

Certified Nursing Assistant Current Standards

INDICATOR #CNA 1: Discuss the Certified Nursing Assistant (CNA) certification process and roles of the CNA in the healthcare environment.

SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Discuss laws and regulations that govern the work and certification of the nurse assistants.

SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Identify the job duties and requirements of a nurse assistant.

INDICATOR #CNA 2: Identify and implement principles related to infection control and basic safety/emergency situations.

SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Identify Certified Nursing Assistant's role in infection control procedures in reference to Centers for Disease Control, Occupational Safety Health Administration, and National Institute of Health.

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Discuss and demonstrate safety procedures within the healthcare environment.

INDICATOR #CNA 3: Measure and record patient/resident's health-related vital data/statistics.

SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Collect and document baseline information, including vital signs, height and weight.

SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Identify normal ranges for vital signs, and list factors which can affect vital signs.

INDICATOR #CNA 4: Understand patient/resident's environment, basic human needs, and the importance of hygiene.

SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Identify the importance of basic physical human needs of the patient/resident.

SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Identify the importance of the patient/resident's psycho social needs.

INDICATOR #CNA 5: Understand care involving cognitive impairment, mental illness, and death and dying.

SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Identify effective strategies when caring for cognitively altered and mentally ill patients.

SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Understand the basic needs and care during patient/resident's death and grieving process.

Gateway to Certified Nursing Assistant Proposed Standards

CNA 1: Discuss the Certified Nursing Assistant (CNA) certification process and roles of the CNA in the healthcare environment.

Level 1: Recall

CNA 1.1 Discuss laws and regulations that govern the work and certification of the nurse assistants.

Level 1: Recall

CNA 1.2 Identify the job duties and requirements of a nurse assistant.

CNA 2: Identify and implement principles related to infection control and basic safety/emergency situations.

Level 2: Skill/Concept

CNA 2.1 Demonstrate Certified Nursing Assistant's role in infection control procedures in reference to Centers for Disease Control, Occupational Safety Health Administration, and National Institute of Health.

Level 2: Skill/Concept

CNA 2.2 Discuss and demonstrate safety/emergency protocols and procedures within the healthcare environment.

CNA 3: Measure and record patient/resident's health-related vital data/statistics.

Level 2: Skill/Concept

CNA 3.1 Collect and document baseline information, including vital signs, height and weight.

Level 2: Skill/Concept

CNA 3.2 Identify normal ranges for vital signs, and list factors which can affect vital signs.

CNA 4: Understand patient/resident's environment, basic human needs, and the importance of hygiene.

Level 2: Skill/Concept

CNA 4.1 Identify the importance of basic physical human needs of the patient/resident.

Level 2: Skill/Concept

CNA 4.2 Identify the importance of the patient/resident's psychosocial needs.

CNA 5: Understand care involving cognitive impairment, mental illness, and death and dying.

Level 2: Skill/Concept

CNA 5.1 Identify effective strategies when caring for cognitively altered and mentally ill patients.

Level 2: Skill/Concept

CNA 5.2 Summarize the basic needs and care during patient/resident's death and grieving process.

Health Science Careers I

Current Standards

INDICATOR #HS1 1: Understand the healthcare setting networks and roles and responsibilities.
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Differentiate between private and public/government healthcare settings (managed care).
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Collaborate and communicate effectively with colleagues, patients/residents, and/or family members.
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Identify positive and negative personal traits in a member of the healthcare setting.

INDICATOR #HS1 2: Identify health science career pathways.
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Identify and compare health science career pathways.
SUB-INDICATOR 2.2 (Webb Level: 1 Recall): Demonstrate knowledge of levels of education and credentialing requirements for a variety of health science careers of interest.
SUB-INDICATOR 2.3 (Webb Level: 1 Recall): Explore and demonstrate knowledge of employment opportunities, workplace environments, and career growth potential.

