread; instead, begin another thread with the new subject/topic line.
• Please do not reply to the list with “me too” or “I am also interested” – It is good Listserv etiquette to share responses with the entire list whenever possible (you can respond to a person of the Listserv directly without replying to the Listserv as a whole). Please access the specific individual by using the email address given in the discussion thread.
• A “Reply All” action sends your response to all individuals on the Listserv. Only do this if that is your intention and your comments are necessary and/or appropriate for the entire list. Please be courteous of people’s mailboxes.

Abiding by these guidelines will ensure that the Listserv is used as effectively as possible to answer questions and share information and ideas without creating excessive emails.
The list’s administrators reserve the right to delete subscribers who chronically ignore the guidelines set forth above. To best accommodate each member’s wishes, please choose the interaction method with the Google Group List Serve through the process identified below.

To change the way you interact with the Google Group List Serve, click on the settings button.

Then click on the ‘Membership and email settings’ option or ‘Leave this group’ option.

Click on the drop down tab in the center of the page. Click on your preferred choice and then click save.
Call for Presentations  
For the 2015 PTEC MEETING  
to be held in NEW ORLEANS, LOUISIANA  

Submission Deadline: December 1, 2014

The PTEC Board welcomes proposals for presentations for the 2015 PTEC Annual Conference, July 9 to 11, 2015 in New Orleans, Louisiana.

With a focus on teaching and learning, PTEC invites you to submit presentations sharing knowledge and skills relating pharmacy technician educators to student success. Proposals in the following areas are encouraged; however, proposals for other topics are also welcome:

- Accreditation tracts such as site visit preparation, self study reporting, and post visit reporting
- Active/ Engaged Learning such as gaming or "Flipping the Classroom"
- Advisory committee involvement
- Assessment used to improving teaching and learning
- Certification exam blueprints and preparation
- Collaborations such as interdisciplinary education with colleges/schools of Pharmacy and/or other allied programs
- Experiential Education topics such as preceptor training, site reporting and partnership expectations
- External program funding such as Carl Perkins Program, partner donations
- Learning Methods and Styles
- Legislative issues such as Board of Pharmacy composition and practice acts
- National organization updates
- Patient and Medication Safety
- Pedagogy
- Pharmacy Technician Educator Certificate
- Professionalism
- Program Development such as curriculum design (using the model curriculum), alignment, and/or marketing
- Teaching and preparing technicians for advanced roles
- Technology and software such as gaming, using mobile devices, "apps"
- USP updates such as USP 797 and USP 800

Please submit a 50-word presentation abstract and related pharmacist and technician objectives by email to the PTEC Board of Directors at board@pharmacytecheducators.com by December 1, 2014. Please include relevant contact information in the body of the email. Please indicate “2015 PTEC Presentation Proposal” in the subject line.

Presenters will be notified by email January 2015.

Please note not every proposal will be accepted for presentation during the conference. Travel to and from the conference as well as lodging is the responsibility of the presenter. If your proposal is chosen, the presenter will be compensated with a $300.00 honorarium or one conference registration.