



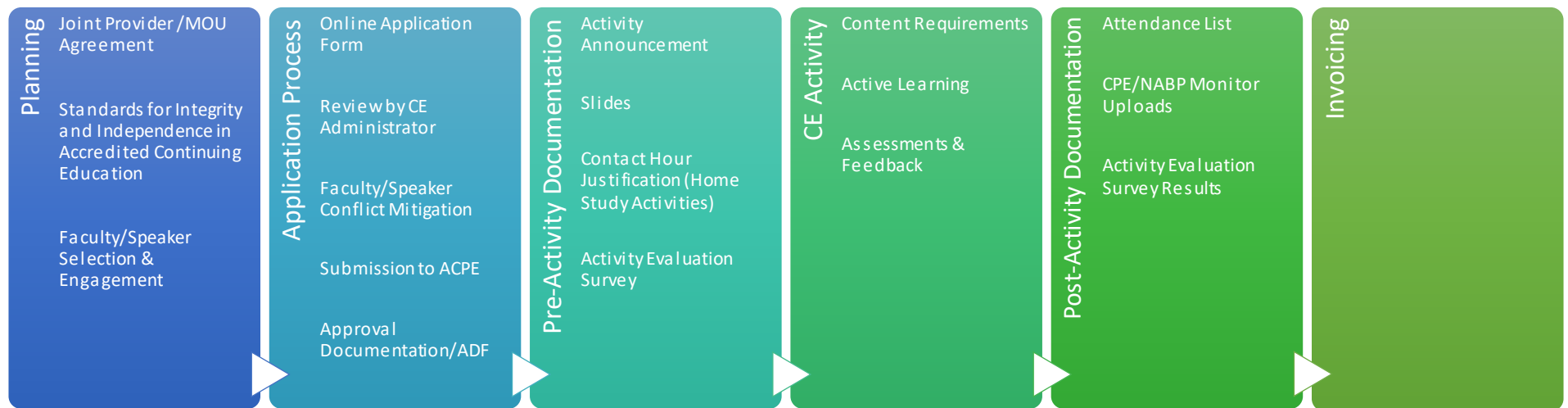
Office of Continuing Pharmacy Education (OCPE) Joint Provider Guidance Document

2023-2024

The following is an outline of the CE Activity process for joint providers. Use this in conjunction with the Faculty/Speaker Guidance document in planning your CE Activity.

Effective educational activities require advance preparation, careful thought, regarding subject matter, content, methods of delivery, selection of faculty and other issues.

The diagram below outlines the process for a CE activity from initial planning through final invoicing. The subsequent pages will review information for each stage of the process.



Joint Provider/MOU Agreement

The Joint Provider Agreement/MOU is an agreement between the Joint Provider Organization and the Office of Continuing Education (OCPE) specifying the responsibilities for each party, fees, contacts, and timelines. The Agreement is typically for a one-year period from July 1 – June 30. An agreement/MOU must be executed prior to submitting a CE Activity Application form.

Standards for Integrity and Independence in Accredited Continuing Education

In 2021, ACPE announced the adoption of the ACCME Standards for Integrity and Independence in Accredited Continuing Education. See Attachment A for more information regarding these standards and the implications for Joint Providers.

To comply with the Standards for Integrity and Independence in Accredited Continuing Education, members of the Joint Provider planning committee are required to submit a disclosure and updated CV annually at the time of the annual MOU renewal (July 1) or as changes are made throughout the July 1 – June 30 agreement period. Planning committee members can submit their disclosures and CVs to continuinged@rx.umaryland.edu.

Commercial Support

Joint Providers are allowed to seek commercial support (defined as financial or in-kind support from ineligible companies); however, following stipulations apply:

- The CE activity must remain free of commercial bias and commercial influence.
- Ineligible companies must not pay directly for any of the expenses related to the education or the learners.
- Commercial support may be used to fund honoraria or travel expenses of planners, faculty, and others in control of content for those roles only.
- Commercial support may NOT be used to pay for travel, lodging, honoraria, or personal expenses for individual learners or groups of learners in accredited education.
- Commercial support may be used to defray or eliminate the cost of the education for all learners.

For activities that have commercial support, an agreement must be created between OCPE and the ineligible company. The agreement must be executed prior to the start of the accredited education. Any commercial

Planning

- Joint Provider /MOU Agreement
- Standards for Integrity and Independence in Accredited Continuing Education
- Faculty/Speaker Selection & Engagement

support must be disclosed to the participants in the activity announcement. Disclosures, and all educational materials, must not include company name and/or product logos, trade names or product group messages from the ineligible organization. See Attachment A for more information (Guideline 4).

Contact OCPE with any questions and/or concerns regarding commercial support.

Faculty/Speaker Selection & Engagement

Per ACPE Standard 6, “**Faculty should be selected based upon their knowledge of the subject matter; experience and teaching ability; and ability to meet the educational needs of the pharmacists and/or technicians**”.