INDICATOR #HS1 3: Examine legal/ethical responsibilities and limitations of the healthcare worker.
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Understand legal/ethical issues, religious and cultural diversity and their impacts on health care.
SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Understand scope of practice state-specific requirements and a variety of professional standards including the American Medical Association, American Nurse Association, American Dental Association.
SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Examine the implications of Health Insurance Portability and Accountability Act (HIPAA) for healthcare professionals.
SUB-INDICATOR 3.4 (Webb Level: 3 Strategic Thinking): Analyze Patient/Residents' Bill of Rights and advanced directives.

INDICATOR #HS1 4: Understand and demonstrate safety practices in the healthcare environment.
SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Apply principles of body mechanics and ergonomics.
SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Identify common safety hazards in the healthcare environment including patient/resident, community, and healthcare worker settings.

Health Science Careers I

Proposed Standards

	HSI 1: Understand the healthcare setting networks and roles and responsibilities.
Level 2: Skill/Concept	HSI 1.1 Differentiate between private and public/government healthcare settings (managed care).
Level 2: Skill/Concept	HSI 1.2 Collaborate and communicate effectively with colleagues, patients/residents, and/or family members.
Level 3: Strategic Thinking	HSI 1.3 Identify positive and negative personal traits in a member of the healthcare setting.

	HSI 2: Identify health science career pathways.
Level 2: Skill/Concept	HSI 2.1 Identify and compare health science career pathways.
Level 1: Recall	HSI 2.2 Demonstrate knowledge of levels of education and credentialing requirements for a variety of health science careers of interest.
Level 1: Recall	HSI 2.3 Explore and demonstrate knowledge of employment opportunities, workplace environments, and career growth potential.

	HSI 3: Examine legal/ethical responsibilities and limitations of the healthcare worker.
Level 3: Integrate	HSI 3.1 Understand legal/ethical issues, religious and cultural diversity and their impacts on health care.
Level 2: Skill/Concept	HSI 3.2 Explore scope of practice state-specific requirements and a variety of professional standards including the American Medical Association, American Nurse Association, American Dental Association.
Level 3: Strategic Thinking	HSI 3.3 Examine the implications of Health Insurance Portability and Accountability Act (HIPAA) for healthcare professionals.
Level 4: Extended Thinking	HSI 3.4 Analyze Patient/Residents' Bill of Rights and advanced directives.

	HSI 4: Understand and demonstrate safety practices in the healthcare environment.
Level 4: Extended Thinking	HSI 4.1 Apply principles of body mechanics and ergonomics.
Level 4: Extended Thinking	HSI 4.2 Identify common safety hazards in the healthcare environment including patient/resident, community, and healthcare worker settings.

Health Science Careers II

Current Standards

INDICATOR #HS2 1: Identify and apply principles of infection control.
SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Discuss the chain of infection.
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Understand and apply the prevention of pathogen transmission.

INDICATOR #HS2 2: Discuss disease, diagnosis, and treatment.
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Discuss disease concept with reference to Centers for Disease Control and National Institute of Health.
SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Evaluate and assess patient/residents' health.
SUB-INDICATOR 2.3 (Webb Level: 1 Recall): Recognize current treatment modalities including but not limited to obesity, heart disease, cancer, and respiratory.

INDICATOR #HS2 3: Demonstrate hands-on patient/residents' care skills.
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Apply procedures for monitoring, measuring, and recording vital signs.
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Apply First Aid/Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED).
SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Demonstrate knowledge of direct patient/residents' care skills.

INDICATOR #HS2 4: Explain documentation standards and findings.
SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Demonstrate use of technological documentation standards by entering data on the electronic medical record or paper.
SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Differentiate between subjective and objective healthcare data to communicate patient/residents' status.

