



Continuing Education Program

Presenter Guidebook

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Welcome

As a presenter, you share CSHP’s mission to provide the best educational programs for all attendees. As an approved provider for the Accreditation Council for Pharmacy Education (ACPE), CSHP strives to ensure quality standards for its educational programming. This guidebook provides important instructions for you to prepare your ACPE accredited education session and to meet CSHP policies as well as a few tips to receive great evaluations by your attendees.

If you would like more information about the ACPE standards, visit: <https://www.acpe-accredit.org/continuing-education-provider-accreditation/>.

Your Abstract Has Been Accepted – What Are the Next Steps?

Your abstract has been reviewed and approved by the CSHP CPE (Continuing Pharmacy Education) Committee; however, **you will still want to review your learning objectives and other session details for any necessary edits or improvements.** These will be published in the program guide and on the CSHP website. You will be provided a link to the CSHP speaker portal for making such changes.



Comply with all due dates for changes to learning objectives, or session descriptions. If there are co-presenters, only one presenter is to submit these changes. Changes to individual presenter information may be made by each co-presenter.

Double-Check Your Objectives

- In general, 3-4 learning objectives per hour of CE is appropriate. Avoid objective verbs like, “learn”, “know”, “understand”, “appreciate”. Use measurable and observable objectives instead. Think about completing the sentence: “At the end of this session, the attendee will be able to _____”. Here are a few example verbs for learning objectives:

Recall	Comprehend	Apply	Analyze	Synthesize	Evaluate
Cite	Compose	Calculate	Categorize	Arrange	Appraise
Count	Compile	Demonstrate	Collect	Construct	Choose
Define	Describe	Employ	Compare	Create	Compare/ Contrast
Describe	Discuss	Illustrate	Debate	Design	Critique
Identify	Explain	Interpret	Determine	Develop	Conclude
List	Express	Perform	Differentiate	Formulate	Evaluate
Name	Give examples	Practice	Distinguish	Integrate	Justify
State		Predict	Inspect	Manage	Measure
Write		Schedule	Separate	Organize	Recommend
		Solve	Summarize	Prescribe	Select

- If your session is to be accredited for both pharmacists and technicians, provide separate learning objectives for each, based on their unique roles. If the content is such that the same objectives are applicable for both job roles, then one set of objectives is acceptable.
- One final tip, the learning objectives should flow from the educational gap you described in your abstract. Below are a few examples:

Example Session Title	Current Issue/Educational Gap	Learning Objectives
The Next Step: Using your Clinical Knowledge to Overcome Barriers and Justify Expansion of Ambulatory Care Services. A Practical Approach.	Ambulatory care (amb care) is an expanding area in pharmacy, and while education about providing clinical care abounds, information about how to justify services and get funding for expansions is harder to find. Pharmacists need to learn the specifics of how to justify and request new amb care services in an applicable format.	1. Recommend at least 3 strategies to propose new pharmacy positions to institution leadership. 2. Develop a plan to grow services in ambulatory care. 3. Discuss ways to take advantage of new ideas by keeping on top of ambulatory care trends.
Preparing for Implementation of NIOSH and USP Chapter 800	Pharmacy leaders will need to prepare for organizational and operational changes with the recent publication of USP Chapter 800 standard and 2016 NIOSH Hazardous Drug List. Organizations need to develop a strategy for addressing handling, storage and disposal of hazardous drugs (HDs). USP 800 was released on 2/1/16 and must be implemented by 7/1/18. NIOSH 2016 is scheduled for release in Summer, 2016. California Board of Pharmacy (CA BoP) regulations must be implemented by 1/1/17. Pharmacists need to understand, in detail, the changes to USP Chapter 800 and the NIOSH Hazardous Drug List.	1. Explain relevant sections of USP Chapter 800, NIOSH, and CA BoP regulations related to hazardous drugs. 2. Describe an organizational strategy for the handling, storage and disposal of hazardous drugs. 3. Compare the differences between USP 800 standards and CA BoP regulations in relation to HDs.
New Treatment Guidelines and Emerging Issues in Diabetes	Pharmacists, as partners in health care teams, need to be apprised of the most current medical evidence for treating patients with diabetes. American Diabetes Association Standards of Medical Care in Diabetes (ADA) 2016 has new diagnostic criteria--pharmacists need to know the latest diabetes treatment guidelines and specific emerging issues with diabetes drugs in terms of safety and efficacy, as well as providing personalized care in an outpatient setting.	1. Describe the newest American Diabetes Association treatment guidelines for helping patients achieve their glycemic goals. 2. Identify emerging safety precautions as well as cardiovascular effects of specific diabetes medications. 3. Using a case-based approach to provide personalized care incorporating the latest treatment guidelines and therapeutic issues.

