



CPA Education Committee Faculty Guide

On behalf of the Connecticut Pharmacists Association (CPA) Education Committee, thank you for joining our speaker faculty. Regardless of the practice setting or field of work that brought you to our continuing education program, your knowledge, skillset and insight plays a significant role in helping CPA fulfill its mission of advancing the practice of pharmacy in Connecticut and beyond.

As you develop your presentation, there are key materials that are required to comply with the Accreditation Council for Pharmacy Education (ACPE). This guide aims to help assist you with this process. Below is a checklist you can use to keep track of these materials and their corresponding deadlines.

Title and learning objectives for pharmacists and pharmacy technicians	Due 1 week upon accepting speaker invitation	
Signed Faculty Disclosure of Commercial Support Form	Due 1 week upon accepting speaker invitation	
Signed W-9 Form (if receiving an honorarium)	Due 1 week upon accepting speaker invitation	
Brief bio and headshot (for marketing materials)	Due 1 week upon accepting speaker invitation	
5 pre-assessment questions for learners	Due 1 week upon accepting speaker invitation	
PowerPoint recording with embedded interactive activities & copy of PPT slides	Due 2 weeks prior to the presentation date	
10-question post-assessment quiz with rationales stated for correct and incorrect answers	Due 2 weeks prior to the presentation date	

Summary of Required Materials

W-9 Form

CPA requires all speakers to sign a W-9 form if they are receiving an honorarium. This form can be found [here](#).

Faculty Disclosure of Commercial Support Form

According to CPA policy, all speaker faculty are required to sign the Faculty Disclosure of Commercial Support form, disclosing any conflicts or stating there are no conflicts. Any resident/fellow presenter must also include his or her preceptor mentor's signed form, which also should designate the preceptor mentor as the "Content Specialist." This form can be found on Page 5.

If there is a conflict of interest, this must be resolved prior to the presentation, which may include review from CPA staff and the CPA Education Committee.

As required by ACPE, every presentation must include a financial disclosure slide at the beginning, and all speakers must announce at the beginning if they have (or do not have) a conflict. If a conflict existed, speakers must include a statement that all conflicts were resolved. Fellow/resident presenters also must include the same

information about conflict and resolution as above for each preceptor mentor. Learn more about the ACPE Guidelines on Non-Commercialism and Conflict of Interest Declaration [here](#).

An important note about off-label use: ACPE requires speakers to indicate either on a slide or verbally, when discussing off-label use of a medication or device. *Education materials must not include commercial advertising, logos or product-group messages.*

Learning Objectives:

What would you like pharmacist and pharmacy technician learners to accomplish after your presentation? What are the key educational goals they should apply to their practice? Develop 3-5 objectives (for pharmacists and technicians) that are measurable, specific and reflect the relationship of your presentation topic to contemporary pharmacy practice. A few tips to keep in mind:

- **Aim for the important:** Focus your objectives on what you want the participant to be able to do after they complete the program. Your objectives should define major, not minor, knowledge.
- **Objectives should be supported by content:** Do not write an objective for something you are not going to present.
- **Define expected participant behavior:** Objectives should define the anticipated performance of the participant as a result of attending the program.
- **Write measurable objectives** that incorporate the appropriate verbs based on the activity type of your presentation: knowledge-based or application-based.
 - **Avoid non-measurable verbs:** understand, learn, behave, explore, know, believe, appreciate, perceive, realize, enjoy

CPE Activity Definitions:

- Knowledge-based: primarily structured to transmit knowledge (facts), which must be evidence-based as accepted in the literature. The minimum credit for these types of activities is 15 minutes or 0.25 contact hour.
- Application-based: primarily structured to apply the information learned in the time frame allotted. The information must be evidence-based as accepted in the literature. The minimum credit for these activities is 60 minutes or one contact hour.

Please refer to this [chart](#) to utilize the appropriate verbs based on the activity type of your presentation. The [Learning Objectives Toolkit](#) also is a great resource to assist you with this process.

Interactive Learning:

Interactive learning is not only an ACPE accreditation requirement, but also is paramount to ensuring audience engagement in a virtual learning environment. From poll questions to patient cases to role play, there are a variety of interactive teaching methods you can utilize in your presentation to yield stronger learning outcomes among attendees—an achievement that supports your professional development as a presenter.

Educational research consistently shows that adults learn best from interactions between presenters and learners, role-playing and peer-to-peer dialogue. Your interactive learning activities will encourage attendees to reflect on and apply the material presented.

An integral part of these interactive learning activities will be a 5-question pre-assessment quiz to measure attendees' knowledge before your presentation launches. The format can be a combination of multiple choice questions, True/False, etc. Learners will complete the pre-assessment through our online CE platform, [LecturePanda](#). This pre-assessment must be submitted along with your signed forms and learning objectives.

During your presentation, CPA recommends the following interactive learning activities for your consideration (these activities can be interspersed throughout your presentation, and need not be limited to one type of activity):

- Polls (to be used via audience response systems like Zoom and Poll Everywhere)
- Patient cases/case studies
- Team competition or games
- Dynamic discussion

- Small break-out sessions
- Reflective questions
- Freewrite with sharing

PowerPoint Presentation:

As part of our live webinar format, CPA requires all speakers to pre-record a 45 to 50-minute presentation in PowerPoint prior to the date of the program. This recording (along with a copy of your PowerPoint slides) will be due two weeks prior to the date of the program and will be made available to learners at that time. CPA will broadcast your recording live on the day of the webinar, and your presentation will conclude with a live, 10-minute Q&A session with the audience.