INDICATOR #HS2 5: Utilize medical mathematics skills needed in healthcare work
SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Apply mathematical computations related to healthcare procedures
SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Analyze diagrams, charts, graphs and tables to interpret healthcare data

Health Science Careers II

Proposed Standards

	HS2 1: Identify and apply principles of infection control.
Level 3: Strategic Thinking	HS2 1.1 Understand and Investigate the chain of infection.
Level 4: Extended Thinking	HS2 1.2 Apply the prevention of pathogen transmission.

	HS2 2: Discuss disease, diagnosis, and treatment.
Level 3: Strategic Thinking	HS2 2.1 Differentiate disease concept with reference to Centers for Disease Control and National Institute of Health.
Level 3: Strategic Thinking	HS2 2.2 Evaluate and assess patient/residents' health.
Level 2: Skill/Concept	HS2 2.3 Examine current treatment modalities for conditions including but not limited to obesity, heart disease, cancer, and respiratory.

	HS2 3: Demonstrate hands-on patient/residents' care skills.
Level 2: Skill/Concept	HS2 3.1 Apply procedures for monitoring, measuring, and recording vital signs.
Level 2: Skill/Concept	HS2 3.2 Apply First Aid/Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED)
Level 4: Extended Thinking	HS2 3.3 Demonstrate knowledge of direct patient/residents' care skills.

	HS2 4: Demonstrate documentation standards and findings.
Level 3: Strategic Thinking	HS2 4.1 Demonstrate use of technological documentation standards by entering data on the electronic medical record or paper.
Level 3: Strategic Thinking	HS2 4.2 Differentiate between subjective and objective healthcare data to communicate patient/residents' status.

	HS2 5: Utilize medical mathematics skills needed in healthcare work
Level 2: Skill/ Concept	HS2 5.1 Apply mathematical computations related to healthcare procedures
Level 3: Strategic Thinking	HS2 5.2 Analyze diagrams, charts, graphs and tables to interpret healthcare data

Introduction to Emergency Medical Services Current Standards

INDICATOR #EMS 1: Explore roles, responsibilities, and professionalism of Emergency Medical Services (EMS) personnel.
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Distinguish differences among careers within EMS and explain in detail the education level, credentialing/licensure requirements.
SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Demonstrate emotional support to patient, bystanders, or other responders.
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Investigate medical and legal standards in correlation with the Health Insurance Portability & Accountability Act (HIPAA)
SUB-INDICATOR 1.4 (Webb Level: 4 Extended Thinking): Apply concepts related to professional attitude and appearance

INDICATOR #EMS 2: Demonstrate skills in first aid, cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED) certification standards set by the American Heart Association or the American Red Cross.
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Understand how to perform First Aid for Students and/or CPR for Students and/or how to use an AED.

INDICATOR #EMS 3: Determine the necessity of emergency medical care for a variety of patients with varied medical conditions
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Identify emergency medical treatment protocol

Introduction to Emergency Medical Services Proposed Standards

EMS 1: Explore roles, responsibilities, and professionalism of Emergency Medical Services (EMS) personnel.	
Level 2: Skill/Concept	EMS 1.1 Distinguish differences among careers within EMS and explain in detail the education level, credentialing/licensure requirements.
Level 3: Strategic Thinking	EMS 1.2 Demonstrate emotional support to patient, bystanders, or other responders.
Level 3: Strategic Thinking	EMS 1.3 Investigate medical and legal standards in correlation with the Health Insurance Portability & Accountability Act (HIPAA)
Level 4: Extended Thinking	EMS 1.4 Apply concepts related to professional attitude and appearance
EMS 2: Demonstrate skills in first aid, cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED) certification standards set by the American Heart Association or the American Red Cross.	
Level 2: Skill/Concept	EMS 2.1 Understand how to perform First Aid for Students and/or CPR for Students and/or how to use an AED.
EMS 3: Determine the necessity of emergency medical care for a variety of patients with varied medical conditions	
Level 2: Skill/Concept	EMS 3.1 Identify emergency medical treatment protocol

Introduction to Medical Diagnosis

Current Standards

INDICATOR #IMD 1: Investigate Diagnostic Pathway careers.
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Compare and contrast scope of practice of diagnostic careers.
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Identify educational requirements for specific careers.
SUB-INDICATOR 1.3 (Webb Level: 1 Recall): Identify workforce needs and compensation.
SUB-INDICATOR 1.4 (Webb Level: 1 Recall): Understand licensure, registration, or certification requirements.