Joint Providers are responsible for **engaging with the faculty/speakers** throughout the planning and execution of each CE activity to ensure compliance of requirements. Communication of these requirements and expectations must be provided verbally and in writing. Joint Providers will work with their faculty/speakers to ensure the CE activity meets the following prior to application submission:

- The Gap Analysis must include the following for each target audience:
 - State the potential or actual problem in pharmacy practice or in the new product or development that you intend to address in your activity.
 - Identify the root cause of the identified gap (i.e., the specific knowledge, skill, attitude, experience).
 - Explain how the learning objectives address the identified gap in practice.
- The learning objectives should be specific, measurable, and use appropriate action verbs that align with the gap analysis and activity type (i.e., knowledge-based vs. application-based). See the Speaker/Presenter Guidance Document for more information regarding learning objective and appropriate action verbs.
- The total number of learning objectives does not exceed 1 objective for every 15 minutes of CE activity. If applicable, there can be separate learning objectives for pharmacists and pharmacy technicians.
- Active learning and assessment(s) are included and address the gap analysis and each learning objective and are appropriate for the activity type. The assessment should include feedback to the participants. These strategies will be documented during the application process.

- Note: Activities with multiple target audiences (e.g., pharmacists and pharmacy technicians) will be asked to provide learning objectives, active learning, and assessment strategies separately for each target audience on the application. Learning objectives, active learning, and assessments should be tailored to each target audience.

Online Application Form

CE activities should be submitted for approval via the online application form (<https://www.pharmacy.umaryland.edu/academics/ce/application-process/>) **at least 45 days prior** to the activity date.

We encourage Joint Providers to be proactive and work closely with faculty/speakers to ensure the application is accurate and appropriate. In addition to presentation specifics (e.g., learning objectives, active learning, assessments), the online application includes questions pertaining to the general planning of CE activities. To ensure a complete and accurate activity application, **we strongly encourage Joint Providers to submit applications on behalf of faculty/speakers**. Attachment C outlines application requirements.

Application Process

- Online Application Form
- Review by CE Administrator
- Faculty/Speaker Conflict Mitigation
- Submission to ACPE
- Approval Documentation/ADF

Review by CE Administrator

The CE administrator will review submitted applications. For any issues with the application (e.g., the learning objectives contain inappropriate verbs), the administrator will reach out to the Joint Provider planning committee and/or the faculty.

Faculty/Speaker Conflict Mitigation

In the case of any relevant financial relationships with an ineligible company, the conflict must be mitigated prior to engaging with the activity (e.g., planning, development, etc.). OCPE will contact the Joint Provider planning committee in cases where mitigation is required. Disclosure statements are required for all faculty and planning committee members. OCPE will send the disclosure statements in the approval email.

Activity Submission to ACPE & Approval Documentation

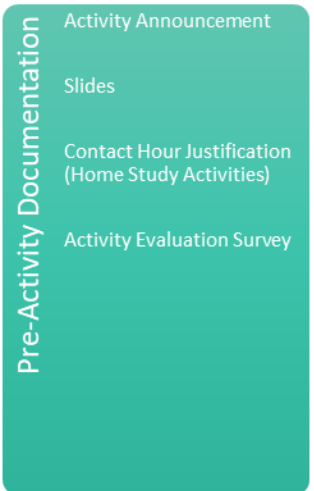
Once the review is complete, OCPE will submit the activity to ACPE. The Activity Description Form (ADF) is documentation of approval and will be sent to the Joint Provider planning committee. Joint Providers should review the ADF and confirm that the information included is correct. Update requests should be communicated as quickly as possible and are reviewed on a case-by-case basis. **The information on the ADF – activity title, learning objectives, etc. - must match how it is written on all activity materials, including but not limited to, announcements, websites, slides, etc.**

After an activity has been reviewed/approved, the following materials must be submitted to OCPE by the Joint Provider.

- **Activity Announcement:** The activity announcement must be sent to OCPE for review and approval prior to sending or posting and **at least 21 days prior** to the activity date. The purpose of the activity announcement is to ensure potential participants have the information required to determine if they would like to participate. The activity announcement must be included with ALL marketing and outreach efforts. The Activity Checklist document lists all the items that must be included in the announcement as well as sample announcements.
- **Slides:** The activity slides must be sent to OCPE **at least 14 days prior** to the activity date. OCPE may require slides be submitted prior to activity approval for faculty/speakers with potential conflicts or disclosures. The Joint Provider should work with their faculty/speakers to ensure the slides are:
 - Properly referenced
 - Easy for participants to find
 - Free of any undue bias
 - Not in violation of Copyright law or other intellectual property laws or policies. Joint Providers must be able to document that it owns the copyright for, or is licensed, or has received permissions for use of copyrighted materials.