Complete Missing Presenter Information or Forms

- Often sessions that have co-presenters may be missing CVs, conflict of interest (COI) disclosure forms or credentials, etc. Use the speaker portal webpage link you were emailed to make changes. Be sure to complete this by the given due date.

Double-check the Session Description

- **Session descriptions and/or educational gap must be ready for publishing** on the CSHP website, conference app or to be used in promotional emails. Double-check that you are satisfied with the exact wording that was submitted in your abstract. If you would like to edit this, be sure to complete do so by the given due date.

Preparing Your Presentation

Using Active Learning Techniques

- ACPE requires that speakers incorporate active learning strategies into their sessions to keep audiences engaged and increase learning and retention. We also know that after 20 minutes, an adult's attention span drops, if not sooner. Yes, active learning may eat up valuable presentation time. But there are many ideas which, when carried out efficiently, can enhance the learning experience so much that it is well worth it.

Here are a few examples, excerpted from ASHP's speaker guidelines:



Questions/Quizzes/Tests/Games

Ask multiple-choice or true/false questions. Have participants raise their hands for the different response options or simply have them note their answer privately, then provide the answer.

Questions can be used at the beginning, during and/or at the end of a session. Pre- and post-test questions can be used to start and end a session. Questions can be turned into a game such as "Jeopardy" by giving the answer and asking participants to identify the question. An example of a question used at the 2008 Summer Meeting Joint Commission session by speaker Darryl Rich was:

"For MM.2.20 – Medication Storage, which of the following was the top compliance issue scored on 2007 surveys:

- A. Refrigerator temperature checks
- B. No policy on how medications handled from removal/dispensing to medication administration and returned if not used.
- C. Medication Security
- D. Narcotic Control & Wastage"

Interactive Case Study

Present a case in which you ask the participants to answer questions about the patient and their treatment. For example, what information do they need about the patient? What treatment do they recommend? How would they handle new developments in the case that you describe to them?

Polling

Get to know your learners by asking about who is in the audience. Examples: "By a show of hands, how many clinical specialists are in the audience?"

- How many directors?
- How many from small/rural hospitals?
- How many have implemented an informatics program before?
- How many have some experience with medication reconciliation?"

Choose factors about the audience that are relevant to your topic and poll so that you and your learners can see who is there. Polling can ask questions about what the learners are doing related to the material.



Examples:

- “How would you describe your level of implementation of medication reconciliation processes? High? (show of hands) Medium? Low? Today you’ll learn how to increase the implementation of these programs.”
- “How many of you have an emergency pharmacist in your ED?” How many are full-time? How many are more than half-time? How many are less than half-time? In today’s session we’ll show you how to get support for increasing pharmacist time in the ED.”

This method can be used with an electronic Audience Response System (ARS), websites or conference app, or with the “low-tech” version: hand-raising.

Commercialism and Bias

CE programs must offer an independent, equitable view of the topic and be free from commercial bias and promotion. Each presentation is carefully peer reviewed by the CSHP CPE Committee for such this. If CSHP receives confirmed reports that a presenter has engaged in commercialism or bias during a CE session, that speaker will be disallowed from presenting for future CSHP CE events.

- At the beginning of the presentation, speakers must disclose to attendees any conflict of interest (COI) or potential for COI. If there are none, simply state that. If there are, give the name of presenter, name of the commercial interest, the nature of the relationship the presenter has with each commercial interest, the source of all support from commercial interests who supplied financial grants or in-kind support for the CE activity. If there are no conflicts of interest to disclose this must be stated as well.
 - A commercial interest, as defined by ACPE is: “Any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients.”
- Presentation materials/slides may not include corporate logos, advertisements, trade names (except as described below) or a product-group of a commercial interest.
- Use generic names in preference to trade names.
 - It may be useful to state the trade name the first time the drug is mentioned.
 - If trade names are used, they must be accompanied by the respective generic names and include all available trade names for the product. For example, use the following format: “genericname (Tradename).”
 - If a product is available under one or more trade names, and also as a generic product, use a format such as “genericname (Tradename and generics)” or “genericname (Tradename1, Tradename2, and generics)”
- The session must also give a balanced view of therapeutic options.

