



**Office of Continuing Pharmacy Education (OCPE)
Speaker Guidance Document**

2024-2025

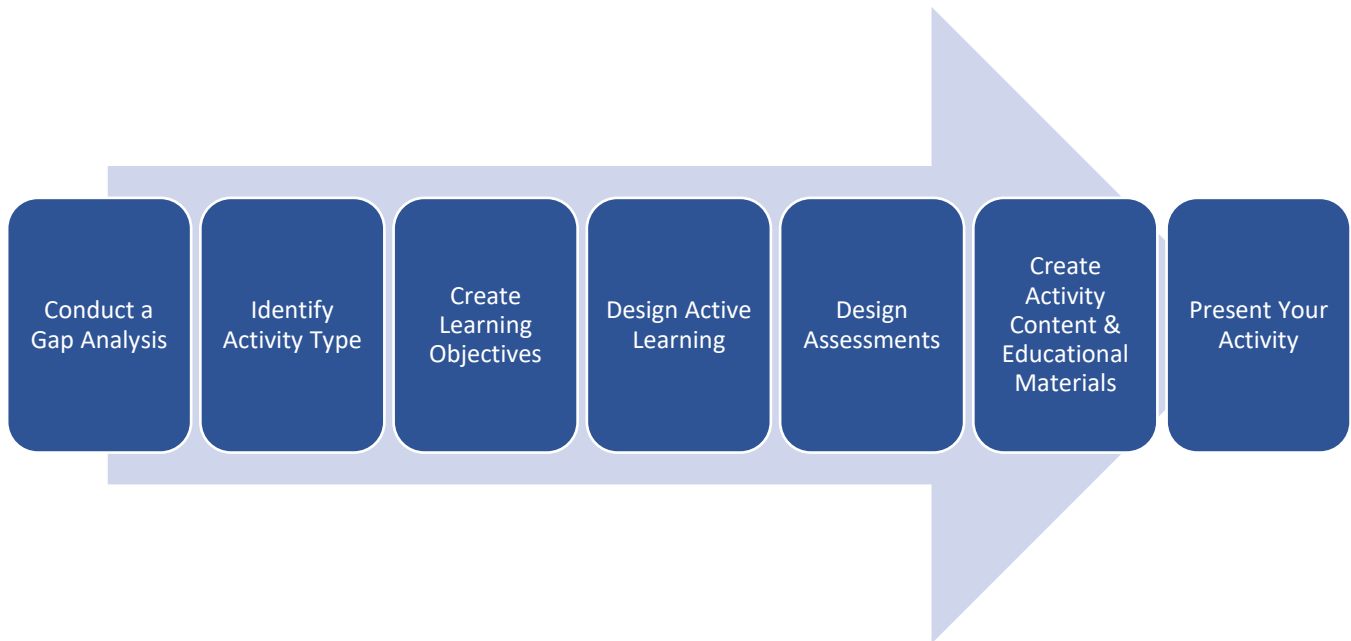
(Reviewed/revised 08/14/2024)

This document contains the following information for speakers:

- Creating a CE activity
- ACPE guidelines and requirements
- Tips for slides and presentations.

ACPE defines continuing pharmacy education as a structured educational activity designed or intended to support the continuing development of pharmacists and/or pharmacy technicians, to maintain and enhance their competence. Continuing pharmacy education should promote problem-solving and critical thinking and be applicable to the safe practice of pharmacy.

Activity Development Process



Gap Analysis

- A gap analysis should be performed to identify the knowledge gap between what pharmacists and pharmacy technicians already do, and what is needed or desired in practice.
- The Gap Analysis should be the driving force for and must align with the activity type, learning objectives, active learning exercises, and assessment/outcomes.
- Activities with multiple target audiences (e.g., pharmacists and pharmacy technicians) will require a gap analysis for each target audience.
- Speakers are required to include a gap analysis in the Activity Application. The following items are included in the gap analysis:
 - State the potential or actual problem in pharmacy practice or the new product or development, that you intend to address in your activity.
 - Identify the root cause of the identified gap (i.e., lack of knowledge, skill, attitude, experience).
 - Explain how your activity will address the identified gap in practice.

