

## Continuing Pharmacy Education Activity and Faculty Information Form

Thank you for promoting the continuing professional development of pharmacists and technicians. WSPA requests all Continuing Pharmacy Education (CPE) faculty to complete this form and send to Charlene Webster at [Charlene@wsparx.org](mailto:Charlene@wsparx.org) for ACPE CPE accreditation. Presentation materials should be submitted to Charlene within 2 weeks from the live activity/event date.

Faculty/Speaker Information			
Name & Credentials		Name for Badge	
Company Name		Title or Position	
Address <input type="checkbox"/> Business <input type="checkbox"/> Home			
Number and Street		City	
State/Province	Zip/Postal Code	Country	
Work Phone		Cell Phone	
Fax		Email	
CV/Resume	Please send with this paperwork		
Below Information is needed for WSPA Hosted Events ONLY			
Photo	Please send a high-resolution jpeg photo that we can use for our activity guide.		
Bio Statement (For introducing you)	<input type="checkbox"/> Below <input type="checkbox"/> See Attached [Should be no more than 3-4 sentences in length]		
Audio/Visual Consent	(Please initial) I give my consent to WSPA to edit, reproduce, and distribute recordings and handouts of my presentation as part of a self-study, continuing education offering for interested health care providers. Possible formats for the offering include web- based or web-supported education, print, video streaming and podcasting. Every effort will be made to use existing technologies (such as pdfs) and written statements to protect authorship and materials from unauthorized use.		

Activity Information			
<b>Type of Presentation:</b>	<input type="checkbox"/> Live Seminar/In-Person <input type="checkbox"/> On-demand/home-study <input type="checkbox"/> Live Webinar/Virtual <input type="checkbox"/> Both: Live & Home-Study	Duration:	
		Activity Date:	
<b>Web Link:</b> <small>For Live Virtual &amp;/or Home-Study ONLY</small>		Activity Location: City & State	
<b>Title of Presentation:</b>			
<b>What type of fee do you charge participants?</b> <small>(Select all that apply)</small>	<input type="checkbox"/> <b>Registration:</b> A one-time charge <input type="checkbox"/> <b>Subscription:</b> A recurring fee, typically monthly or annually <input type="checkbox"/> <b>Membership:</b> A regular payment to be part of an organization <div style="text-align: right;"><b>If "Other" or "No Fee", please specify:</b></div>		
<b>Target Audience:</b> <small>(Select all that apply)</small>	<input type="checkbox"/> Pharmacist <input type="checkbox"/> Pharmacy Technician	<b>Financial support was obtained for this CPE activity:</b> Yes No <small>If you selected "yes" to the question above, please check all that apply below from each category:</small>	
<b>Activity Description:</b> <small>Provide a colorful description of your session. We use this in promotional materials for participants to better understand the nature of this educational activity.</small>		financial or in-kind support was provided by an ineligible entity (e.g. pharmaceutical and/or device manufacturer), i.e. commercial support	financial support was provided by only 1 grant supporter
		financial or in-kind support was provided by an eligible entity (e.g. foundation, government, etc.), i.e. non-commercial support	financial support was provided by more than 1 grant supporter fully supported (100%) by grant(s) partially supported (<99.9%) by grant(s)
<b>Will your activity address and support the Health Equity CE requirement?</b> <small>If yes, please explain how:</small>		activity would be conducted despite receipt of grant support	activity would not be conducted if grant support was not received

