Guidelines for Submitting a Call-for-Speakers Abstract

for both Accredited and Non-Accredited Education Sessions

Abstracts

- **A single abstract** should be submitted for the entire session. If you have a co-presenter, select one person to submit the abstract.
- The abstract must include learning objectives that are ACPE compliant (guidelines below).
- Do not use special functions such as tabs, underline, trademarks, subscripts, and superscripts in the abstract.
- Proofread your abstract carefully, particularly doses, numerical values, and drug names. **CSHP will not edit your abstract.**
- **Submit the abstract** via the appropriate online form on the CSHP website. Any form-field title that is underlined has descriptive information, hover your cursor over it and a pop-up box will display.
    - **Presenter/co-presenter**: For each presenter, type the full name as it should appear in print, including the credentials. Provide complete contact information, including a cell phone. This is required should your abstract be accepted. We need a cell phone number to reach you as well. (Contact information will not be shared.)
    - **Title**: Type your presentation title in title case—the first letter of each major word is capitalized. Do not type in all caps.
    - **Brief Course Description:** Provide a description of your session (200 words or less). This may be posted on the CSHP website or used for event advertising.
    - **Educational Gap**: Describe what new information, research, legislation, issue, skill, or process your session addresses. This may be posted on the CSHP website or used for event advertising.
    - **Learning Objectives**: Use ACPE compliant objectives (guidelines below). In general, a one-hour session has between 3-5 learning objectives.

SAMPLE ABSTRACT

Title: Biosimilars from A to xyzz
Presenter: Jennifer M. Day, PharmD
Course Description:
This presentation will provide pharmacists and technicians with basic information concerning biosimilars -- including what they are, how they are approved, and how they can be utilized.
Education Gap:
Although pharmacists and technicians may have heard about biosimilar approvals, they may have had little experience with these drugs. By mid-2017, only four biosimilars have been approved. The near future, however will bring more new approvals for biosimilars which should provide cost-savings opportunities. Pharmacy professionals will be a key source of information within their organizations concerning this new class of biologics.
Pharmacist Learning Objectives:
1. Explain the definition of a biosimilar, the legislative basis for approval of biosimilars, and the relationship of biosimilars to reference products.
2. Describe the FDA review process and requirements for a biosimilar to be approved.
3. Identify currently-approved biosimilars and future targets for biosimilars.
4. Explain the potential of biosimilars for providing equivalent care with possible cost-savings.
Technician Learning Objectives:
1. Define a biosimilar and describe how it is related to a reference product biologic.
2. Name elements of the FDA review process for a biosimilar to be approved.
3. List currently approved biosimilars and some biosimilars which could be approved in the near future.
4. Explain how biosimilars can provide cost-savings.

PREPARING LEARNING OBJECTIVES

- A learning objective describes what you want the *learners* to be able to do as a result of participating in your session. It's helpful to think of completing the following phrase for each objective, "After completing this session the leaner should be able to _____."
- Objectives should be achievable within the scope of the program: both in level of learning and within the timeframe.
- Objectives should be specific to pharmacists or technicians if the session is designed for both. Based on the scope of each role, create separate and distinct objectives. If the topic is not role-specific, such as certain types of legislation, then the objectives for pharmacists and technicians may be the same.
- Do not use verbs such as "know" and "understand" as they are vague. "Understanding" can have a myriad of meanings and it can be difficult to evaluate whether a learner "understands" a concept. See the below table for some examples of appropriate verbs to use.
- Poor examples:
  - "Participants will hear about the recent laws regarding medical marijuana. "
  - "To acquaint the clinician with the key clinical features necessary for the diagnosis of common rheumatic diseases."
  - "To update, reinforce, and provide new information regarding the etiology, pathogenesis, diagnosis, treatment, and prognosis of herniated thoracic disc."
- Do not use abbreviations or acronyms in learning objectives (e.g. VTE). Instead, spell it out.

Examples of Verbs to Use for Learning Objectives					
After completing this activity, the learner should be able to…					
To Recall	**To Understand**	**To Use**	**To Analyze**	**To Synthesize**	**To Judge**
Define	Compose	Apply	Breakdown	Arrange	Appraise
Identify	Compile	Calculate	Categorize	Construct	Choose
Label	Describe	Choose	Compare	Create	Compare & Contrast
List	Discuss	Demonstrate	Debate	Design	Conclude
Name	Explain	Employ	Determine	Develop	Evaluate
Recall	Express	Perform	Diagram	Extend	Justify
Recite	Give examples	Solve	Distinguish	Formulate	Select
State	Say in own words	Use	Outline	Prepare	Support