Additionally:

- A disclosure statement included, even if there are no relevant financial interests to disclose.
- Patient confidentiality is maintained where applicable.
- For activities with multiple presentations - if, for instance you have a 'Clinical Pearls' activity with 4 presentations, the title slide and activity announcement shall be **identical** to the title in the ADF and appear on all 4 presentation title slides. They may have a sub-title with activity-specific information.
- For RSS activities, the overall title and learning objectives must be on all educational materials (e.g., slides and activity announcement). The activity-specific information may also be included.





Please contact OCPE to resolve any discrepancies. View the Faculty/Speaker Guidance document for additional information.

- **Home Study Contact Hour Justification:** For home study activities, Joint Providers are required to submit written justification for the amount of CE Contact Hours of the program. Contact hours are determined by the amount of time providers anticipate it will take to complete the activity in 0.25 hour (15 minute) increments. For example, activities that are estimated to take 1 hour to complete would be equal to 1 contact hour. See Attachment B for a template and example.

OCPE will provide the Joint Providers with the following materials:

Activity Evaluation Survey: Unless otherwise discussed, the activity evaluation will be drafted by OCPE. You will receive a link to the evaluation which includes a completion deadline for participants. If you would like to add custom questions to the evaluation, contact OCPE. At the completion of the CE Activity, the Joint Provider should send the link to the activity evaluation to attendees along with the deadline for completion. The link should only be sent to those who qualify to receive credit (i.e., met the criteria for successful completion). Once an activity evaluation is closed, a summary/aggregate report of evaluation responses will be sent to the Joint Provider. A summary report will be compiled for each target audience separately when applicable (i.e., pharmacists and pharmacy technicians).

Content Requirements

Educational content must be **fair and balanced**. Additionally, any clinical content presented must support safe, effective patient care. This means that:

- All recommendations for patient care in accredited continuing education must be based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.
- All scientific research referred to, reported, or used in accredited education in support or justification of a patient care recommendation must conform to generally accepted standards of experimental design, data collection, analysis, and interpretation.
- Although accredited continuing education is an appropriate place to discuss, debate, and explore new and evolving topics, these areas need to be clearly identified within the program and individual presentations. It is the responsibility of accredited providers and joint providers to facilitate engagement with these topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.
- Content cannot be included in accredited education if it advocates for unscientific approaches to diagnosis or therapy, or if the education promotes recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients.

The following best practices are recommended when presenting clinical content:

- Clearly describe the level of evidence on which the presentation is based and provide enough information about data (study dates, design, etc.) to enable learners to assess research validity.
- Ensure that, if there is a range of evidence, credible sources that are cited present a balanced view of the evidence.
- If clinical recommendations are made, include balanced information on all available therapeutic options.
- Address potential risks or adverse effects that could be caused with clinical recommendations.

Although accredited CE is an appropriate place to discuss, debate, and explore new and evolving topics, presenting topics or treatments with a lower (or absent) evidence base should include the following strategies:

CE Activity

- Content Requirements
- Active Learning
- Assessments & Feedback

- Facilitate engagement with these topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.
- Construct the activity as a debate or dialogue. Identify other faculty who represent a range of opinions and perspectives; presentations should include a balanced, objective view of research and treatment options.
- Teach about the merits and limitations of a therapeutic or diagnostic approach rather than how to use it.
- Identify content that has not been accepted as scientifically meritorious by regulatory and other authorities, or when the material has not been included in scientifically accepted guidelines or published in journals with national or international stature.
- Clearly communicate the learning goals for the activity to learners (e.g., “This activity will teach you about how your patients may be using XX therapy and how to answer their questions. It will not teach you how to administer XX therapy”).

These expectations are drawn from Standard 5 of the ACPE Standards for Integrity and Independence in accredited continuing education.

Active Learning and Assessments

All CE Activities must contain active learning and assessments. Faculty/speakers are required to identify their active learning strategies and assessment strategies (with feedback to participants) in the CE Activity Application form. See the Faculty/Speaker Guidance document for more information about the alignment of gap analysis, activity type, learning objectives and the active learning and assessment strategies and lists of potential strategies. For activities that have multiple target audiences (e.g., pharmacists and pharmacy technicians) may require separate active learning and assessments for each target audience. The active learning and assessments (with feedback) must be sent to OCPE.

Joint Providers should engage with their faculty/speakers to identify the active learning and assessment strategies and activities. Active learning and assessment activities should be thoughtfully and proactively planned.

It is the role of the Joint Provider to work with faculty/speakers to ensure these requirements are met.

Attendance List: Joint Providers are required to submit an attendance list for all activities (virtual and/or in-person). This list serves as documentation of participants who have met the successful completion criteria and are eligible to receive CE credits.