**Activity Information continued**

<p><b>Topic Designator:</b> Please select only <u>one</u> topic designator and review descriptions below.</p>	<table border="0"> <tr> <td><input type="checkbox"/> Disease State/Drug Therapy</td> <td><input type="checkbox"/> Immunizations</td> </tr> <tr> <td><input type="checkbox"/> HIV/AIDS Therapy</td> <td><input type="checkbox"/> Compounding</td> </tr> <tr> <td><input type="checkbox"/> Law Related to Pharmacy Practice</td> <td><input type="checkbox"/> Pain Management/Opioid-ODU/SUD</td> </tr> <tr> <td><input type="checkbox"/> Pharmacy Administration</td> <td><input type="checkbox"/> Additional Topic Areas</td> </tr> <tr> <td><input type="checkbox"/> Patient Safety</td> <td></td> </tr> </table>	<input type="checkbox"/> Disease State/Drug Therapy	<input type="checkbox"/> Immunizations	<input type="checkbox"/> HIV/AIDS Therapy	<input type="checkbox"/> Compounding	<input type="checkbox"/> Law Related to Pharmacy Practice	<input type="checkbox"/> Pain Management/Opioid-ODU/SUD	<input type="checkbox"/> Pharmacy Administration	<input type="checkbox"/> Additional Topic Areas	<input type="checkbox"/> Patient Safety	
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<input type="checkbox"/> Pharmacy Administration	<input type="checkbox"/> Additional Topic Areas										
<input type="checkbox"/> Patient Safety											
<p><b>The Topic Designator is the last 2 digits of the Universal Activity Number (UAN) and should be designated as follows:</b></p>	<p><b>01: Disease State Management/Drug Therapy</b> – activities that address drugs, drug therapy, and/or disease states.</p> <p><b>02: HIV/AIDS Therapy</b> – activities that address therapeutic, legal, social, ethical, or psychological issues, related to the understanding and treatment of patients with HIV/AIDS.</p> <p><b>03: Law Related to Pharmacy Practice</b> – activities that address federal, state, or local laws and/or regulations affecting the practice of pharmacy.</p> <p><b>04: Pharmacy Administration</b> – activities that address topics relevant to the practice of pharmacy that include the economic, legal, social, administrative, and managerial aspects of pharmacy practice and health care.</p> <p><b>05: Patient Safety</b> – activities that address topics relevant to the prevention of healthcare errors and the elimination or mitigation of patient injury caused by healthcare errors.</p> <p><b>06: Immunizations</b> – activities related to the provision of immunizations, i.e., recommend immunization schedules, administration procedures, proper storage and disposal, and record keeping. This also includes review for appropriateness or contraindication and identifying and reporting adverse drug events and providing necessary first aid.</p> <p><b>07: Compounding</b> - activities related to sterile, non-sterile, and hazardous drug compounding for humans and animals. This includes best practices and USP quality assurance standards, environmental testing and control, record keeping, error detection and reporting, and continuous quality improvement processes.</p> <p><b>08: Pain Management/Opioid-ODU/SUD</b> – activities that address any component regarding the treatment and management of pain, including the prescribing, distribution, and use of opioid medications, and/or the risks, symptoms, and treatment of opioid misuse/addiction.</p> <p><b>99: Additional Topic Areas</b> – activities related to topics relevant to the practice of pharmacy not included in the classifications of the topic designators 01-08.</p>										
<p><b>CPE Activity Type:</b> <i>Based on objectives used - see pg. 7 for objective assistance</i></p>	<p><b>Knowledge-based:</b> CPE activity in this category must include assessment questions structured to determine recall of facts. Minimum 15 minutes.</p> <p><b>Application-based:</b> CPE activity in this category should be designed to apply the information learned in the time frame allotted. Minimum 30 minutes.</p> <p><b>**Please do not use application verbs for knowledge-based activities (see page 7)</b></p>										
<p><b>Learning Objectives</b></p>	<p>Please see the WSPA Guide to Developing Objectives section (pg. 7) and complete objectives below.</p>										
<p><b>*3-5 Pharmacist Learning Objectives:</b></p> <p><i>Find an appropriate knowledge vs. application-based verb outlined on page 7. Use a verb to begin your statement. Objectives must be specific and measurable.</i></p>	<p>At the completion of this presentation, the pharmacist should be able to...</p>										
<p><b>*3-5 Technician Learning Objectives:</b></p> <p><i>Should be within the scope of their practice. Objectives must be specific and measurable.</i></p>	<p>At the completion of this presentation, the technician should be able to...</p>										

## Disclosure Form

Name of Individual: _____  Title of CE Activity: _____  Date and location of CE Activity: _____	Individual's prospective role in CE Activity (select all that apply)  <input type="checkbox"/> Planner <input type="checkbox"/> Faculty, Speaker, Instructor <input type="checkbox"/> Author, Writer <input type="checkbox"/> Reviewer <input type="checkbox"/> Other _____
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Please disclose all financial relationships that you have had in the past 24 months with ineligible companies (see definition below). For each financial relationship, enter the name of the ineligible company and the nature of the financial relationship(s). There is no minimum financial threshold; please disclose ALL financial relationships, regardless of the amount, with ineligible companies. You should disclose all financial relationships regardless of the potential relevance of each relationship to the educational activity.