When identifying a knowledge gap:

- Consider proven, inferred, and verbalized needs.
 - **Proven needs** are based on objective, internal, and external data sources (epidemiologic data, audit data, statistics, journal articles/literature citations, incident/event reporting systems, etc.)
 - **Inferred needs** are derived from new methods/agents/treatment guidelines, development of new technology/techniques, input from experts regarding advances in knowledge or opportunities, and/or legislative, regulatory, or organizational changes
 - **Verbalized needs** are derived from staff or team member requests, formal surveys, informal comments, patient problem inventories, consensus from faculty members, and/or committee notes/minutes
- Ask yourself the following:
 - What is the current practice of pharmacists or technicians?
 - What is a better or the best practice?
 - Who is the audience? Can this topic be suitable for both pharmacists and pharmacy technicians? How?
 - Why have this education?
 - What impact will this education have on the audience?

Example of a gap analysis:

Gap Analysis	Example
Activity Title/Topic	Review of Chemotherapy Induced Nausea and Vomiting
Current Practice	An estimated 70- 80% of patients undergoing chemotherapy experience nausea and vomiting
Best/Better Practice	Only 10% of patients undergoing chemotherapy should experience nausea and vomiting
Educational Need	Pharmacists should know poorly controlled CINV can result in weakness, weight loss, electrolyte imbalance, dehydration, or anorexia among chemotherapy patients
Identified By	<ul style="list-style-type: none"> ○ Practitioners ○ Legislative Changes ○ New Protocols ○ New/Updated Treatment Guidelines ○ Literature Review ○ Patient Outcomes ○ Other_____
Activity Type	<p>Knowledge-based</p> <p>Rationale: Address lack of knowledge on consequences of CINV</p>

Activity Type

The activity type designates how the information will be used by participants after the activity. The activity type helps guide the development of appropriate learning objectives.

Knowledge-based CPE activities – these activities are designed primarily for pharmacists and technicians to **acquire factual knowledge**. This information must be based on evidence as accepted in the literature by the health care professions. The minimum contact hours required for knowledge-based activities is 15 minutes (0.025 CEUs).

Application-based CPE activities – these activities are designed primarily for pharmacists and technicians to **apply the information** learned in the time frame allotted. The information must be based on evidence as accepted in the literature by the health care professions. The minimum contact hours required for application-based activities is 30 minutes (0.05 CEUs).

The activity type will align directly with the gap analysis. If the root cause is a lack of knowledge, the activity type would be knowledge-based; if the root cause is a lack of skill or experience, the CE activity would be application-based.

Learning Objectives

Learning objectives are formulated from gap analysis and identified educational need(s). They provide:

- Focus that enables instructors and participants to work toward a common goal.
- A means of measuring whether the participants have succeeded in acquiring skills and knowledge.
- Participants to have an opportunity for self-evaluation.

When preparing learning objectives:

- Make objectives specific, short-range, and action oriented with respect to
 - **Competence:** change in knowledge, skills, or techniques
 - **Practice:** change in patient care outcomes
 - **Behaviors:** change in attitudes or performance
- Describe observable learner action to be achieved upon activity completion; what the participant be able to do after attending the activity.
- Design objectives that are supported by activity content and addressed by learning assessment after the activity.
- Use measurable verbs which correlate to the activity type (Knowledge- or Application-based)
- **Avoid** verbs such as “understand”, “appreciate”, “be aware of”, “become familiar with”, etc.
- Write a separate objective for each desired outcome
- List objectives in the same order the content will appear to learners

Examples of appropriate verbs:

Activity Type: Knowledge	
Knowledge-type Verbs	Arrange, Define, Duplicate, Label, List, Memorize, Name, Order, Recognize, Recall, Repeat, State
Comprehensive-type Verbs	Classify, Describe, Discuss, Explain, Identify, Locate, Outline, Report, Restate, Review, Select, Translate
Activity Type: Application	
Application-type Verbs	Apply, Choose, Demonstrate, Illustrate, Interpret, Operate, Sketch, Solve, Use, Employ, Practice, Write
Analysis-type Verbs	Analyze, Calculate, Compare, Criticize, Differentiate, Distinguish, Experiment, Investigate, Research, Contrast, Examine, Test



Writing Learning Objectives

Speakers may submit up to 1 learning objective per 15 minutes of content. For example, if a presentation is 30 minutes, up to 2 objectives may be submitted. If the activity is 1 hour, up to 4 learning objectives may be submitted.

