



New Resident and Fellow Orientation: Pharmacotherapy Rounds

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1

Pharmacotherapy (PTX) Rounds

- A series of ACPE-approved continuing education activities delivered by pharmacy residents and fellows.
- Held at the University of Maryland School of Pharmacy and Johns Hopkins Hospital.
- Target audience includes pharmacy residents, fellows, faculty, preceptors, pharmacy practitioners, students, and invited guests

2

Goal of Pharmacotherapy Rounds

- Enhance and apply the participant's knowledge regarding:
 - Use of drug therapy to treat and/or prevent disease
 - Recent changes/new developments in treatment of a medical disorder
 - Innovations in the provision of pharmacy services
 - Other “hot topics” in pharmacy

3

Goal of Pharmacotherapy Rounds

- Residents will:
 - Evaluate the scientific literature and discuss its applicability to clinical practice.
 - Deliver complex concepts in a clear, concise, well-organized and effective manner
 - Produce a well-written handout/slides
 - Demonstrate an in-depth knowledge of the subject matter and provide key messages and conclusions

4

General Requirements

- **Deliver:** one 30-minute presentation
- **Required:** Use PowerPoint during the presentation (videos are not permitted)
- **Format:** In-person, via webinar, or combination of both (check with program director)
- **Attendance:** Check with your program director about requirements

5

Pharmacotherapy Rounds Schedule

- Schedule is published online
- University of Maryland SOP
 - Tuesday and Wednesday: 12:30 pm – 1:30 pm
- Johns Hopkins
 - Wednesday at 12:00 PM

6

Recorded Presentations

- Only applies to pharmacotherapy rounds accredited by the University of Maryland School of Pharmacy.
- Option for resident/fellow to opt-out.
- Recording will be used to create home study CE activity.
- Home study will be available to public for 1 year and then archived.

7

Key Resources For Residents/ Fellows

- Schedule (including all due dates):
<https://www.pharmacy.umaryland.edu/residentsfellows/rounds/>
- Presenter's corner (links to application):
<https://www.pharmacy.umaryland.edu/residentsfellows/rounds/presenterscorner/>

8



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Steps for Successful PTX Rounds

9

Step #1: Topic Selection

- Work with program director and mentor on selection of an appropriate topic
 - Topic should not duplicate presentations from past two years on your campus (check <https://www.pharmacy.umaryland.edu/residentsfellows/rounds/presenterscorner/> for previous topics)
 - Meets educational needs of an audience of pharmacists
 - Questions about the topic should email Dr. Kristine Parbuoni (kparbuoni@rx.umaryland.edu)
- Proposed presentation topic or title should be emailed to PSHORResidencyandAdministrativeSupport@rx.umaryland.edu **at least 55 business days** prior to presentation date for approval

10

Step #2: Complete PTX CE Application

- Key components
 - Presentation (Activity) Title
 - Activity Type
 - Educational needs assessment
 - Learning Objectives
 - Active learning strategy
 - Description of learner assessment and feedback strategy
 - Evaluator
 - Resident and mentor's information, CV, disclosure form

11

#2: Prior to Submission

- Your **mentor** must review and approve the title and learning objectives **prior to** submitting your application.
- Your **evaluator** must agree to attend and be an evaluator for this CE presentation
- Submit via Qualtrics form
 (https://umaryland.az1.qualtrics.com/jfe/form/SV_cUdjBH0OhrFOzWe) **45 business days** prior to your presentation

12

Educational Needs Assessment

Gap between what pharmacists already know and what is needed/desired knowledge or skill in practice

1. State the potential or actual problem in pharmacy practice or the new product or development, that you intend to address in your activity.
2. Identify the root cause of the identified gap (i.e., lack of knowledge, skill, attitude, experience).
3. Explain how your activity will address the identified gap in practice.

13

Activity Type

- Types
 - Knowledge-based: To acquire factual knowledge
 - Application-based: To apply the information learned (in order to gain skill)
- Activity type should align with your educational needs assessment

14

Conflict of Interest Form

- Presenters and mentors must disclose any relationships they have with ineligible companies (*primary business is producing, marketing, selling, distributing health care products*) in the past 24 months
 - **Identifies:** screened for potential conflicts of interest
 - **Mitigates:** Actions are conducted if needed
 - **Discloses:** Relationships with ineligible companies (or lack thereof) are disclosed in promotional materials and at start of presentation.

15

#3 Powerpoint Presentation

- Work with your mentor on development
- Use National Library of Medicine (NLM) style for citation/references ([Uniform Requirements for Manuscripts Submitted to Biomedical Journals](#))
- Submit presentation (and PDF handout) to continuinged@rx.umaryland.edu, **10 business days** prior to your presentation

16



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Presentation Content

17

First 3 Slides

- Slide 1: Title Slide
 - Should match how it's written in the Application
- Slide 2: Learning Objectives
 - Should match how it's written in the Application
- Slide 3: Speaker disclosure statements

