

Activity Application

This PDF is for preview purposes only. All submissions must be completed via the online form.

Complete this form below to submit your CE Activity Application.

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

Activity Title

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

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

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

- Pharmacists
- Pharmacy Technicians

Gap Analysis

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

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

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

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

Example:

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

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

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

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

Example:

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

What type of activity will this be?

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

- 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 the same or they can be separate activities. Use the space below to submit learning objectives and the corresponding active learning activities and assessments for each objective.

Learning Objectives:

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

Knowledge-Type Activities

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

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

Learning Objective Verbs	Suggested Active Learning	Learning Assessment Examples
Knowledge-type verbs: <ul style="list-style-type: none"> • Define • Repeat • List • Record Comprehension-type Verbs: <ul style="list-style-type: none"> • Discuss • Describe • Explain • Identify • Translate • Restate 	<ul style="list-style-type: none"> • Lectures with audience polling questions • Games • Discussion • Think-pair-share 	Recall Facts Multiple choice, true/false, matching questions Can be delivered via post-tests, polls/surveys, audience response systems, raising of hands, within the presentation slides, etc. Feedback is required. Participants must receive feedback on the correct vs. incorrect responses. Speakers are recommended to include an explanation of why a response is correct or incorrect with the feedback.

Application-Type Activities

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

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

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

- ‘Describe’, ‘identify’, ‘list’, etc. are appropriate knowledge-based verbs.
- Verbs such as ‘know’, ‘understand’, and ‘appreciate’ are not appropriate.

Application-Type Activities

- ‘Develop’, ‘apply’, ‘create’, etc. are appropriate application-based verbs.
- Verbs such as ‘know’, ‘understand’, and ‘appreciate’ are not appropriate.

Indicate how you plan on engaging participants to assist them in achieving the learning objective(s).

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. This may be the same or different as your active learning strategy.

Knowledge-Type Activities

Appropriate assessment strategies include:

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

Application-Type Activities

Appropriate assessment strategies include:

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

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

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

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

If the activity is designed to meet a specific state regulatory requirement, 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"/> Lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ) | <input type="checkbox"/> Sexual Harassment |
| <input type="checkbox"/> Human Trafficking | <input type="checkbox"/> Sterile Compounding |
| | <input type="checkbox"/> Suicide Prevention |

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

- No
- Yes
- Not Sure

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

- NM BOP: Immunizations
- NM BOP: Tobacco Cessation
- NM BOP: Emergency Contraception
- NM BOP: Hormonal Contraception
- NM BOP: Naloxone
- NM BOP: HIV Post-Exposure Prophylaxis (PEP)
- NM BOP: Test-to-Treat
- PTCB: Certified Pharmacy Technician (CPhT)
- PTCB: Certified Compounded Sterile Preparation Technician (CSPT)
- PTCB: Advanced Certified Pharmacy Technician (CPhT-Adv)

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.

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

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Speaker Information

Speaker Name and Credentials

Speaker Title

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)