PowerPoint Guidelines for Presenters

One of the most common complaints CSHP receives in CE evaluations is that the presenters' slides were not readable. Reasons include that the font was too small, the charts were too detailed, or they were sitting in the back of a large room and couldn't read anything. Here are a few tips to help your audience enjoy *and* learn from your slides:

- **Use fewer words.** Use between 15-30 words per slide.
 - If you want to provide extensive tables or data-laden graphs or charts to your attendees, please do so, but put them in the online version of your presentation or in a separate online handout.
 - If you compose a self-explanatory slide, but it required a lot of words, save that slide into your online version and work to simplify the presentation slide. Limit it to what the audience can read and understand while they are also listening to you.
- **Keep the font size large.** The optimal size for all slides is 30 or 40-point font. Set a goal not to go less than 24-point. If the audience is trying to read a lot of small font text, they will not hear what you have to say.

A picture is worth a thousand words, but only if you can see it.



- **Displaying graphics or videos**
 - Incorporate high quality pictures but make them large, for back-of-the-room viewing. Be sure to obtain copyright permission (and so acknowledge) where applicable.
 - When using graphs or figures they should fill or nearly fill the screen. NO SMALL FONTS. (citations on slides are one exception)
 - Videos are a great way to inform and engage but they can be tricky.
 - Be sure the video is embedded into the PowerPoint (PPT) file—not playing from another location on your computer.
 - If you plan to use the web to play a video, make sure internet connectivity is available. Connection speeds can vary quite a bit, even between meeting rooms
 - Ideally, have your video on a separate USB drive as backup.



CSHP Requirements for Slides

Introductory Slides:

- Use the CSHP provided PPT template only. It will be available on the speaker web portal.
- Slide 1: Presentation title, presenter name, credentials, title, workplace/organization
- Slide 2: Conflict of Interest Disclosure. If there are no conflicts of interest to disclose, state that here in one sentence.
- Slide 3: Learning Objectives
- Slide 4 (Optional): You may want to include pre-test questions here without disclosing the answers.

Content Slides:

- Bias and commercial content: Trade or brand names should be used in a CPE activity ONLY to the extent described under “Commercialism and Bias” above.
- No corporate or commercial logos may be used on the slides.
- Presentations must give a balanced viewpoint of therapeutic options.

Last slides:

- Assessment/Quiz: Generally, 3-5 assessment questions per hour of CPE are appropriate.
 - These should also tie-in with the learning objectives.
 - If a pre-test was given, repeat those.
 - Participants must be given the correct answers of any assessment during the session.
- References/bibliography:
 - Provide learners with sources for information in the slides and with additional resources for further study.

Citations:

- Reference List: In the reference list mentioned above, use an accepted reference-formatting standard for full citation of the source.
 - The citation should provide the reader with all the necessary information to find the original source.
 - Example: Ni W, Colayco D, Hashimoto J, et al. Reduction of healthcare costs through a transitions-of-care program. *Am J Health Syst Pharm*. 2018 May 15;75(10):613-621.
 - Example: Gruenberg K, Apollonio D, MacDougall C, Brock T. Sustainable Pharmacy: Piloting a Session on Pharmaceuticals, Climate Change, and Sustainability within a U.S. Pharmacy Curriculum. *Innovations in Pharmacy*. 2017;8(4). Posted 2017. <https://pubs.lib.umn.edu/index.php/innovations/article/view/929>. Accessed May 18, 2018.
 - Example: U.S. Food and Drug Administration (FDA). Personalized Medicine and Companion Diagnostics Go Hand-in-Hand. Posted July 31, 2014; updated November 24, 2017. <https://www.fda.gov/forconsumers/consumerupdates/ucm407328.htm>. Accessed May 18, 2018.
- On-slide citations: Citations on a slide should be used to indicate the source of significant information which did not originate with you, the presenter.

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- Do not under-use on-slide citations. Your audience may want to validate the information or learn more. On-slide citations provide them with that opportunity.
 - Keep on-slide citations simple by footnoting them to your reference list citation.
 - It is often ideal to use a super-scripted footnote number next to an information item, then placing an abbreviated citation at the bottom of the slide (in a smaller font) – such as “⁴ FDA Biosimilars Interchangeability Draft Guidance. 2017.” This gives the audience the location of the full citation in the reference list, as well as a short-hand reminder of the source of the information.
 - It is also acceptable to simply place a super-scripted reference number next to the information item, thereby guiding the audience directly to the reference list full citation.
 - If the same source citation applies to subsequent slides, do not assume that the audience will assume that citation. Repeat the citation as appropriate on the subsequent slides – at least as a super-scripted reference number, guiding the audience to the reference list full citation.