CPE Monitor/NABP Uploads

All pharmacist and pharmacy technician CE credits will be uploaded directly to CPE Monitor. OCPE is required to award ACPE credit to all learners who successfully complete the requirements necessary for credit. The uploads are completed after the activity evaluation has closed. ACPE requires uploads be completed within 60 days of the activity date. **After 60 days, we are unable to make additional uploads.** In the event of an error while uploading, OCPE will contact the attendee via email to confirm their information. The information required to submit the upload is obtained through the activity evaluation. Participants must complete the evaluation to receive CE credit. Joint Providers are responsible for sending the evaluation to all eligible participants in a timely manner and to send reminders as needed.

If the criterion for successful completion includes specific pass rates or metrics (e.g., earning 70% or higher on a post-test), documentation of participants meeting the criteria is required.

Activity Evaluation Results

See information under 'Pre-Activity Documentation.'

Attendance List

CPE/NABP Monitor Uploads

Activity Evaluation Survey Results



Invoicing: OCPE will send an invoice and back-up documentation outlining the fees included on the invoice. The invoice will be sent via email to the contact indicated in the MOU agreement.

Invoices are due 30 days (unless otherwise discussed) from the invoice date and can be paid via check, ACH/Wire Payment, or Credit Card. Instructions for payment are included in the invoice.

Please be sure to **reference the invoice number** when submitting your payment. If submitting payment via check, please include a copy of the top portion of the invoice with your payment.

Invoicing

Attachment A

ACCME New Standards for Integrity and Independence in Accredited Continuing Education

BACKGROUND: The new Standards for Integrity and Independence in Accredited Continuing Education evolved from the Standards for Commercial Support: Standards to Ensure Independence in CME Activities™, first adopted in 1992 and updated in 2004. The goal of the revision process was to streamline, clarify, and modernize the Standards, and ensure their continued relevance and effectiveness in the changing healthcare environment.

SUMMARY OF CHANGES: Here are the key changes to the final Standards:

1. Disclosure

- The disclosure period was extended from 12 months to 24 months.
- The requirement that individuals disclose the financial relationships of their spouse/partner was removed.

2. Commercial support

- The proposed requirement prohibiting joint providers from paying or reimbursing expenses to individuals such as faculty was removed.

3. Ancillary marketing and nonaccredited activities

- ACCME defined how much time (30-minute interval) must separate accredited activities from marketing or nonaccredited activities if they are held in the same educational space.

Standard 1: Ensure Content Is Valid

- Clarifies that education is an appropriate place to explore new and evolving topics but must not advocate for, or promote, those approaches.

IMPLICATIONS FOR JOINT PROVIDERS:

- Education must be fair and balanced.
- Must not advocate or make recommendations that are not adequately supported by evidence.

Standard 2: Prevent Commercial Bias and Marketing in Accredited Continuing Education

- New: Prohibits faculty from marketing or selling their products or services.
- New: Accredited providers must receive consent from learners before sharing their names or contact information with ineligible companies or their agents.

IMPLICATIONS FOR JOINT PROVIDERS:

- Must ensure all decisions are made without influence or involvement of ineligible companies.

- Must not promote or sell products or services that serve their own interests.
- Must not share names or contact info of learners with ineligible companies or its agents without explicit consent of the individual learner. Make sure learner is aware and gives permission - yes or no - without adverse effects for declining.

Do not need to ask learners if they perceive any marketing or commercial bias during the education.

Standard 3: Identify, Mitigate, and Disclose Relevant Financial Relationships

- New: Accredited providers must collect disclosure information from those in control of content about all financial relationships with ineligible companies. It is the accredited provider's responsibility to determine which relationships are relevant.
- New: Individuals must disclose relationships with ineligible companies within the prior 24 months (changed from the current 12-month requirement).
- Removed: Individuals no longer need to disclose the financial relationships of their spouse or partner.
- Clarifies that research grants from ineligible companies are financial relationships that should be disclosed, even if the funds go to the researcher's institution and not to the individual researcher.
- Clarifies that owners or employees of ineligible companies must be excluded from controlling content.
- Simplified guidance on identifying, mitigating, and disclosing relevant financial relationships.
- New: When disclosing relevant financial relationships to learners, accredited providers must include a statement that all relevant financial relationships have been mitigated.
- New: Exception for education that is nonclinical or where the learner group is in control of content, such as spontaneous case conversations among peers, or self-directed learning.

IMPLICATIONS FOR JOINT PROVIDERS:

- Collect Information about ALL financial relationships with ineligible companies in prior 24 months
- No minimal financial threshold
- Must disclose regardless of their view of relevance of relationship to education session.
- Must include Name of ineligible company and Nature of relationship.
- Exclude owners or employees of ineligible companies from planning and controlling content with 3 exceptions:
 1. Content is not related to business lines or products of their company
 2. Content is limited to basic science research; pre-clinical, drug discovery, methods of research, AND does not make recommendations.