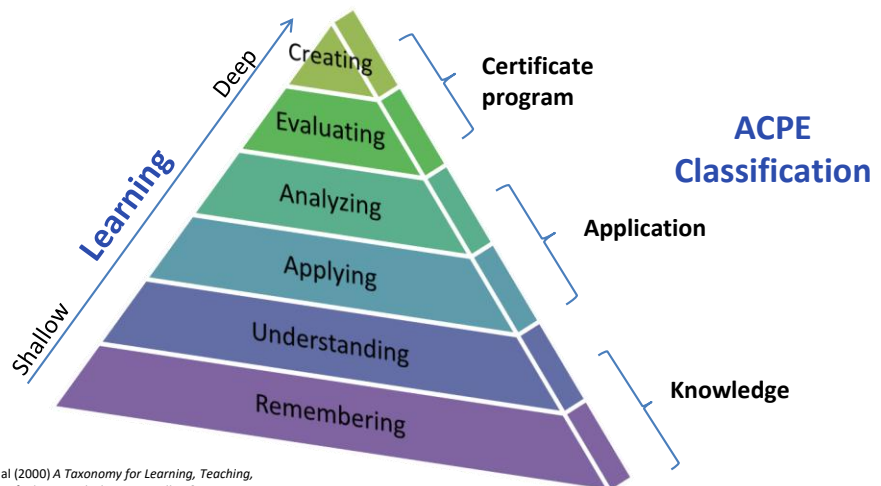
18

Learning Objectives (LO)

- Should address the “educational needs assessment”
- Specific, observable, measurable
- List objectives in the order the content will appear
- Have up to 1 LO per 15 min of content (max 2 LO for 30 min presentation)

19

Bloom's Taxonomy



Anderson, L.W. and David R. Krathwol, D.R., et al (2000) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Allyn & Bacon

20

Examples LO Verbs



- Creating – Assemble, Construct, Design, Develop
- Evaluating – Appraise, Select, Judge
- Analyzing – Compare, Contrast, Differentiate, Distinguish, Examine
- Applying – Choose, Demonstrate, Illustrate, Interpret
- Understanding – Classify, Describe, Discuss, Explain, Identify, Select
- Remembering – Define, List, Recall, State

21

Learning Objectives



Start with a similar phrase to: "At the conclusion of this activity, the learner should be able to:"



Then state the things learners will be able to do - **VERB**

Verb: chosen by **activity type** that elicits or describes a measurable/observable behavior



Then state the things learners will be able to do - **STEM**

Stem: Outcome-based take away



For example: **Summarize** the ACIP recommendations for yearly influenza vaccines.

22

LO Common Mistakes

- Avoid using verbs that are vague or cannot be objectively assessed
 - “Know”
 - “Understand”
 - “Appreciate”
- Focus on what you want the learners to get out of the presentation, NOT what the speaker will do
- LO must be measurable

23

Active Learning

- Enhances overall learning, retention, and satisfaction with educational activity.
- Required to have active learning in CEs
- Should have at least one active learning activity for each learning objective in your presentation
- Must align with “needs assessment” and activity type

24

Active Learning Strategies

	Knowledge-Based Activity Type	Application-Based Activity Type
Instructional Strategies:		
Lecture with questions	X	X
Games and quizzes to practice recall	X	X
Demonstration		X
Example with practice		X
Interactive case study		X
Interactive scenario		X
Role play		X
Simulation		X
Application exercises		X
Practice exercises		X

ASHP. How to Develop and Deliver Quality CPE Activities (Revised October 2009) ashp.org/DocLibrary/CE/Instructional-Strategies-Self-Study-3.pdf

25

Learner Assessment

- Activities that measure the participant's achievement of the learning objectives
- Required to have learning assessments in CEs
- Participants must receive feedback on correct vs incorrect responses
- Strongly suggest one learning assessment for each learning objective in your presentation
- Must align with gap analysis, activity type, learning objectives
- Sometimes active learning and assessments can overlap (be the same)

26

Standards for Integrity and Independence

- Standards to ensure independence in CE activities
- Content must valid, fair, and balanced
 - Based on current science, evidence, clinical reasoning
 - Gives balanced view of therapeutic options
 - Must not advocate or make recommendations that are not adequately supported by evidence

27

Standards for Integrity and Independence

- Content decisions are made without influence or involvement of ineligible companies.
- Must not promote or sell products or services that serve their own interests
 - Use of generic names when referring to drug products.
 - Avoidance of use of tag lines, product logos, ineligible organization logos, advertisements, or images of proprietary products
 - Do not use proprietary or trade names in the title of your presentation
- Discussion of off-label uses of FDA-approved drugs and experimental use of products is allowed, but must be clearly identified as such

28

Use of Artificial Intelligence (AI)

If AI is used in the development of the presentation, it is strongly suggested to disclose to learners:

- The name of the AI application
- The version of the AI application
- The purpose for which the presenter used the AI application
- The date the AI application was used

29

#4 Evaluation

- All participants at PTX rounds will evaluate the presentation
- Resident will complete self-evaluation form and discuss with evaluators
- Program evaluation summary will be sent to program director

30

Final Thoughts

- Encouraged to include a 'References' slide at the end
- Pay close attention to submission deadlines
- Avoid commercial bias and marketing
- Alignment is key! Needs Assessment – Learning Objectives – Active Learning – Learner Assessment

31

Contact Us

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32



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