Activity Application

This PDF is for preview purposes only. All submissions must be completed via the online form (https://www.pharmacy.umaryland.edu/academics/ce/application-process/).

Complete this form below to submit your CE Activity Application.

Please indicate the name of the organization/company that is hosting the CE Event.

<div style="border:1px solid black; height:40px;"></div>

Activity Title

<div style="border:1px solid black; height:40px;"></div>

Activity Date(s): If this activity is a home study, enter the anticipated launch and expiration dates (maximum duration is 3 years).

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How many contact hours is this activity? This must be in increments of 0.25.

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Who is the target audience for this activity? Select all that apply.

- ☐ Pharmacists
- ☐ Pharmacy Technicians

Gap Analysis

CE activities should be developed to address a specific knowledge, skill, or practice gap.

Speakers should identify gaps between what a pharmacist and/or pharmacy technician currently knows or does and what is needed and desired in practice. The identification of the gap ensures the relevance of the activity and serves as the basis for development of the activity learning objectives, teaching methods, and learning assessment methods to ensure the effectiveness of the activity.

Activities with a target audience of both pharmacists and pharmacy technicians, must submit a gap analysis for each target audience separately, addressing the specific scope of practice.

State the potential or actual problem in pharmacy practice or the new product or development that you intend to address in your activity.

Example:
An estimated 60% of patients undergoing chemotherapy experience nausea and vomiting. Pharmacists should know that poorly controlled chemotherapy-induced nausea and vomiting (CINV) can result in weakness, weight loss, electrolyte imbalance, or dehydration among chemotherapy patients. Pharmacists should know how to monitor for and manage/prevent these adverse consequences.

Select the cause of the identified practice gap(s). Select all that apply.

- ☐ Lack of knowledge
- ☐ Lack of skill
- ☐ Attitude
- ☐ Limited Experience

Explain how your activity and associated learning objectives will address the identified gap in practice.

Example:
This knowledge-type activity will review evidence-based national guidelines regarding management/prevention of CINV and associated adverse consequences.

What type of activity will this be?

The activity type must align with the cause of the identified practice gap analysis. If the cause of the identified practice gap is lack of knowledge, then a knowledge-type activity is appropriate. If the cause of the practice gap includes lack of skills, then an application-type activity is appropriate.

- o Knowledge: transmit knowledge, recall facts
- o Application: apply information learned (must be at least 0.5 contact hours or 30 minutes)

Learning Objectives, Active Learning, and Assessments

All CE activities must consist of learning objectives, active learning, and assessments appropriate for the activity type (i.e., knowledge, application). Active learning and assessments may be conducted in the same or they can be separate activities. Use the space below to submit learning objectives and the corresponding active learning activities and assessments for each objective.

Learning Objectives:

- You may submit up to 1 learning objective for every 15 minutes of content. For instance, a 30-minute presentation may have up to two learning objectives; a 60-minute presentation may submit up to four learning objectives.
- Learning objectives should be specific, measurable, and use of appropriate action verbs that align with the activity type selected above.

Knowledge-Type Activities

Knowledge-type activities require participants to transmit knowledge and/or recall facts. Learning objectives, active learning, and assessments must all align with appropriate learning objective verbs, suggested active learning, and assessments.

If participants will be applying the information within the activity (e.g., a case) or if it at least one of the learning objectives is application-based; go back and update the activity type to application.

Learning Objective Verbs	Suggested Active Learning	Learning Assessment Examples
Knowledge-type verbs: • Define • Repeat • List • Record Comprehension-type Verbs: • Discuss • Describe • Explain • Identify • Translate • Restate	• Lectures with audience polling questions • Games • Discussion • Think-pair-share	Recall Facts Multiple choice, true/false, matching questions Can be delivered via post-tests, polls/surveys, audience response systems, raising of hands, within the presentation slides, etc. Feedback is required. Participants must receive feedback on the correct vs. incorrect responses. Speakers are recommended to include an explanation of why a response is correct or incorrect with the feedback.

Application-Type Activities

Application-type activities require participants to apply the information within the activity. Learning objectives, active learning, and assessments must all align with appropriate learning verbs, suggested active learning, and assessments.

