Conflict of Interest Form

It is the policy of the UNE College of Pharmacy to insure independence, balance, objectivity, and scientific rigor in all its individually or jointly presented education programs. All faculty participating in UNE CoP programs are expected to disclose any real or apparent conflict(s) of interest that may have a direct or indirect bearing on the subject matter of the continuing education program. Disclosure pertains to relationships with any pharmaceutical companies, biomedical device manufacturers, or other corporations whose products or services are related or unrelated to the subject matter of your presentation topic. This information will be obtained from all speakers and will be summarized in the program syllabus.

The intent of this policy is not to prevent a speaker with potential conflict of interest from making a presentation. It is merely intended that any potential conflict should be identified openly so that the participants may form their own judgments about the presentation with the full disclosure of the facts. It remains for the audience to determine whether the speaker’s outside interest may reflect a possible bias in either the delivery or the conclusions presented.

In regards to content, please note that the use of generic names be used in all presentations. If trade names are used, all applicable trade names for the product(s) should be used.

Speaker Name: ________________________________

Presentation Title: ________________________________

Presentation Date: ________________________________

I have no actual or potential conflict of interest in relation to this program.

_____________________________________________       ____________
Signature       Date

I have a financial interest / arrangement or affiliation with one or more organizations that could be perceived as a real or apparent conflict of interest in the context of the subject of this presentation including, but not limited to: consulting; a family member employed by the organization; a fiduciary responsibility; membership on a governing board; recipient of a grant or research support; a major stockholder; receiving other financial or material support; and / or membership on a speaker’s bureau.

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Nature of Relationship</th>
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_____________________________________________       ____________
Signature       Date

UNE College of Pharmacy will disclose, either verbally or in the program materials, any significant financial relationship or other relationship with the manufacturer(s) of any product(s) discussed in the educational presentation.
Additional Resource Disclosure Form

It is the policy of the Office to insure independence, balance, objectivity, and scientific rigor (evidence-based) in all its individually or jointly presented education programs. All faculty participating are expected to disclose any payment they may receive for their presentation. This information will be posted in program literature.

Speaker Name:________________________________________________________

Presentation Title:_____________________________________________________

Presentation Date:_____________________________________________________

I will not receive honoraria or reimbursement from a source (other than CE Office) in relation to this program.

________________________________________  ___________________________
Signature       Date

I have made financial arrangements with one or more organizations (other than CE Office) for this presentation.

Name of Organization

________________________________________
________________________________________
________________________________________
________________________________________

________________________________________  ___________________________
Signature       Date

Your cooperation in complying with these guidelines is appreciated.

The Office will disclose, either verbally or in the program materials, any significant financial relationship or other relationship with the manufacturer(s) of any product(s) discussed in the educational presentation.
Guidelines for Preparation and Use of Slides and/or PowerPoint Presentations

Make certain slides are both visible and readable by everyone in your audience. We prefer that you do not use transparencies, as they are very difficult to see from the back of a large room. However, transparencies are appropriate for small group workshops.

Keep it simple.
- Limit each slide to one unified idea or image.
- Plan slides so that their longest dimension will be horizontal. It is difficult to view vertically oriented materials in rooms with low ceilings.
- For slides with more than 5 or 6 words, use both capital and lower case letters rather than capitals only.

Make it large enough for everyone to see.
- Select a good, readable alphabet style in which all letters are easily visible.
- Use a plain vertical letter style without embellishment, except where emphasis or emotional impact is desired.
- Allow 1 and ½ letter width for the space between words and 3 widths between sentences. Too much or too little space makes reading equally difficult.

Use simple illustrations.
- Illustrations must be large enough and obvious enough to be easily recognized.
- Drawings, graphs, charts, and figures should be bold, simple, and contain only essential details.

Rehearse your presentation.
- Project your completed slides under conditions similar to those likely to be encountered in a meeting room. Examine each one critically and impartially.
- Rehearse your presentation with your slides.

Use color for emphasis.
- Keep the audience involved. Talk to the audience and not to the screen; squarely face the audience and turn towards the screen with your shoulders and head only.

Once a slide has been thoroughly discussed, remove it from the screen at once. If the slide remains on the screen as you begin a new topic, it will serve as a diversion and a distraction. To avoid this, consider using a slide that summarizes your previous points or a slide listing your new topic or heading.

Each presenter is required to provide a handout for his or her presentation. Each handout must include references, copies of presentation slides, the presentation’s learning objectives, and post-test questions. Handouts must not contain copyrighted materials unless presenter has obtained a copyright release.
Guidelines for Preparing Learning Objectives & Post-Test Questions

A learning objective is a description of a performance a learner will be able to demonstrate as a result of a learning experience. It describes an intended result of instruction rather than the process of instruction itself. Clearly defined learning objectives are important tools for both presenters and participants. Objectives will provide a sound basis for:

- Selecting or designing instructional material, content or methods
- Providing learners a clear direction of instructional intents
- Evaluating the success of instruction

How to Write Useful Objectives

Preparing a learning objective requires consideration of the following three elements:

1. Performance
   a. Identify the behavior (by name) that will be accepted as evidence the learner has achieved the objective. The behavior may be verbal or nonverbal; however, the behavior must be observable.
   b. Use precise words such as write, recite, identify, describe, solve, list, compare, contrast, etc; rather than words open to a wide range of interpretation including know, understand, appreciate, believe, grasp the significance of.
   c. Be specific (write separate statements for each important outcome). Do not group several outcomes in the same objective.
   d. Example: List 3 common adverse effects of transdermally administered fentanyl.

