



Office of Continuing Pharmacy Education (OCPE) Speaker Guidance Document

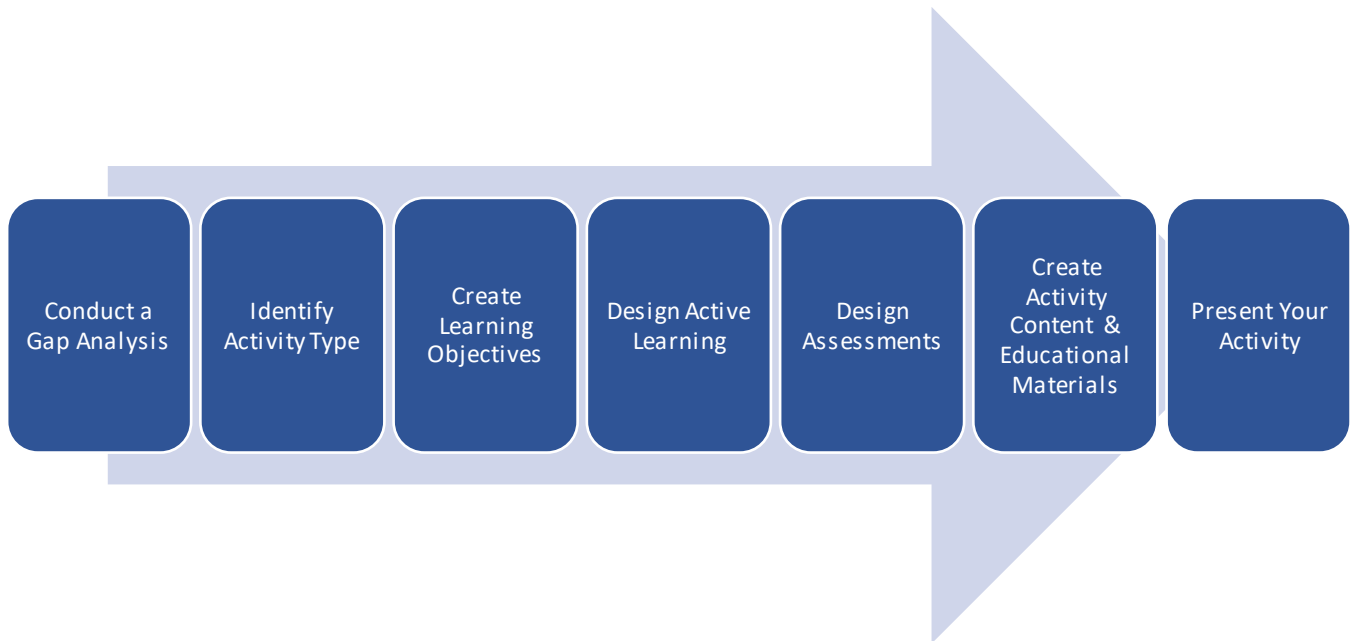
2024-2025

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



Conduct a Gap Analysis

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., the specific knowledge, skill, attitude, experience).
- Explain how your learning objectives address the identified gap in practice.

Activities with multiple target audiences (e.g., pharmacists and pharmacy technicians) will require a gap analysis for each target audience.

All other activity elements (activity type, learning objectives, active learning, and assessments) must align with the gap analysis.

Identify Activity Type

ACPE categorizes CE activities into three types:

- **Knowledge:** transmit knowledge (i.e., facts, recall)
 - The minimum contact hours required for knowledge-based activities is 15 minutes (0.025 CEUs).
- **Application:** apply the information learned
 - The minimum contact hours required for activity-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.

Create Learning Objectives

A learning objective is a statement that will describe what the participant will be able to do after completing the instruction (activity). (Kibler, Kegla, Barker, Miles - 1974).

Learning Objectives:

- Are developed prior to drafting the activity content.
- Written from the learner's perspective, rather than what will be covered in the activity or what the speaker will do in the presentation.

- Provide a focus that enables instructors and participants to work toward a common goal.
- Provide a means of measuring whether the participants have succeeded in acquiring skills and knowledge.
- Are presented to participants and allow opportunity for self-evaluation.