INDICATOR #IMD 2: Acquire the skills necessary to work in any healthcare facility.
SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Define the Health Insurance Portability and Accountability Act (HIPAA) and explain how it provides confidentiality for healthcare information.
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Demonstrate infection control standard precautions.
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Apply and demonstrate professional appearance.

INDICATOR #IMD 3: Understand the dynamics of a healthcare diagnostic workplace.
SUB-INDICATOR 3.1 (Webb Level: 1 Recall): Identify workplace equipment, protocol, and procedures.
SUB-INDICATOR 3.2 (Webb Level: 1 Recall): Identify professional communication and teamwork.
SUB-INDICATOR 3.3 (Webb Level: 1 Recall): Identify professional level patient care and interaction.

Introduction to Medical Diagnosis

Proposed Standards

	IMD 1: Investigate Diagnostic Pathway careers.
Level 2: Skill/Concept	IMD 1.1 Compare and contrast scope of practice of diagnostic careers.
Level 1: Recall	IMD 1.2 Identify educational requirements for specific careers.
Level 1: Recall	IMD 1.3 Identify workforce needs and compensation.
Level 1: Recall	IMD 1.4 Identify licensure, registration, or certification requirements.

	IMD 2: Recognize skills necessary to work in any healthcare facility.
Level2: Skill/Concept	IMD 2.1 Summarize the Health Insurance Portability and Accountability Act (HIPAA) and how it provides confidentiality for healthcare information.
Level2: Skill/Concept	IMD 2.2 Demonstrate infection control standard precautions.
Level2: Skill/Concept	IMD 2.3 Apply and demonstrate professional appearance.

	IMD 3: Understand the dynamics of a healthcare diagnostic workplace.
Level 1: Recall	IMD 3.1 Identify workplace equipment, protocol, and procedures.
Level 2: Skill/Concept	IMD 3.2 Demonstrate professional communication and teamwork.
Level 4: Extended Thinking	IMD 3.3 Apply professional level patient care and interaction scenarios.

Introduction to Sports Medicine

Current Standards

INDICATOR #ISM 1: Identify the fundamental aspects of medical terminology, the human body systems, kinesiology and careers related to sports medicine.
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Distinguish differences among careers within sports medicine and explain in detail the education level, credentialing/licensure requirements.
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Interpret medical terms and abbreviations to communicate information.
SUB-INDICATOR 1.3 (Webb Level: 1 Recall): Identify basic structures and functions of human body systems.
SUB-INDICATOR 1.4 (Webb Level: 4 Extended Thinking): Analyze concepts of kinesiology in relation to athletic performance.

INDICATOR #ISM 2: Understand injury prevention principles and performance enhancement philosophies
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Develop a nutrition and hydration plan for an athlete while implementing personal healthy behaviors.
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Describe injury prevention.
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Explore and demonstrate safe training practices in sports management.
SUB-INDICATOR 2.4 (Webb Level: 4 Extended Thinking): Compare and contrast performance enhancement philosophies.

INDICATOR #ISM 3: Explore and understand common sports injuries, injury management and treatment techniques.
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Recognize and explain common injuries and conditions that impact athletic performance.
SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Assess common sports injuries to determine treatment modalities
SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Perform proper treatment techniques of common sports injuries through hands-on application

INDICATOR #ISM 4: Explore the psychological impact of injury and the healing process on an individual.
SUB-INDICATOR 4.1 (Webb Level: 1 Recall): Describe principles of sports psychology.
SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Explain possible adaptations that can be made to exercise programs to account for different clients' needs.