2. Conditions
   a. Define the important conditions under which the behavior is expected to occur by considering the following questions:
      i. What will the learner be provided?
      ii. What will the learner be denied?
      iii. What are the conditions under which the behavior is expected to occur?
      iv. Are there skills you are specifically not trying to develop, and does the objective exclude such skills?
   b. The statements below illustrate conditions that may be imposed on learners.
      i. Given a list of…
      ii. Given a reference of learner’s choice…
      iii. Without the aid of a slide rule…
      iv. Without the aid of references…
   c. Be careful not to describe the instructional procedure itself as part of the conditions such as:
      i. Given three days instruction on..
      ii. Given adequate practice in…
      iii. Given that the student has completed 6 laboratory experiments on
3. Level of Acceptable Performance
   a. Specify the criteria or minimum level of acceptable performance the learner must perform to demonstrate achievement of the objective.
   b. Acceptable performance may be defined in terms of minimum time, minimum number of correct responses, number of principles that must be identified, percentage of proportion of a given entity, etc.
   c. Example: Given any brand of oral thermometer, the learner will be able to take the oral temperature of any patient within 0.5 degree accuracy (accuracy will be determined by comparing readings with those of two instructors.)

Checklist for Preparing Learning Objectives

1. Is your main intent clearly stated?
2. Is the behavior the simplest and most direct expected outcome?
3. Have you described what the learner will have or be deprived of, when demonstrating achievement of the objective?
4. Have you clearly described how well the learner must perform to be considered acceptable?
5. Refer to the ACPE guidance below on developing objectives to address identified educational needs using Bloom or Dave taxonomies.

Relative to taxonomies of learning, ACPE CPE activities will fall along a continuum of learning, starting at Knowledge, moving through Application, and ending at Practice. Learning across this continuum will generally progress from being more cognitive, theoretical and shallow at the knowledge end to becoming more practical, applied and deep at the practice end, including additional elements from psychomotor and affective domains that emphasize the systematic application of content, skills and attitudes to real-life practice.
### Cognitive Domain (Bloom)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Suggested Verbs</th>
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<tbody>
<tr>
<td>Evaluation</td>
<td>To appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>To arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.</td>
</tr>
<tr>
<td>Analysis</td>
<td>To analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, investigate, question, research, test.</td>
</tr>
<tr>
<td>Application</td>
<td>To apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>To classify, describe, discuss, explain, express, identify, indicate, locate, outline, recognize, report, restate, review, select, translate,</td>
</tr>
<tr>
<td>Knowledge</td>
<td>To arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.</td>
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<tr>
<td>Psychomotor Domain(^2) (Dave)</td>
<td></td>
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<td>---------------------------------</td>
<td>----------------------------------</td>
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<tr>
<td>Naturalization</td>
<td>To design, specify, manage, invent, and project-manage.</td>
</tr>
<tr>
<td>Articulation</td>
<td>To construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master, improve, and teach.</td>
</tr>
<tr>
<td>Precision</td>
<td>To demonstrate, complete, show, perfect, calibrate, control, and practice.</td>
</tr>
<tr>
<td>Manipulation</td>
<td>To re-create, build, perform, execute, and implement.</td>
</tr>
<tr>
<td>Imitation</td>
<td>To copy, follow, replicate, repeat, adhere, observe, identify, mimic, try, reenact, and imitate.</td>
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<table>
<thead>
<tr>
<th>Affective Domain(^2) (Bloom)</th>
<th></th>
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<tbody>
<tr>
<td>Internalizing Values (Characterization)</td>
<td>To act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, verify.</td>
</tr>
<tr>
<td>Organization</td>
<td>To adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize.</td>
</tr>
<tr>
<td>Valuing</td>
<td>To complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work.</td>
</tr>
<tr>
<td>Responding to Phenomena</td>
<td>To answer, assist, aid, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write.</td>
</tr>
<tr>
<td>Receiving Phenomena</td>
<td>To ask, choose, describe, follow, give, hold, identify, locate, name, points to, select, sit, erect, reply, use.</td>
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Preparing Post-Lecture Test Questions

Presenters must also prepare 3 corresponding post-lecture test questions that can be used to evaluate the participants’ attainment of the learning objectives.

Consider the following points when preparing post-lecture test questions and answers.

1. Questions may be written in multiple choice or true-false format.
2. Questions must be simple, clearly stated, and measure only the educational objective for which it was designed.
3. Pose the question in the affirmative; avoid the use of negative statements such as “not” and “except” because they often confuse the reader.
4. Ensure that each post-lecture test question is similar in terms of grammatical construction, length, and complexity.
5. Each choice for the answer should be specific and distinct and not overlap with the other answers.
6. Choices for answers to the post-lecture test questions should be uniform in length and style, and grammatically consistent with the question.
7. Be careful not to use similar or the same words in the question and the correct answer as this may provide the reader with clues to the correct answer.
8. Be sure to place the answers to the questions in the lower right hand corner of the page.
Guidelines for Preparing Learning Objectives & Post-Test Questions cont.

Example

*Multiple choice question*

Juvenile onset diabetes mellitus (DM), according to the new NIH classifications, is now referred to as (a) gestational diabetes; (b) impaired glucose intolerance; (c) NIDDM; (d) Type 1 DM.

Self-assessment Answers

Answers:  1 (d)

Abstracted from:


Continuing Pharmacy Education (CPE) Presenters

Teaching and Learning Methods

Presenters shall use methods of delivery that utilize “active” learner participation.

Active learning techniques used may be, but are not limited to:

- Case studies
- Problem solving exercises
- Manipulation of equipment or data
- Simulation exercises
- Question and Answer sessions
- Think-Pair-Share
- Formative & Summative assessments used for demonstration
- Audience response systems
- Reflective writing

All presenters must do a Post-test review of questions/answers, providing correct answers as well as the Rational for the correct answer to provide immediate assessment feedback to the learners.