Learning Objective Verbs	Suggested Active Learning	Learning Assessment Examples
Application-Type Verbs • Interpret • Apply • Use • Demonstrate • Illustrate Analysis-Type Verbs • Distinguish • Analyze • Differentiate • Calculate • Compare and Contrast Synthesis-Type Verbs • Plan • Compose • Design • Propose • Formulate • Arrange • Construct • Create • Prepare Evaluation-Type Verbs • Judge • Evaluate • Rate • Compare • Revise • Assess • Estimate • Measure	Application-Type active learning • Role play • Simulations • Practice Exercises • Demonstration Exercises • Projects Analysis-Type Active Learning • Case Studies • Problems • Pro/Con Grids • Application Exercises Synthesis-Type Active Learning • Problems • Case Studies • Develop Plans • Simulations • Projects Evaluation-Type Active Learning • Case Studies • Problem Exercises • Projects • Critiques • Simulations	Application of Principles • Case Studies • Pro/Con Grids • Projects • Problems • Application Exercises • Demonstration Exercises • Role Play or Simulation

For more information on creating learning objectives, active learning, and assessments, please review the Speaker Guidance materials.

For activities with a target audience of both pharmacists and pharmacy technicians, submit the learning objectives, active learning, and assessment strategies separately for each target audience.

Submit the learning objective(s).

Knowledge-Type Activities
- Appropriate knowledge-based verbs include: 'Describe', 'Identify', 'List', etc.
- Inappropriate knowledge-based verbs include: 'Know', 'Understand', 'Appreciate', etc.

Application-Type Activities
- Appropriate application-based verbs include: 'Develop', 'Apply', 'Create', etc.
- Inappropriate application-based verbs include: 'Know', 'Understand', 'Appreciate', etc.

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Indicate how you plan on engaging participants to assist them in achieving the learning objective(s) (i.e., Active Learning).

Knowledge-Type Activities
Appropriate active learning strategies include:

- Lectures with polling questions
- Games
- Discussion
- Think-pair-share

Note: Cases requiring participants to apply knowledge from the presentation are not appropriate. If you plan to incorporate cases, please go back and select 'Application' as the activity type.

Application-Type Activities
Appropriate active learning strategies include:

- Role Play Activities
- Simulations
- Practice Exercises
- Demonstrations
- Projects
- Case Studies
- Problems
- Pro/Con Grids
- Application Exercises
- Develop Plans
- Critiques

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Indicate how you plan on assessing participants' achievement of the learning objectives(s) (i.e., assessment). This may be the same or different as your active learning strategy.

Knowledge-Type Activities
Appropriate assessment strategies include:

- Multiple Choice questions
- True/False questions
- Matching questions

Application-Type Activities
Appropriate assessment strategies include:

- Case Studies
- Discussion
- Pro/Con Grids
- Application Exercises
- Demonstration Exercises
- Role Play or Simulation

- Assessments can be delivered via post-tests, polls/surveys, audience response systems, raising of hands, within the presentation slides, etc.
- Feedback is required. Participants must receive feedback on the correct vs. incorrect responses. Speakers are encouraged to include an explanation of why a response is correct or incorrect when providing feedback.

Provide 3 to 4 keywords describing activity content from the list.

Is this activity designed to meet a specific state regulatory requirement?

- o No
- o Yes (write in all states that apply in the box)
- o Not Sure

Is this activity designed to meet specific re-certification requirements?

- o No
- o Yes
- o Not Sure

Does the content of the CE activity address any of the following areas?

- ☐ Child Abuse Prevention or Reporting
- ☐ Collaborative Practice
- ☐ Contraception
- ☐ Cultural Competency
- ☐ Diversity, Equity, Inclusion (including bias)
- ☐ Education and Instruction
- ☐ Human Trafficking
- ☐ Lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ)

- ☐ Mental Health Awareness
- ☐ Nicotine Replacement
- ☐ Non-Sterile Compounding
- ☐ Nursing Home Consulting
- ☐ Pharmacist Prescriptive Authority
- ☐ Precepting
- ☐ Sexual Harassment
- ☐ Sterile Compounding
- ☐ Suicide Prevention

I am submitting my finalized title and learning objectives. Changes may not be made to either the activity title or learning objectives once this application has been submitted.

- o I am submitting my finalized title and learning objectives. Changes may not be made to either the activity title or learning objectives once this application has been submitted.

I understand that the presentation and materials must be free of bias from commercial support and cannot include trade/brand names or logos.

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Speaker Information

Speaker Name and Credentials

Speaker Job Title

Speaker Job Organization

Speaker Email Address

Speaker Curriculum Vitae

Disclosure Form

How do you plan to disclose conflicts of interest to activity participants?

- ☐ Verbally, during speaker introduction
- ☐ Written, on slides
- ☐ Written, statement in handout
- ☐ Written, online classroom (for home study activities)