The Standards for Integrity and Independence require that individuals who refuse to provide this information be disqualified from involvement in the planning and implementation of accredited continuing education. Thank you for your diligence and assistance.

<b>Name of Ineligible Company</b>	<b>Nature of Financial Relationship</b>	<b>Has the Relationship Ended?</b>
An ineligible company is any entity whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.	Examples of financial relationships include employee, researcher, consultant, advisor, speaker, independent contractor (including contracted research), royalties or patent beneficiary, executive role, and ownership interest. Individual stocks and stock options should be disclosed; diversified mutual funds do not need to be disclosed. Research funding from ineligible companies should be disclosed by the principal or named investigator even if that individual's institution receives the research grant and manages the funds.	If the financial relationship existed during the last 24 months but has now ended, please check the box in this column. This will help determine if mitigation steps need to be taken.
Example: ABC Company	Consultant	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

In the past 24 months, I have not had any financial relationships with ineligible companies.

I attest that the above information is correct as of the date of this submission.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PART 2. OFF-LABEL USE**

When a single product is the subject of discussion during a WSPA CPE activity, there will be a balanced discussion of the prevailing body of scientific information on the product and reasonable, alternative treatment options. There will be meaningful disclosure of any limitations on information that is presented. If the presenter discusses non-approved (unlabeled) uses, they will disclose that the product is not approved in the United States for this use.

During my presentation, I will disclose to participants when I am discussing off-label use of a product and where they are in the process of being approved for a purpose other than that for which it was approved by the Food and Drug Administration. **FDA status: A = Approved; I = Investigational; NA = Not Approved**

Device/Drug	A	I	NA	Device/Drug	A	I	NA

Not applicable.

**STEP 1:** Review collected information about financial relationships and **exclude owners or employees of ineligible companies** from participating as planners or faculty.

After collecting all financial relationships from prospective planners, faculty, and others, exclude any individuals who are owners or employees of ineligible companies. Ineligible companies are those whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

**STEP 2:** Determine **relevant financial relationships**.

Review the information for all individuals not excluded after STEP 1 and determine whether each individual’s financial relationships with ineligible companies are relevant to the content of the CE activity. Financial relationships are relevant if the following three conditions are met for the individual who will control content of the activity:

- ✓ A financial relationship, in **ANY AMOUNT**, exists between individual and an ineligible company.
- ✓ The financial relationship existing during the past **24 months**.
- ✓ The content of the education is **related to the products** of an ineligible company with who the individual has a financial relationship.

**STEP 3:** Chose a **mitigation strategy** for each individual with a relevant financial relationship and implement that strategy before the individual assumes their role.

Using the lists below, identify which mitigation strategy(ies) will be used for individuals with relevant financial relationships who control educational content for the activity. Multiple strategies may be used. The strategy used should be **appropriate to the individual’s role**.

Mitigation Steps for Planners:

- ✓ **Divest** the financial relationship(s)
- ✓ **Recusal** from controlling aspects of planning and content with which there is a financial relationship
- ✓ **Peer review** of planning decisions by persons without relevant financial relationships
- ✓ Other method: \_\_\_\_\_

Mitigation Steps for Faculty and Others:

- ✓ **Divest** the financial relationship(s)
- ✓ **Peer review** of content by individuals without relevant financial relationships
- ✓ Other method:

**STEP 4:** Document mitigation strategy(ies) used for each individual with a relevant financial relationship.

Name of Individual	Role(s) in Activity	Step(s) Taken to Mitigate Relevant Financial Relationship	Date Implemented
<i>Example: Dr. Smith</i>	<i>Planner</i>	<i>Recusal from topic/faculty selection</i>	<i>5/1/21</i>

# Slide Presentations, Handouts and Active Learning Strategies

## Adult Oriented Learning

WSPA meeting participants enjoy CE activities the most when they are able to engage in active learning. The learners enjoy opportunities to apply what they are learning through case-based discussions, quiz questions, and breakout group discussions as compared to being in a lectured classroom-style. WSPA CE staff request speakers restructure their traditional lectures to include active learning that emphasizes the goals and objectives of their talk. This will encourage participant engagement and improve absorption of learning material.