Presentation Peer Reviews

- Every presentation will be carefully reviewed by the CSHP Continuing Pharmacy Education (CPE) Committee. The expectation is your presentation is *final*. Their reviews consist of:
 - ACPE compliance.
 - Signs of commercialism and a balanced therapeutic approach.
 - Properly notated references for sources of all significant information not provided from your own experience or data.
 - Typographical or grammatical errors, incorrect spelling, formatting problems, et al.

Delivering Your Presentation

In Case of Cancellation

- If you must cancel your speaking engagement for any reason, please notify CSHP AS SOON AS POSSIBLE.
- CSHP will not be held liable for non-refundable travel expenses unless there are documented emergency circumstances requiring the cancellation.

Arriving at the Meeting

- Plan to arrive **no less than 2 hours** before your session begins. This will allow for transportation delays, time to check in and find your presentation room and receive any last-minute instructions.
- When you arrive at the conference, please go to the speaker check-in area. You will receive your badge and other instructions. All attendees must wear a badge while at the conference, even presenters. Do not go directly to your session.



Session Evaluations

- CE session attendees will complete evaluations when they claim CE credit via the CSHP website. Speakers may expect to receive evaluation summaries within approximately 90 days after the conference.

Session Moderators

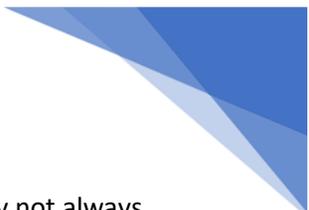
- Your session will have a moderator who is there to assist you, help with AV equipment, manage the room and introduce the speakers.
- Introduce yourself to the moderator and review any questions they may have for introducing you.
- When you are finished with the session, moderators will close the session and give the course code for attendees to claim CE credit. Moderators are instructed to help speakers start and end on time. Don't be surprised if they flag you or hold up a minute warning sign.
- Please be sure to factor in Q&A time at the end, evaluations often mention that there wasn't enough time for questions.
- If, for some reason, the moderator does not arrive for your session, please go ahead and get started, introduce yourself and any co-presenters and close the session on time. You'll be provided the course code if necessary.

Professionalism

- Speakers are expected to present in a professional manner. Refrain from telling inappropriate jokes or using offensive humor.
- Do not defame, slander or libel any person, firm or corporation.
- Speakers should also refrain from making disparaging remarks about CSHP, its employees or volunteers; similarly, such remarks should not be made in this forum concerning other professional organizations or regulatory bodies.

AV Equipment and Internet Connectivity

- Each session room will be equipped with:
 - a dedicated laptop with PowerPoint capability;
 - a slide advancer;
 - a projector and screen of appropriate size;
 - a microphone at the lectern or a clip-on mic or both;
 - a floor microphone (if applicable);
 - table microphones (if applicable);
- A presenter ready-room will be available for presenters to preview/test their presentation before their session. Please refer to the program book for the ready-room location. It is also recommended that if you have embedded videos or will be accessing the web, that you test your presentation in the room where you will be presenting. To arrange for this, go to the speaker check-in desk well in advance of your session.



Internet Connectivity

- It is CSHP's goal to provide internet connectivity for all speakers; however, this may not always be possible. You will be notified well in advance of the meeting if connectivity will be provided to speakers.
- If you **are provided** connectivity:
 - Response times for internet access can vary, even between hotel rooms. Network traffic may also impact speed and performance. Be sure to have a backup plan should connectivity issues arise.

Room Sets

- All educational session rooms will have a standard room set. This may be:
 - Classroom setup (rectangular tables/chairs), roundtables and/or theater seating, as determine by CSHP. Contact CSHP for special requests for room sets, but we cannot guarantee we can accommodate.

Raised podium and/or platform for larger rooms and podium for smaller rooms.



CALIFORNIA SOCIETY OF HEALTH-SYSTEM PHARMACISTS

1314 H STREET SUITE 200

SACRAMENTO, CA 95814

T: 916.447.1033

F: 916.447.2396

EMAIL: EDUCATION@CSHP.ORG