3. When participating as technicians to teach the safe and proper use of medical devices AND do not recommend whether or when a device is used (for example, CT scanner tech can teach how to use device).
- Need to review information and determine which financial relationships are relevant. If the educational content controlled by an individual is related to the business lines or products of the ineligible company, then it is relevant).
 - Mitigate relevant financial relationships – take steps to prevent all those with relevant financial relationships from inserting commercial bias into content. Steps for planners will be different than for faculty and would occur before planning begins.
 - Document the steps taken to mitigate the relevant financial relationships.
 - Disclose all relevant financial relationships to learners - must include Name of individuals, names of ineligible companies, nature of relationship, and a statement that all relationships have been mitigated.

EXCEPTIONS: Do not need to identify, mitigate, or disclose if:

1. education is non-clinical – leadership, for example. These standards govern clinical care recommendations only.
2. the learner group is in control of content – spontaneous education only; regularly scheduled series like case conference, grand rounds, tumor boards are planned events and are not exceptions.
3. self-directed education where the learner controls their educational goals and reports on the changes that resulted, such as learning from teaching, remediation, or personal development plan.

Standard 4: Manage Commercial Support Appropriately

- Simplified guidance about decision-making, documentation, accountability, and disclosure to learners.
- Clarifies that accredited providers can sign onto an existing commercial support agreement.

IMPLICATIONS FOR JOINT PROVIDERS:

- Only applies if you accept commercial support.
- Only applies to accredited CE that receives financial or in-kind support from ineligible companies.
- If Joint Providers choose to accept commercial support, they must ensure that education remains independent of the ineligible companies.
- The proposed change that would have prohibited joint providers from reimbursing faculty expenses using commercial support was removed from the final standard.
- Do not need a policy on how we handle commercial support

Standard 5: Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education

- Simplified, updated guidance about the separation of accredited and nonaccredited education, as well as the separation of education and marketing by ineligible companies.
- Clarifies that learners must be able to easily distinguish between accredited education and other activities, such as nonaccredited continuing education and marketing by ineligible companies.
- New: There must be a 30-minute interval in the educational space between accredited activities and marketing or nonaccredited activities.

IMPLICATIONS FOR JOINT PROVIDERS:

- Only applies when there is marketing by ineligible companies or non-accredited education associated with accredited CE
- Important difference is the 30-minute time frame between accredited and non-accredited activities.
- Ineligible companies may not provide access to, or distribute, accredited education to learners.
- Definition of educational space – where the learner is engaging in the education with the materials and faculty. When it is live, we don't want the learner to interact with non-accredited information at the same time and in the same space/room. OK to have the two at same time but in different rooms.

Attachment B
Home Study Timestamp Template – Example
 Blank Template is available on page 2

Activity Title: Asthma Example Activity

Module Identifier (internal, not displayed)	Title	Activity Type	Length	Counts towards Completion	Notes
OPTIONAL: Use this column to create a unique identifier	Title for Activity #1: Each activity should be on a separate line. Activities may include, watching a video, answering questions, readings, etc.	Indicate what type of educational activity	Estimate of how long this activity will take for the average participant	Yes or No When calculating number of CE Hours, only count activities required for completion	OPTIONAL: For any relevant Notes
Example_01_Content	Asthma Device Types	Video	0:13:00	Yes	
Example_02_AL	Active Learning	MC Questions	0:02:00*	Yes	2 MC Questions
Example_03_Content	Article (include citation of article)	Reading	0:10:00	Yes	Used Workload Estimator
Example_04_AL	Active Learning - Case Study	Case Study	0:05:00*	Yes	Case with 1 calculation
Sub-total			0:30:00		
CE Approval Contact Hours			0:30:00		

*The Office of Continuing Education uses the following time estimates for different question types (you can use your own estimates if applicable):

- 30 seconds per true-false item
- 1 minute per multiple choice item
- 2 minutes for case-based multiple-choice item and/or with data interpretation
- 2 minutes per multiple answer item
- 5 minutes per short answer item
- 10-15 minutes per essay question

NOTE: More time is needed for questions that require higher levels of thinking.

You can use the **Workload Estimator from Forest University** to assist you in calculating time for different activities including readings, discussions, studying, etc.: <https://cat.wfu.edu/resources/tools/estimator2/>

Home Study Timestamp Template

Activity Title:

Module Identifier (internal, not displayed)	Title	Activity Type	Length	Counts towards Completion	Notes
Sub-total					
CE Approval Contact Hours					

You can use the **Workload Estimator from Forest University** to assist you in calculating time for different activities including readings, discussions, studying, etc.: <https://cat.wfu.edu/resources/tools/estimator2/>



Activity Information Block Attachment C

Application for CE Review and Approval

Complete the form below to submit your CE activity application. The application form requires the following information:

- Activity title, date(s), needs assessment, type (i.e., knowledge or application), contact hours, learning objectives, designator code, target audience, and delivery method [i.e., live (in-person), live (virtual), home study]
- Promotional brochure/activity announcement (if available) and dissemination plan
- [Pharmacy keywords](#)
- Educational methods, active learning and assessment strategies for measuring participant learning and accomplishment of learning objectives
- Financial support details (if applicable)
- Details regarding any specific board of certifications or specific state regulatory requirements related to this activity (if applicable)
- Speaker Name, Credentials, Title, Email Address, CV, and [Disclosure Form](#)

Questions indicated as '**required**' must be completed to submit the application.