## Active-Learning & Self-Assessment Options

To encourage participation for a well-rounded active learning experience, there are different tools that can be utilized for speakers to embed into your lecture to assess participants level of understanding and achievement of outlined objectives. Examples of some free interactive tools that can be used for self-assessment include:

- Kahoot It: <https://kahoot.com/>
- Poll Everywhere: <https://www.polleverywhere.com/>
- Slido: <https://www.sli.do/>

## Lecture Panda

WSPA uses LecturePanda as our CE platform. When LecturePanda is chosen as the primary active-learning assessment tool for the presentation, speakers will receive an email directly from LecturePanda with a link to your own speaker page and instructions on loading your questions. LecturePanda facilitates real-time web-based Q&A sessions and allows speakers to directly access their speaker evaluations. We recommend that you copy the QR code provided by LecturePanda and insert it on the 4<sup>th</sup> page of your presentation so that learners can quickly access the LecturePanda web platform. When you present, WSPA staff will help you open the LecturePanda speaker page on the presentation computer, or you can operate it by your cell phone. When presenting you will use Alt-Tab buttons to toggle between the LecturePanda Screen and PowerPoint Screen.

## Presentation Slide Outline and Format

**Note: Must refrain from displaying company logos or any other images that may be perceived as depicting commercial bias**

1. **Title:** The first slide of your presentation should include title, presenter name, credentials, and contact information
2. **Disclosure:** The second slide should disclose to learners any relevant financial relationship(s), which should include the following information:
  - a. The name of the commercial interest(s).
  - b. The nature of the relationship you have with each commercial interest.
  - c. If there is no relevant financial relationship, the learners must be informed that no relevant financial relationship(s) exist.
3. **Objectives:** The third slide should list the session's learning objectives based on the presentation's activity type.
4. **Assessment questions:** Speakers should include assessment questions for learners throughout the presentation or in a pre- and post-test manner. Assessment questions provide learners with a mechanism to assess their grasp of the material presented and allow speakers a feedback mechanism to measure the learner's understanding. Each learning objective should be assessed by an individual assessment question embedded in the presentation.
5. **Active Learning:** Learners value interaction and the ability to apply what they are learning. If you are considering an application-based activity, you may consider one of the active learning activities listed below. Further ideas are included in the Key Objective Words and Learning Techniques chart below.
  - a) Audience participation questions and group discussion
  - b) Case-based scenarios/examples
  - c) Game or Debate format
  - d) Practice-based project
  - e) Roundtable or break out discussions
  - f) Self-reflection questions
  - g) Simulation or skills lab

Adapted with permission from the Accreditation Council for Continuing Medical Education (ACCME®)

6. **Body Slides:** Presentation slides should guide, illustrate, and augment the lecture. They should not be a script of what the speaker is teaching. Please attempt to limit content slides to 6 lines per slide and include source references when applicable. All graphics and images should be open source/or sited for source.
7. **References:** Please include sources of material, guidelines, resources, or supplemental information easily for the participant.

### **Presenter Equipment**

For your presentation, WSPA will provide a podium; projector; lavalier (throat) microphone, slide advancer and screen. We will also provide a laptop computer, or you can bring your own if you prefer. Please bring a USB thumb drive of your presentation slides with you to your talk if you have made changes after submitting them to WSPA. Email the updated slide set to Charlene at [charlene@wspax.org](mailto:charlene@wspax.org) no later than 3 days before your presentation.

### **Participant Handouts and Access to Presentation**

Your visual presentation and/or handouts will be provided on LecturePanda in a .pdf format for all the participants. Presentations will be unalterable and will only be available to view and print. This will allow those participants that would like hard copies of the material to print them prior to coming to the event. It will also allow you to give us current material. If you would like to provide hard copies or additional handouts for your activity you are welcome to do so, but WSPA no longer routinely makes hard copies of presentations and/or handouts.