Developing Learning Objectives

Learning Objectives must:

- Align with the activity type (knowledge vs. application).
 - Knowledge-based activities use verbs such as “define”, “identify”, “list”, etc.
 - Application-based activities use verbs such as “develop”, “apply”, “create”, etc.
 - View the table on page 6 for more examples of verbs by activity type.
- Be addressed by an active learning activity.
- Be evaluated using a learning assessment.

Consider the following questions when planning your learning objectives.

- a. What will the participant take away from the activity?
- b. How do you envision engaging the audience?
- c. How are you going to deliver the activity?

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, up to 4 learning objectives may be submitted.

- Start with the phrase: “At the conclusion of this activity, the participant should be able to:”
- Then state the things participants will be able to do.
- Learning objectives have two parts: Verb and Outcome-based take away.
 - **Action Verb:** chosen by activity type that elicits or describes a measurable/observable behavior
 - Avoid using verbs that are vague or cannot be objectively assessed. Examples include, but are not limited to “know”, “understand”, and “appreciate”.
 - Action verbs must be measurable.
 - For example, if the activity type is knowledge-based, use verbs such as “define”, “identify”, “list”, etc. If the activity type is application-based, use verbs such as “develop”, “apply”, “create”, etc.
 - Verbs such as “understand” and “appreciate” are not appropriate as they are not measurable and are open to interpretation.
 - **Outcome-based Take Away**

- Each learning objective should contain only **one** outcome/action. For instance, an objective that states “Define and describe the role of pharmacists in patient care” should be split into two objectives, “Define patient care” and “Describe the role of pharmacists in patient care”. The exception to this is, “Compare and contrast”.
- Learning objectives are learner centered. Objectives state what the learner will be able to do at the end of the training; not what the faculty/speaker will do during the presentation.
Example: “Describe the role of pharmacists in patient care” which indicates what the learner will be able to do.
vs.
“In this session, we will review the role of pharmacists in patient care” which states what the speaker will do.
- Learning objectives should be the foundation for all other aspects of the activity/presentation. Content, activities, assessments, etc. should all align and correspond with the objectives. Speakers are encouraged to create thoughtful objectives and to reflect on what participants will take away from the activity.

For more information or additional resources:

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

Using Bloom’s Taxonomy levels, ACPE has created suggested active learning strategies. See the following table. See Appendix A

Design Active Learning

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. Additionally, active learning engages participants throughout the activity.

Active Learning Exercises are a required part of any CE activity.

- Activities 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 active learning strategies during the application process. For activities with multiple target audiences (e.g., Pharmacists and Pharmacy Technicians), unique active learning strategies may be required for each audience.

Using Bloom's Taxonomy levels, ACPE has created suggested active learning strategies. See the following table. See Appendix A.

Design 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 since the speaker will be able to gauge the participants' achievement of the learning objectives. However, keep in mind that assessments must align with the learning objectives – including the 'condition' and 'degree' and the 'requirements for successful completion' as written in the activity announcement. (Example – if the requirements for successful completion 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.

Using Bloom's Taxonomy levels, ACPE has created suggested active learning strategies. See the following table. See Appendix A

Create 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 will be 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

If you need to apologize for a slide, it is preferable to leave it out.

- 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 generally 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 backup (hard copy and/or electronic version) (electronic version and hard copy, if possible) 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.

Present Your Activity

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 resource.

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>

Forbes. (2020, July 13) *How to Ace a Virtual Presentation*. Available at <https://www.youtube.com/watch?v=atLvsjllsOI>.

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>.

Doyle, A. (n.d.). *Nail Your Virtual Presentation With These Tips*. Convene. Available at: <https://convene.com/catalyst/virtual-presentation-tips/>.

Appendix A

Suggested Active Learning Strategies for Use with ACPE's CPE Activity Types and Bloom's Taxonomy Levels

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 and contrast • Plan • Design • Propose • Formulate • Arrange • Create • Prepare • Evaluate • Rate • 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