Introduction to Sports Medicine

Proposed Standards

	ISM 1: Identify the fundamental aspects of medical terminology, the human body systems, kinesiology and careers related to sports medicine.
Level 2: Skill/Concept	ISM 1.1 Distinguish differences among careers within sports medicine and explain in detail the education level, credentialing/licensure requirements.
Level 2: Skill/Concept	ISM 1.2 Interpret medical terms and abbreviations to communicate information.
Level 1: Recall	ISM 1.3 Identify basic structures and functions of human body systems.
Level 4: Extended Thinking	ISM 1.4 Analyze basic concepts of kinesiology in relation to athletic performance.

	ISM 2: Understand injury prevention principles and performance enhancement philosophies
Level 3: Strategic Thinking	ISM 2.1 Develop a nutrition and hydration plan for an athlete that addresses personal healthy behaviors.
Level 2: Skill/Concept	ISM 2.2 Describe injury prevention strategies.
Level 2: Skill/Concept	ISM 2.3 Explore and identify safe training practices in sports management.
Level 3: Strategic Thinking	ISM 2.4 Compare and contrast performance enhancement philosophies.

	ISM 3: Explore and understand common sports injuries, injury management and treatment techniques.
Level 3: Strategic Thinking	ISM 3.1 Recognize and explain common injuries and conditions that impact athletic performance.
Level 3: Strategic Thinking	ISM 3.2 Apprise common sports injuries to differentiate treatment modalities.
Level 4: Extended Thinking	ISM 3.3 Perform proper treatment techniques of common sports injuries through hands-on application.

	ISM 4: Explore the psychological impact of injury and the healing process on an individual.
Level 1: Identify	ISM 4.1 Describe basic principles of sports psychology.
Level 3: Strategic Thinking	ISM 4.2 Explain possible adaptations that can be made to exercise programs to account for different clients' needs.

Medical Terminology

Current Standards

INDICATOR #MT 1: Build and interpret medical terminology.
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Decipher and create medical terms using word roots, prefixes, and suffixes.
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Demonstrate the importance, and practice the correct spelling, of medical terminology.
SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Communicate patient/residents' care information utilizing medical terminology.

INDICATOR #MT 2: Demonstrate use of medical terminology in relation to the human body.
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Utilize medical terminology associated with the human body and medical healthcare treatment.
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Understand body planes, directional terms, quadrants, and cavities using medical terminology.

INDICATOR #MT 3: Utilize medical terminology to identify and interpret signs and symptoms of diseases and disorders.
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Utilize medical terminology to compare and contrast symptoms of diseases and disorders.
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Utilize medical terminology pertaining to diagnosis and treatment of diseases and disorders in patients/residents.

Medical Terminology

Proposed Standards

	MT 1: Build and interpret medical terminology.
Level 1: Recall	MT 1.1 Decipher and create medical terms using word roots, prefixes, and suffixes.
Level 1: Recall	MT 1.2 Demonstrate the importance, and practice the correct spelling, of medical terminology.
Level 2: Skill/Concept	MT 1.3 Communicate patient/residents' care information utilizing medical terminology.

	MT 2: Demonstrate use of medical terminology in relation to the human body.
Level 2: Skill/Concept	MT 2.1 Utilize medical terminology associated with the human body and medical healthcare treatment.
Level 2: Skill/Concept	MT 2.2 Understand body planes, directional terms, quadrants, and cavities using medical terminology.

	MT 3: Utilize medical terminology to identify and interpret signs and symptoms of diseases and disorders.
Level 2: Skill/Concept	MT 3.1 Utilize medical terminology to compare and contrast symptoms of diseases and disorders.
Level 2: Skill/Concept	MT 3.2 Utilize medical terminology pertaining to diagnosis and treatment of diseases and disorders in patients/residents.