If you are a resident submitting an application for a Pharmacotherapy Round, please use the [Pharmacotherapy Round Application form](#).

As a reminder, CE activities must be fair and balanced, and any clinical content presented must support safe, effective patient care. This includes:

- All recommendations for patient care in accredited continuing education must be

based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.

- All scientific research referred to, reported, or used in accredited education in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation.
- Although accredited continuing education is an appropriate place to discuss, debate, and explore new and evolving topics, these areas need to be clearly identified as such within the program and individual presentations.
- Content cannot be included in accredited education if it advocates for unscientific approaches to diagnosis or therapy, or if the education promotes recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients.

These expectations are drawn from Standard 5 of the ACPE Standards for Integrity and Independence in Accredited Continuing Education.

Additionally, slides and other activity materials should:

- Be free of any undue bias and support (including placement of logo) of any ineligible companies.
- Contain references that are viewable/readable by activity attendees
- Maintain patient confidentiality where applicable
- Adhere to copyright law or other intellectual property laws or policies

For any questions, please contact the Office of Continuing Education at continuinged@rx.umaryland.edu.

Click the button below to begin the application.

Activity Information

Activity Title **(required)**

What date(s) will this activity take place on? If this activity is an online home study, enter the anticipated launch and expiration dates (maximum duration is 3 years).

(required)

Please indicate the name of the organization/company that is hosting the CE event **(required)**.

Who is the target audience for this activity? Check all that apply **(required)**.

- Pharmacists
- Pharmacy Technicians

Gap Analysis and Educational Needs Assessment

Continuing education programs should be developed to address a knowledge, skill, or practice gap. Complete the following questions regarding the gap analysis and educational needs assessment.

For activities with a target audience of both pharmacists and pharmacy technicians, submit the gap analysis and educational needs assessment separately for each target audience.

Gap Analysis - Pharmacists

State the potential or actual problem in pharmacy practice or the new product or

development that you intend to address in your activity **(required)**.

Root Cause - Pharmacists

Identify the root cause of the identified gap (i.e., the specific knowledge, skill, attitude, experience) **(required)**.

How the gap will be addressed - Pharmacists

Explain how your learning objectives address the identified gap in practice **(required)**.

Complete the Gap Analysis below for the pharmacy technician participants. If the Gap Analysis is the same as the pharmacist participants, please copy and paste your previous responses in the boxes below.

Gap Analysis - Pharmacy Technicians

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

Root Cause - Pharmacy Technicians

Identify the root cause of the identified gap (i.e., the specific knowledge, skill, attitude, experience) **(required)**.

How the gap will be addressed - Pharmacy Technicians

Explain how your learning objectives address the identified gap in practice **(required)**.

What type of activity will this be? (required)

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

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

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

Choose the designator code related to your activity? (required)

- 01. Disease State Management/Drug Therapy** - addresses drugs, drug therapy, and/or disease states.
- 02. AIDS Therapy** - addresses therapeutic, legal, social, ethical, or psychological issues related to the understanding and treatment of patients with HIV/AIDS.
- 03. Law Related to Pharmacy Practice** - addresses federal, state, or local laws and/or regulations affecting the practice of pharmacy.
- 04. Pharmacy Administration** - activities that address topics relevant to the practice of pharmacy that include the economic, legal, social, administrative and managerial aspects of pharmacy practice and health care.
- 05. Patient Safety** - addresses topics relevant to the prevention of healthcare errors and the elimination or mitigation of patient injury caused by healthcare errors.
- 06. Immunizations** - activities related to the provision of immunizations, i.e., recommend immunization schedules, administration procedures, proper storage and disposal, and record keeping. This also includes review for appropriateness or contraindication and identifying and reporting adverse drug events and providing necessary first aid.
- 07. Compounding** - activities related to sterile, non-sterile, and hazardous drug compounding for humans and animals. This includes best practices and USP quality assurance standards, environmental testing and control, record keeping, error detection and reporting, and continuous quality improvement processes.
- 08. Pain Management** - addresses any component regarding the treatment and management of pain, including the prescribing, distribution and use of opioid medications, and/or the risks, symptoms, and treatment of opioid misuse/addiction.
- 99. Additional Topic Areas** - activities related to topics relevant to the practice of pharmacy not included in the classifications of the topic designators 01-08.
-

If you have an onsite brochure, agenda, or conference guide for this activity, attach it below.