For more information about writing learning objectives:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5944406/pdf/i2333-0406-19-4-1a.pdf>

Active Learning

- CE activities must include a selection of active learning strategies to keep learners engaged in the material.
- Active learning is an instructional strategy in which the participant engages in exercises within an activity to practice the concepts, skills, or knowledge being taught.
- Active learning helps participants acquire and retain material/concepts more effectively and provides opportunity for participants to assess their own progress in achievement of learning objectives. Active learning engages participants throughout the activity.
- The active learning strategy must align with the activity type.

Suggested Active Learning Strategies for Use with ACPE's CPE Activity Types

Activity Type	Verb Examples	Suggested Active Learning	Learning Assessment Examples
Knowledge	<ul style="list-style-type: none"> • Define • List • Discuss • Describe • Explain • Identify • Translate • Restate 	<ul style="list-style-type: none"> • Lecture (Visuals, Examples, Illustrations, Analogies) with polling questions (multiple choice, true/false, etc.) or quizzes/games designed to recall facts. • Discussion • Presentations • Think-pair-share 	<p><u>Recall Facts</u></p> <ul style="list-style-type: none"> • Multiple Choice, True/False, and Matching Questions • Delivered via written post-tests, polls/surveys, and/or within the presentation slides, etc.
Application	<ul style="list-style-type: none"> • Interpret • Apply • Use • Illustrate • Distinguish • Analyze • Calculate • Compare/Contrast • Plan • Design • Propose • Formulate • Arrange • Create • Prepare • Evaluate • Assess 	<ul style="list-style-type: none"> • Practice or application exercises • Case Studies • Projects • Problems • Demonstrations • Simulations • Discussion • Pro/con grids • Critiques • Role play 	<p><u>Application of Principles</u></p> <ul style="list-style-type: none"> • Case Studies • Discussion • Pro/Con Grids • Application Exercises • Demonstration Exercises • Role Play or Simulation

Assessments

Assessments are activities that measure the participant's achievement of the learning objectives. In some instances, the active learning and assessments may be the same activity. For example, a speaker might utilize poll questions as an active learning exercise. These poll questions could also be the assessment strategy if the questions are aligned with each learning objective. The assessment strategy should include 'requirements for successful completion' as written in the activity announcement. (Example – if the requirements for successful completion of the CE activity include a pass rate of 70%, only participants who achieve this benchmark can receive CE credit. If the successful completion does not include a pass rate, participants are not required to reach a minimum score to receive CE credit).

- Assessments are a required part of any CE activity.
- Participants must receive feedback on correct vs. incorrect responses. It is strongly recommended that feedback also includes an explanation of why and answer is correct vs. incorrect.
- Assessments should be intentionally planned with active learning in mind; not only after the presentation content has been created.
- Must align with the gap analysis, activity type, and learning objectives (i.e., the action verbs)
- Speakers will be required to submit the assessment strategy during the application process. For activities with multiple target audiences (e.g., Pharmacists and Pharmacy Technicians), unique assessments strategies may be required for each audience.

Activity Content & Educational Materials

Content Notes for CE Activities

Educational content must be fair and balanced. 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 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 need to be clearly identified as such 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, that the credible sources cited present a balanced view of the evidence.
- If clinical recommendations are made, include balanced information on all available therapeutic options.
- Address any potential risks or adverse effects that could be caused with any 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:

- 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”).

Use of Artificial Intelligence (AI)

If AI is used in the development of educational content for a CE Activity, it is **strongly recommended** that the following be disclosed:

- The name of the AI application.
- The purpose for which the faculty used the AI application.
- The version of the AI application.
- The date the AI application was used.
- This information should be disclosed to learners.

Presentation Slides and Educational Materials

- **Activity Title and Learning Objectives**
 - The activity title and learning objectives **must match** how they are written in the Activity Description Form (ADF).
 - The ADF will be sent to the host organization upon completion of the application review.
 - For CE activities containing multiple presentations, the title for the **full activity** and not the individual presentation titles, must be on the slides. For example, if you are presenting a clinical pearls session entitled, “Clinical Pearls in Community Practice”, your title slide must contain this title. Individual sessions can be listed as sub-titles.
 - For RSS activities, **the activity title and learning objectives on the ADF must be on the educational materials and activity announcement**. The activity-specific title and learning objectives may also be included.
- **Disclosure Statements**
 - Faculty/speakers must include a disclosure statement, written, verbal, or both.
 - If there is a necessary disclosure, OCPE will provide text to the host organization.
- **References**
 - References or reference numbers must be included and legible, where appropriate.

