

## Pharmacotherapy Round 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 Pharmacotherapy Round CE Activity Application.

### Activity Title

### Activity Date?

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

### 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.

**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.

- Knowledge: transmit knowledge, recall facts
- 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 activities 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 at least one of the learning objectives is application-based; go back and update the activity type to application.

<b>Learning Objective Verbs</b>	<b>Suggested Active Learning</b>	<b>Learning Assessment Examples</b>
Knowledge-type verbs: <ul style="list-style-type: none"> <li>• Define</li> <li>• Repeat</li> <li>• List</li> <li>• Record</li> </ul> Comprehension-type Verbs: <ul style="list-style-type: none"> <li>• Discuss</li> <li>• Describe</li> <li>• Explain</li> <li>• Identify</li> <li>• Translate</li> <li>• Restate</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures with audience polling questions</li> <li>• Games</li> <li>• Discussion</li> <li>• Think-pair-share</li> </ul>	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.

<b>Learning Objective Verbs</b>	<b>Suggested Active Learning</b>	<b>Learning Assessment Examples</b>
<b>Application-Type Verbs</b> <ul style="list-style-type: none"> <li>• Interpret</li> <li>• Apply</li> <li>• Use</li> <li>• Demonstrate</li> <li>• Illustrate</li> </ul>	<b>Application-Type active learning</b> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Simulations</li> <li>• Practice Exercises</li> <li>• Demonstration Exercises</li> <li>• Projects</li> </ul>	<b>Application of Principles</b> <ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Pro/Con Grids</li> <li>• Projects</li> <li>• Problems</li> <li>• Application Exercises</li> <li>• Demonstration Exercises</li> <li>• Role Play or Simulation</li> </ul>
<b>Analysis-Type Verbs</b> <ul style="list-style-type: none"> <li>• Distinguish</li> <li>• Analyze</li> <li>• Differentiate</li> <li>• Calculate</li> <li>• Compare and Contrast</li> </ul>	<b>Analysis-Type Active Learning</b> <ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Problems</li> <li>• Pro/Con Grids</li> <li>• Application Exercises</li> </ul>	
<b>Synthesis-Type Verbs</b> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Compose</li> <li>• Design</li> <li>• Propose</li> <li>• Formulate</li> <li>• Arrange</li> <li>• Construct</li> <li>• Create</li> <li>• Prepare</li> </ul>	<b>Synthesis-Type Active Learning</b> <ul style="list-style-type: none"> <li>• Problems</li> <li>• Case Studies</li> <li>• Develop Plans</li> <li>• Simulations</li> <li>• Projects</li> </ul>	
<b>Evaluation-Type Verbs</b> <ul style="list-style-type: none"> <li>• Judge</li> <li>• Evaluate</li> <li>• Rate</li> <li>• Compare</li> <li>• Revise</li> <li>• Assess</li> <li>• Estimate</li> <li>• Measure</li> </ul>	<b>Evaluation-Type Active Learning</b> <ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Problem Exercises</li> <li>• Projects</li> <li>• Critiques</li> <li>• Simulations</li> </ul>	

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 objectives.**

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. application-based verbs.
- Inappropriate application-based verbs include: 'K', 'Understand', 'Appreciate' are not appropriate.

**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 | • Case Studies          |
| • Simulations          | • Problems              |
| • Practice Exercises   | • Pro/Con Grids         |
| • Demonstrations       | • Application Exercises |
| • Projects             | • Develop Plans         |
|                        | • Critiques             |

Indicate how you plan on assessing participants' achievement of the learning objectives (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:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Discussion</li> <li>• Pro/Con Grids</li> </ul> | <ul style="list-style-type: none"> <li>• Application Exercises</li> <li>• Demonstration Exercises</li> <li>• Role Play or Simulation</li> </ul> |
|---|---|

- Assessments can be delivered via post-tests, polls/surveys, audience response systems, raising of hands, within the presentation slides, etc.

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

- 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.

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

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

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

- ☐ No
- ☐ Yes
- ☐ Not Sure

**Does the content of the CE activity address any of the following areas? (select all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> Child Abuse Prevention or Reporting                                      | <input type="checkbox"/> Mental Health Awareness           |
| <input type="checkbox"/> Collaborative Practice   | <input type="checkbox"/> Nicotine Replacement              |
| <input type="checkbox"/> Contraception  | <input type="checkbox"/> Non-Sterile Compounding           |
| <input type="checkbox"/> Cultural Competency  | <input type="checkbox"/> Nursing Home Consulting           |
| <input type="checkbox"/> Diversity, Equity, Inclusion (including bias)                            | <input type="checkbox"/> Pharmacist Prescriptive Authority |
| <input type="checkbox"/> Education and Instruction  | <input type="checkbox"/> Precepting                        |
| <input type="checkbox"/> Human Trafficking  | <input type="checkbox"/> Sexual Harassment                 |
| <input type="checkbox"/> Lesbian, gay, bisexual, transgender, and<br>queer or questioning (LGBTQ) | <input type="checkbox"/> Sterile Compounding               |
|   | <input type="checkbox"/> Suicide Prevention                |

In the following section, you will provide the name and email address for your program director, mentor, and evaluator.

The Mentor and Evaluator should be 2 different people since the Mentor is involved in giving feedback and working with the resident/fellow in the development of rounds and the Evaluator should be someone not involved to provide an unbiased review. The Evaluator can be anyone but typically is someone that has expertise/knowledge in the topic area being presented.

Prior to completing this application:

- Your mentor must review and approve the title and learning objectives.
- You must collect a disclosure and CV from your mentor (to be uploaded below).
- If you have not received the required approvals or documentation from your mentor, please exit this form and submit your application once you receive the required approval and documentation.

For questions regarding the roles of the Mentor and Evaluator, please contact your program director.

**Program Director's Name**

**Program Director's Email Address**

**Mentor's Name**

**Mentor's Email Address**

**Mentor Disclosure Form**



**Mentor CV**



To complete your application, your Mentor must review and approve the title and learning objectives for this presentation. If your Mentor has not reviewed and approved the title and learning objectives, exit this form and resubmit your application once you have received approval.

- ☐ My mentor has reviewed and approved the title and learning objectives for this presentation.
- ☐ My mentor has not reviewed and approved the title and learning objectives for this presentation.

**Evaluator's Name**

**Evaluator's Email Address**

**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 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.**

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

**Speaker Information**

**Speaker Name and Credentials**

**Speaker Title**

**Speaker 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)

Pharmacotherapy Round presentations may be used by the CE Office to create a home study activity that will be available on the CE Office Training Portal. You may opt-out of your presentation being converted to a home study by selecting the Opt-Out option below.

- ☐ I acknowledge that the presentation and materials may be used to create a home study activity that will be available via the CE Office Training Portal
- ☐ I am opting-out of my presentation and materials being used to create a home study activity.