How will activity content be delivered to participants? **(required)**

- Live (In-person)
- Live (Virtual)
- Home Study (pre-recorded, asynchronous)
-

Where is your live, in-person (synchronous) activity taking place (i.e., city and state)? **(required)**

What platform do you plan on using to deliver your live, virtual (synchronous) activity (e.g., WebEx, Blackboard Collaborate, Zoom, GotoMeeting, etc.)? **(required)**

What educational methods do you plan to use in this activity? **(required)**

- Web-based (provide URL below)
- Print-based (specify below)
- Teleconference (specify below)
- Computer Software (specify below)
- Other (specify below)
-

Registration fee

- There will be a registration fee for this activity
- Not applicable, there is no registration fee for this activity
-

What type of fee do you charge? Select all that apply.

- Registration: A one-time charge
 - Subscription: A recurring fee, typically monthly or annually
 - Membership: A regular payment to be part of an organization
 - Other Type of Fee (please specify):
-

How will this activity be announced? Check all that apply. Final activity announcements must be approved by the continuing education office prior to dissemination. Activity announcements and promotional materials must meet the information listed [here](#) (required).

- Email
 - Mail (e.g. brochure, postcard, etc.)
 - Social Media
 - Save the Date (e.g. postcard, email, etc.)
 - Web Site
 - Other (please specify below)
-

Pharmacy Learning Assistance Network (PLAN®) Directory

[PLAN®](#) is an online database where learners can search for ACPE-approved continuing education activities.

- I would like to list this activity in the Pharmacist Learning Assistance Network (PLAN®) Directory.
 - Not applicable, I would not like to list this activity in the Pharmacist Learning Assistance Network (PLAN®) Directory.
-

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

No

Yes (write in all states that apply in the box below)

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

****Choose one or more value.****

Child Abuse Prevention or Reporting

Nicotine Replacement

Collaborative Practice

Non-Sterile Compounding

Contraception

Nursing Home Consulting

Cultural Competency

Pharmacist Prescriptive Authority

Diversity, Equity, Inclusion (including bias)

Sexual Harassment

Lesbian, gay, bisexual, transgender and
queer or questioning (LGBTQ)

Sterile Compounding

Human Trafficking

Suicide Prevention

Mental Health Awareness

Is this activity designed to meet specific board certification requirement? (required)

No

Yes

Select the specific board of certification for which this activity is designed. Select all that apply.

- BPS: Ambulatory Care Pharmacy
 - BPS: Cardiology Pharmacy
 - BPS: Compounded Sterile Preparations Pharmacy
 - BPS: Critical Care Pharmacy
 - BPS: Emergency Medicine Pharmacy
 - BPS: Geriatric Pharmacy
 - BPS: Infectious Diseases Pharmacy
 - BPS: Nuclear Pharmacy
 - BPS: Nutrition Support Pharmacy
 - BPS: Oncology Pharmacy
 - BPS: Pediatric Pharmacy
 - BPS: Pharmacotherapy
 - BPS: Psychiatric Pharmacy
 - PTCB (CPhT)
 - PTCB: Certified Compounded Sterile Preparation Technician (CSPT)
 - PTCB: Advanced Certified Pharmacy Technician (CPhT-Adv)
 - PTCB: Billing and Reimbursement Certificate
 - PTCB: Controlled Substances Diversion Prevention Certificate
 - PTCB: Hazardous Drug Management Certificate
 - PTCB: Immunization Administration Certificate
 - PTCB: Medication History Certificate
 - PTCB: Technician Product Verification Certificate
-

Was financial support obtained for this CE activity? If 'Yes', please include the name of the organization/grant providing the financial support.

Yes

No

Pending

If financial support was obtained for this activity, please **check all that apply** regarding this CE activity (**you should select four of the options below**).

Financial or in-kind support was provided by an ineligible entity (e.g. pharmaceutical and/or device manufacturer), i.e. commercial support

Financial or in-kind support was provided by an eligible entity (e.g. foundation, government, etc.), i.e. non-commercial support

Financial support was provided by only 1 grant supporter

Financial support was provided by more than 1 grant supporter

Fully supported (100%) by grant(s)

Partially supported (<99.9%) by grant(s)

Activity would be conducted despite receipt of grant support

Activity would not be conducted if grant support was not received

Learning Objectives

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, or practice). Active learning and assessments may be the same or they can be separate activities. Use the space below to submit your learning objectives and the corresponding active learning activities and assessments for each objective. Refer to the Speaker Guidance document for additional information regarding active learning and assessment activities.

Learning Objectives

You may submit up to **1 learning objective for every 15 minutes of content**. For instance, a 30 minute presentation may submit up to two learning objectives; a 60 minute presentation may submit up to four learning objectives.

Learning objectives should be specific, measurable, and use appropriate action verbs that align with the activity type selected above.