- Speakers are encouraged to include a 'References' slide at the end of the presentation.
- **Bias and Commercialism**
 - Slides and educational materials must be free of any undue bias and support from ineligible organizations.
 - Presentations must be developed and delivered without the influence or involvement of ineligible companies.
 - Slides/presentations may **not** contain the logo of an ineligible organization (ex. the logo of a pharmaceutical company may not be included within the slides/presentations).
- **Copyright and Confidentiality**
 - Slides and educational materials must adhere to Copyright law and other intellectual property laws or policies.
 - Speakers should have proof of ownership or permission to use copyrighted materials.
 - Images of patients must maintain confidentiality wherever possible.
 - Patient cases should be adequately de-identified.

Slide Design Tips

- **Uniformity**
 - Use a slide master to ensure the slides are as uniform as possible in terms of background, logos, fonts, and colors. Avoid slides that appear to have been taken from a previous presentation there is an expectation that the speaker created the presentation especially for them.
 - Use good contrast to enhance visibility of the materials.
 - Use color and bolding to provide emphasis when needed.
 - Avoid using more than 3 colors on a text slide.
 - Avoid using red and green to differentiate parts of the slide.
- **Backgrounds & Special Effects**
 - Resist using fancy or detailed backgrounds. Although they may look nice, they can be difficult to read.
 - Avoid unnecessary sounds and special effects (e.g., animation).
 - If using videos or audio files, test the presentation on the computer and sound system that will be used during the presentation. Always have a copy of the video/audio clip in case of any technical issues.
- **Text**
 - Font selection should include easy-to-read fonts such as Aptos or Arial. Serif fonts (Times New Roman, Courier) can be difficult to read. Use the same font throughout the presentation.
 - Font size should be easy to read from the back of the presentation room.

- Suggestion: make your titles large (36-point) 24-point for bullets. A 20 pt font is the smallest readable font size.
- Note the 7 x 7 Rule for readability (or – the make slides easy to read):
 - 7 words per line
 - 7 lines per slide
- Spell check slides.
- **Figures and Tables**
 - Title all figures and tables.
 - Label all axes on chart slides and include units.
- **Variety**
 - Include pictures, tables, and figures to make the point.
 - Over-reliance on text is distracting for the audience while the speaker is presenting.
 - Use phrases instead of full sentences unless providing a direct quotation.
 - Use only essential data in a table Keep it uncluttered and easily readable.
- **Back-Ups**
 - Have a backup (hard copy and/or electronic version) in case of an equipment failure.
- **Handouts**
 - Audiences appreciate having handouts.
 - Handouts may include, but are not limited to copies of:
 - The slides (consider including space for note taking).
 - An article that enhances a key point in the presentation.
 - The active learning questions and/or assessment questions.

Presenting Tips

- **Speaking & Engaging the Audience**
 - Speak loud enough that every member of the audience can hear you clearly.
 - Check to be sure that the sound is reaching the back of the room before beginning the presentation.
 - Avoid unnecessary sounds during the presentation (e.g., “uh,” “um”).
 - Refocus audience attention before making an important point. For example, varying voice levels can be an effective way to regain audience attention.
 - Watch for signals from the audience – the sound may have been lost, an instructional point may need clarification, or some other problem may be evident.
 - Make eye contact with members of the audience throughout the presentation; move your attention to all areas of the audience.
 - If nervous about making eye contact, try looking at the forehead or just above individuals in the audience.
- **Presenting Using Virtual Platforms:**

Presenting virtually (e.g., Zoom, WebEx, etc.), can offer its own challenges. For tips on presenting virtually, view the following resources.

1. Abbajay, M. (2020, April 20). *Best Practices For Virtual Presentations: 15 Expert Tips That Work for Everyone*. Forbes. Available at:
<https://www.forbes.com/sites/maryabbajay/2020/04/20/best-practices-for-virtual-presentations-15-expert-tips-that-work-for-everyone/?sh=1503fe853d19>
2. Forbes. (2020, July 13) *How to Ace a Virtual Presentation*. Available at
<https://www.youtube.com/watch?v=atLvsjllsOI>.
3. Abrahams, M. (2016, September 20). *10 Tips for Giving Effective Virtual Presentations*. *Stanford Business*. Available at <https://www.gsb.stanford.edu/insights/10-tips-giving-effective-virtual-presentations>.
4. Doyle, A. (n.d.). *Nail Your Virtual Presentation With These Tips*. Convene. Available at:
<https://convene.com/catalyst/virtual-presentation-tips/>.