Pharmacy Technician**Current Standards**

INDICATOR #PhT 1: Understand the roles and responsibilities of the Pharmacy Technician and governing laws.
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Understand the roles and responsibilities of a pharmacy technician.
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Interpret the laws and regulations involved in dispensing medication including controlled substances.
SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Apply the requirements for dispensing medication in accordance with Federal and South Dakota law.
SUB-INDICATOR 1.4 (Webb Level: 1 Recall): List the various types of reimbursement for prescription coverage.

INDICATOR #PhT 2: Understand safety measures as they pertain to preparing prescriptions and maintaining inventory.
SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Identify the steps involved in preparing and processing prescriptions.
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Apply safety measures to prevent prescription errors and recognize the importance of reporting errors.
SUB-INDICATOR 2.3 (Webb Level: 1 Recall): Identify the process of maintaining pharmacy inventory.

INDICATOR #PhT 3: Understand drug dosage calculations and preparation of prescriptions.
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Solve Basic Math Problems.
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Convert between metric and apothecary measurements.
SUB-INDICATOR 3.3 (Webb Level: 1 Recall): Calculate dosage.
SUB-INDICATOR 3.4 (Webb Level: 1 Recall): Identify characteristics of dosage forms.
SUB-INDICATOR 3.5 (Webb Level: 1 Recall): Identify common terminology and abbreviations related to pharmacy.

INDICATOR #PhT 4: Identify various drugs and their effects on the human body.
SUB-INDICATOR 4.1 (Webb Level: 1 Recall): Define therapeutic effects of medications.
SUB-INDICATOR 4.2 (Webb Level: 1 Recall): Memorize common medications by brand and generic names.
SUB-INDICATOR 4.3 (Webb Level: 1 Recall): Identify the most common adverse effects of drugs.
SUB-INDICATOR 4.4 (Webb Level: 1 Recall): Identify common drug interactions of drugs.
SUB-INDICATOR 4.5 (Webb Level: 1 Recall): Identify monitoring parameters or labs for drug therapy.

Pharmacy Technician**Proposed Standards**

	PhT 1: Understand the roles and responsibilities of the Pharmacy Technician and governing laws.
Level 1: Recall	PhT 1.1 Understand the roles and responsibilities of a pharmacy technician.
Level 2: Skill/Concept	PhT 1.2 Interpret the laws and regulations involved in dispensing medication including controlled substances.
Level 2: Skill/Concept	PhT 1.3 Apply the requirements for dispensing medication in accordance with Federal and South Dakota law.
Level 2: Skill/Concept	PhT 1.4 List the various types of reimbursement for prescription coverage.

	PhT 2: Understand safety measures as they pertain to preparing prescriptions and maintaining inventory.
Level 1: Recall	PhT 2.1 Identify the steps involved in preparing and processing prescriptions.
Level 2: Skill/Concept	PhT 2.2 Apply safety measures to prevent prescription errors and recognize the importance of reporting errors.
Level 1: Recall	PhT 2.3 Identify the process of maintaining pharmacy inventory.

	PhT 3: Understand drug dosage calculations and preparation of prescriptions.
Level 2: Skill/Concept	PhT 3.1 Solve dimensional math problems.
Level 2: Skill/Concept	PhT 3.2 Convert between metric and apothecary measurements.
Level 1: Recall	PhT 3.3 Calculate dosage.
Level 1: Recall	PhT 3.4 Identify characteristics of dosage forms.
Level 1: Recall	PhT 3.5 Identify common terminology and abbreviations related to pharmacy.

	PhT 4: Identify various drugs and their effects on the human body.
Level 1: Recall	PhT 4.1 Define therapeutic effects of medications.
Level 1: Recall	PhT 4.2 Recognize common medications by brand and generic names.
Level 1: Recall	PhT 4.3 Identify the most common adverse effects of drugs.
Level 1: Recall	PhT 4.4 Identify common drug interactions of drugs.
Level 1: Recall	PhT 4.5 Identify monitoring parameters or labs for drug therapy.