For example, if the activity type is knowledge-based, use verbs such 'describe', 'identify', 'list', etc. If the activity type is application-based, use verbs such as 'develop', 'apply', 'create', etc.

Verbs such as 'know', 'understand', and 'appreciate' are not appropriate.

For information on creating learning objectives, 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.

Pharmacist Learning Objectives (required)

Submit the learning objectives for pharmacist participants. You may submit 1 learning objective per 15 minutes of content.

Pharmacist Active Learning Strategies (required)

Please indicate how you plan on engaging the activity participants to assist them in

achieving the learning objective.

Pharmacist Assessments (required)

Please indicate how you plan on assessing the participants' achievement of the learning objective. This may be the same or different as the active learning. The assessment strategy should be appropriate to the activity type (i.e. knowledge or application). During the activity, feedback on correct vs. incorrect responses should be provided to participants.

Submit the learning objectives, active learning exercises, and assessment strategies for pharmacy technician participants. If they are the same as pharmacist participants, please copy and paste your previous responses in the boxes below.

Pharmacy Technician Learning Objectives (required)

Submit the learning objectives for pharmacy technician participants. You may submit 1 learning objective per 15 minutes of content.

Pharmacy Technician Active Learning Strategies (required)

Please indicate how you plan on engaging the activity participants to assist them in achieving the learning objective.

Pharmacy Technician Assessments (required)

Please indicate how you plan on assessing the participants' achievement of the learning objective. This may be the same or different as the active learning. The assessment strategy should be appropriate to the activity type (i.e. knowledge or application). During the activity, feedback on correct vs. incorrect responses should be provided to participants.

Activity Content Block - General

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. (required)

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. (required)

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

Please provide 3 to 4 [keywords](#) describing activity content from the list in the space below (required).

Attach an outline of your activity below.

Other Comments

Speaker Information Block 1

Speaker Information

Speaker Name and Credentials (required)

Speaker Title (required)

Speaker Email Address **(required)**

Speaker Curriculum Vitae **(required)**

Please download the faculty [disclosure form](#) and complete it using [Acrobat Reader](#). The completed form should be saved to your computer and attached to this application.

Disclosure Form **(required)**

How do you plan to disclose conflicts of interest to activity participants? **(required)**

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

Additional Speakers: If your activity has additional presenters, choose 'Add Another Speaker' below to submit his or her information. A CV and Disclosure form for additional speakers is required to continue the application. If there are no additional speakers, select the 'Not Applicable' response below to continue to the 'Activity Information' page.

- Add another speaker
- Not applicable, there are no additional speakers for this activity
-

Speaker Information Block 2

Speaker Information

Name and Credentials (required)

Title (required)

Email Address (required)

Curriculum Vitae (required)

Please download the faculty [disclosure form](#) and complete it using [Acrobat Reader](#). The completed form should be saved to your computer and attached to this application.

Disclosure Form (required)

Additional Speakers: If your activity has additional presenters, choose 'Add Another Speaker' below to submit his or her information. A CV and Disclosure form for additional speakers is required to continue the application. If there are no additional speakers, select the 'Not Applicable' response below to continue to the 'Activity Information' page.

- Add Another Speaker
- Not applicable, there are no additional speakers for this activity
-

Speaker Information Block 3

Speaker Information

Name and Credentials (required)

Title (required)

Email Address (required)

Curriculum Vitae (required)

Please download the faculty [disclosure form](#) and complete it using [Acrobat Reader](#). The completed form should be saved to your computer and attached to this application.

Disclosure Form (required)

Please indicate if you have additional speakers below.

- Yes, there are additional speakers for this activity.
- Not applicable, there are no additional speakers for this activity.
-

Speaker Information Block 4

Speaker Information

Name and Credentials (required)

Title (required)

Email Address **(required)**

Curriculum Vitae **(required)**

Please download the faculty [disclosure form](#) and complete it using [Acrobat Reader](#). The completed form should be saved to your computer and attached to this application.

Disclosure Form **(required)**

Please indicate if you have additional speakers below. The Continuing Education Team will reach out to you directly for information regarding additional speakers.

- Yes, there are additional speakers for this activity. The Continuing Education team will reach out to you directly for information regarding additional speakers.
- Not applicable, there are no additional speakers for this activity.

Application Submission and Next Steps

Click the 'forward' button to submit your application.

On the following page, you will have the option to download a copy of your submission; we recommend that you save your application for your records.

Once an application has been submitted, the CE Administrator will review the application and guide the proposal through the process. Once the activity has been

reviewed and approved, an activity description form (ADF) will be created and a universal activity number (UAN) will be assigned and sent to the primary activity contact.

Prior to the activity date, you will be asked to send the remaining activity materials to continuinged@rx.umaryland.edu; including slides, assessments (if applicable), and promotional materials (see activity announcement requirements).

Review the Activity Timeline Document for information regarding deadlines and due dates.

Please contact continuinged@rx.umaryland.edu with any questions.

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