When your recording is complete, please export the file as an MPEG-4 video and use Full HD (1080p) video quality (or the next highest quality available). Below are some helpful links to get you started:

- [How to record a slide show with narration and slide timings](#)
- [How to turn your presentation into a video](#)

If your recording is too large to attach to an e-mail, please send the file via Google Drive or Dropbox, so CPA staff can easily download it from there.

An important tip to keep in mind: When incorporating poll questions into your recording, please pause for 20 seconds before revealing the correct answer to the audience—this will ensure a smoother flow of the live broadcast of your presentation. After revealing the correct answer, please provide learners with a rationale (whether it’s verbally in the recording or through the Zoom chat box).

Educational Materials:

As an ACPE-accredited provider, CPA encourages speakers to provide educational materials that will enhance learners’ understanding of the content presented and foster application to pharmacy practice, such as additional readings, communication tools and decision-making tools. A few examples are highlighted below:

Source: ACPE CPE Virtual Symposium: Commitment to Excellence, November 12-13, 2020: Engaging Learners with Effective Delivery Strategies

Communication Tools	Decision-Making Tools
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FOCUS ON WAYS YOU CAN CREATE A WELCOMING ENVIRONMENT FOR ALL PATIENTS

PHRASES

How might the language we use impact the environment in our pharmacy?

Can I help you, sir?

- Addressing individuals as sir or ma'am seems respectful but **How can I help you?** is more inclusive language

Can you help that lady over there?

- Consider rephrasing to: *Can you help the*

PRONOUNS

A Pronoun is defined as the words people should use when referring to you, but not using your name. Being called the wrong pronoun can feel demeaning or frustrating.

- Do not assume pronouns. Not sure what to use? A question to ask could be as simple as saying: What pronouns do you use?
- If you make a mistake – apologize. Don't harp on it and move on.
- They/them is used as singular term.
- Ze, zir, zirs and are all gender pronouns that some transgender, non-binary or gender-non-conforming people might use if gender neutral pronouns make them feel more comfortable.

QUESTIONS

- What name would you like us to use?
- What is your name on your insurance?
- What are your pronouns?
- What sex were you assigned at birth?

IMPROVE YOUR PEDIATRIC PATIENTS' VACCINATIONS RATES THROUGH 3 STEPS:

ADVOCATE	ASSESS
<p>Know your state</p> <ul style="list-style-type: none"> Subscribe to Morbidity and Mortality Weekly Report <p>Use publicly available resources</p> <ul style="list-style-type: none"> TeenVaxView (CDC) ChildVaxView (CDC) <p>Debunk myths with the facts</p> <ul style="list-style-type: none"> Common myths to debunk: <ul style="list-style-type: none"> Vaccines cause autism It's not necessary to vaccinate infants Vaccine schedule should be spaced out Vaccines contain unsafe toxins Know the facts 	<p>Know the Vaccine Schedules</p> <p>Post laminated cards annually for reference</p> <p>Check the state registry</p> <ul style="list-style-type: none"> Review the registry before you ask about vaccine status. You'll be prepared to make recommendations to patients on what vaccines they currently need. <p>Use the CDC Vaccine Schedules app</p> <ul style="list-style-type: none"> Add the current immunization state and identify gaps
ADMINISTER	
<p>Always follow your state regulations on pediatric immunizations: https://nasp.us/resource/pharmacist-authority-to-immunize/</p> <p>Partner with local resources to identify immunization services</p>	

Homestudy Learning Assessment:

After the live broadcast of your presentation, your recording will be repurposed into a homestudy CE program, housed in CPA's On-Demand Library—a resource that is available to pharmacists and pharmacy technicians across the country.

In preparation for the homestudy, a 10-question learning assessment is required to allow homestudy learners to evaluate their achievement of your presentation's learning objectives. Questions can take multiple formats: short answer, True/False, multiple choice, etc. The learning assessment is due the same day as your PowerPoint recording.

An important tip: Assessment questions should match your learning objectives, and there should be at least one question for each objective. Each question also should contain a rationale (a brief explanation containing 3-5 sentences) for both correct and incorrect answers, as [required](#) by ACPE.

Why are rationales important to advancing the practice of pharmacy? Providing learners with a rationale for correct and incorrect answers fosters more learning, thereby helping pharmacists and pharmacy technicians close their gaps in knowledge and/or application of the topic presented. Whether it's referring them back to a patient case in your presentation or a practice guideline, there are simple yet effective ways to guide learners through rationales.

Any questions regarding the Faculty Guide as outlined above should be addressed to:

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The Connecticut Pharmacists Association

FACULTY DISCLOSURE OF COMMERCIAL SUPPORT

As an ACPE (Accreditation Council for Continuing Pharmacy Education) accredited sponsor, CPA must disclose to the program audience any affiliation a presenter has with the manufacturer(s) of any commercial products discussed in their presentation. Having an interest or affiliation with a commercial sponsor does not prevent a speaker from making a presentation, but the relationship must be made known in advance to the audience in accordance with the policies of The Connecticut Pharmacists Association, and the standards of the American Council on Pharmaceutical Education.

Date of Program: _____

CE Program/Title: _____

Speaker: _____

Company Sponsor: _____

I do not have a financial interest/arrangement or affiliation with the corporate organization(s) or company listed above, who is offering financial support or an educational grant for this continuing education program.

Signature

Date

I do have a financial interest/arrangement or affiliation with the corporate organization(s) or company listed above offering financial support or an educational grant for this continuing education program.

Type of interest or affiliation:

- € Grant/Research Support
- € Consultant
- € Speakers Bureau
- € Major Stock Holder
- € Other Financial or Material Interest _____

Signature

Date