

Faculty Guidance Packet

Office of Continuing Pharmacy Education

In support of life-long learning, the School of Pharmacy and Pharmaceutical Sciences offers continuing education through a series of programs for practicing pharmacists and pharmacy students designed to provide reviews and updates of drug classes and therapies, pharmacy law, and emerging technologies used in pharmacy practice. Attendees of these programs will gain valuable new information to assist in the health care delivery of patients.

UB adheres to the standards of the Accreditation Council for Pharmacy Education (ACPE) for all of its continuing education programs. The ACPE sets the standards for the education of pharmacists to prepare them for the delivery of pharmacist-provided patient care. ACPE is recognized by the US Department on Education as the national agency for the accreditation of professional degree programs in pharmacy and is the national agency for accreditation of providers of continuing pharmacy education.

Standard 6: Faculty

The provider must communicate and collaborate with CPE activity faculty regarding the identified educational needs, intended audience, objectives, active participation, and learning assessments for each CPE activity.

Guidance:

- Information, verbal and written, should be provided to the faculty to assure that CPE activities meet ACPE's *Standards for Continuing Pharmacy Education* for developing objectives, incorporating active learning opportunities, and appropriate assessments of learning.
- Faculty should disclose to the provider all relevant financial relationships with any commercial interest. In addition, the provider must have implemented a mechanism to identify and resolve any conflicts of interest prior to the education activity being delivered.

Developing Objectives

Objectives should be specific and measurable. Effective objectives state what the learner should be able to do upon completion of a continuing pharmacy education (CPE) activity. An objective identifies the terminal behavior or outcome of the offering.

Objectives are critical to the educational activity development because they:

1. Reflect input from learners relative to educational needs
2. Determine the selection of content and teaching methods
3. Provide a guide to the evaluation phase

Objectives should be customized to the type of CPE activity:

Knowledge-based-These CPE activities should be designed primarily for pharmacists to acquire factual knowledge or recall facts.

Application-based-These CPE activities should be designed primarily for pharmacists to apply information learned in the time frame allotted.

Practice-based-These CPE activities should be designed primarily for pharmacists to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies. The formats of these CPE activities should include a didactic component and a practice component.

All written objectives should:

- Use verbs which describe an **ACTION** that can be **OBSERVED**.
- Are **MEASURABLE** within the teaching time frame.
- Consist of only one **ACTION VERB** per objective.
- Describe the **learner outcome**-not the instructor's process or approach.
- Are appropriate for the **designated teaching methods**.

Appropriate and acceptable action verbs must be used to compose objectives:

Activity	Verbs Used	Activity	Verbs Used	Activity	Verbs Used	DO NOT USE These Verbs/Terms
Knowledge	Define	Application	Analyze	Practice	Appraise	Appreciate
	Describe		Apply		Arrange	Be Aware
	Discuss		Calculate		Collect	Behave
	Explain		Compare		Compose	Believe
	Express		Demonstrate		Construct	Comprehend
	Identify		Dramatize		Create	Enjoy
	List		Employ		Demonstrate	Explore
	Recognize		Illustrate		Design	Familiarize
	Record		Interpret		Evaluate	Grasp Significance of
	Repeat		Operate		Formulate	Have Faith in
	Restate		Practice		Manage	Know
	Translate		Schedule		Organize	Learn
			Sketch		Plan	Perceive
			Use		Prepare	Realize
					Rate	Remember
					Select	Think
		Set Up	Understand			

Incorporating Active Learning Opportunities

ACPE standards require that all providers assure that all CPE activities include active participation and involvement of the pharmacist and technician. The methodologies employed should be determined by the CPE activity planned objectives, educational content, and the size and composition of the intended audience.

Examples of interactive learning include:

TYPE OF ACTIVITY	EXPLANATION
Audience Response Questions	Presenters can ask questions at the beginning of the presentation to establish a baseline level of knowledge for the audience. Intersperse questions throughout the presentation. Include the questions as part of the PowerPoint presentation. This helps keep the audience engaged in the presentation.
Role Play	Role plays involve assigning roles to individuals in a group and giving the group an objective. For example, one participant could play a patient and another participant could play a pharmacist during a patient consult on a particular issue.
Games	Guessing games and popular games like Jeopardy, Trivial Pursuit, and Wheel of Fortune can be used to provide a background in which terms and concepts are emphasized and recalled.
Case Studies/Problem Solving	Problem solving focuses on meaningful content. To solve a problem efficiently, the members of the group must interact and reach consensus after analyzing all aspects of the problem. Case studies can be used to present participants with a case and they must develop an action plan to address the case. The instructor can also use think-pair-share to discuss case studies. The speaker first asks the audience to think about the question or patient case alone and then has them discuss the case or question with the person next to them. Finally, the speaker can randomly select one or two groups to report to the entire audience. This type of activity can help individuals to organize and apply the information presented.
Posing Questions	Ask what questions the participants would like addressed. This can guide the talk as it progresses. Providers can also provide immediate feedback by posing multiple choice questions and asking for a show of hands to indicate who agrees with which answer. This leads to active discussion.
Demonstrations	The instructor can demonstrate a product, service, device, or technique and then attendees can illustrate their knowledge by re-demonstrating it. For instance, an asthma device can be demonstrated by a presenter and then participants can be asked to use the device.
Forums	Providers and speakers can create a forum where participants can communicate following the lecture. For example, chat rooms can allow participants to discuss their incorporation of the knowledge gained at their respective practice sites. Such follow-up techniques promote active learning and encourage application of the information presented.

Assessments of Learning

ACPE standards require that the provider in collaboration with faculty must include learning assessments in each CPE activity to allow pharmacists and technicians to assess their achievement of the learned content. Completion of a learning assessment is required for CPE credit.

The provider may select formal and informal techniques for assessment of learning. Informal techniques typically involve participant discussions. Formal techniques, such as tests and quizzes, are typically individualized, written, and graded. The assessment should be consistent with the identified CPE activity objectives and activity type.

Knowledge-based activity: Each CPE activity in this category must include assessment questions structured to determine recall of facts. Assessment feedback should include the correct responses to questions. For incorrect responses, the provider is encouraged to communicate that the question was answered incorrectly and should provide the rationale for the correct response.

Application-based CPE activity: Each CPE activity in this category must include case studies structured to address application of the principles learned. The provider should include the correct evaluation of the case study and should explain the rationale for the correct response.

Practice-based CPE activity: Each CPE activity in this category must include formative and summative assessments that demonstrate that the pharmacists and technicians achieved the stated objectives. Feedback should be provided based on the formative and summative assessments that were used to demonstrate that the pharmacist or technician achieved the stated objectives.

Participants will evaluate the overall conference and your specific presentation. You will receive a copy of the tabulated evaluation within six weeks following the conference.