### **WSPA Guide to Developing Objectives**

Objectives for a learning activity should answer the question “what will the learner be able to do after this presentation?” The verbs used for the goals should be appropriate for the type of activity and should be specific and measurable. They should also correlate with the learning technique used. The most difficult part of constructing an objective is the selection of an appropriate action verb. The verb should clearly express what the pharmacy professional should be able to do with the subject content—recognize, explain, recommend, solve, assess, and so on. Please avoid non-actionable words in objective statements such as know, understand, learn.

### **Knowledge Based Activity**

If the activity is structured to provide evidence-based information (e.g., treatment guidelines for treatment refractory depression) without an opportunity to apply the information during the activity, then that would be considered knowledge-based. The outlined objectives should be reflective of a knowledge-based activity.

### **Application Based Activity**

In an application-based activity, there is a learning gap that requires the opportunity to apply information or skills within the context of the activity. Foundational knowledge may have already been established. For example, if an objective state that the learner should be able to create a treatment plan for an adult with treatment refractory depression, then the expectation would be that the learner is given an opportunity to do so (with feedback from the speaker) in the time frame of the activity. If an application-based activity is designed to provide factual information and opportunities for application of principles, decision-making, etc., then the objectives would reflect both knowledge-based and application-based verbs.

### **Learning Objective = 2 Parts: Verb + Stem**

**Verb:** chosen by activity type that elicits or describes a measurable/observable behavior

**Stem:** Outcome-based take away

**Example** [Application-Based Activity with both knowledge-based and application-based action verbs]

**Need:** Activity to educate pharmacists on ways to encourage lifestyle changes in patients at risk for developing diabetes

### **Learning Objectives:**

- Describe the current and emerging therapeutic strategies for prevention of type 2 diabetes in high-risk patients.
- Apply elements of motivational interviewing, goal setting and cultural sensitivity to interactions with patients with pre-diabetes.
- Compare outcomes associated with pharmacists’ patient-care services for patients who are at high risk of developing diabetes.

## Key Objective Verbs and Learning Techniques

Adapted from ACPE Activity Types and Bloom's Taxonomy

<b>KNOWLEDGE Based Activity</b>		
<b>Verb Type</b>	<b>Blooms Taxonomy</b>	<b>Suggested Active Learning Techniques</b>
<b>Knowledge-type verbs</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• Define</li> <li style="width: 50%;">• List</li> <li style="width: 50%;">• Repeat</li> <li style="width: 50%;">• Record</li> </ul>	<ul style="list-style-type: none"> <li style="width: 50%;">• Lecture</li> <li style="width: 50%;">• Illustrations</li> <li style="width: 50%;">• Visuals</li> <li style="width: 50%;">• Analogies</li> <li style="width: 50%;">• Example</li> </ul>
<b>Comprehension-type verbs</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• Discuss</li> <li style="width: 50%;">• Identify</li> <li style="width: 50%;">• Describe</li> <li style="width: 50%;">• Translate</li> <li style="width: 50%;">• Explain</li> <li style="width: 50%;">• Restate</li> <li style="width: 50%;">• Recognize</li> <li style="width: 50%;">• Express</li> </ul>	<ul style="list-style-type: none"> <li style="width: 50%;">• Test/Assessment</li> <li style="width: 50%;">• Matching questions/answers</li> <li style="width: 50%;">• Review</li> <li style="width: 50%;">• Questions</li> <li style="width: 50%;">• Writing</li> <li style="width: 50%;">• Discussion</li> <li style="width: 50%;">• Presentations</li> <li style="width: 50%;">• Report</li> </ul>
<b>APPLICATION Based Activity</b>		
<i>(Do not use application objectives for knowledge-based activities)</i>		
<b>Verb Type</b>	<b>Blooms Taxonomy</b>	<b>Suggested Active Learning Techniques</b>
<b>Application-type verbs</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• Interpret</li> <li style="width: 50%;">• Demonstrate</li> <li style="width: 50%;">• Apply</li> <li style="width: 50%;">• Illustrate</li> <li style="width: 50%;">• Employ</li> <li style="width: 50%;">• Practice</li> <li style="width: 50%;">• Use</li> <li style="width: 50%;">• Implement</li> </ul>	<ul style="list-style-type: none"> <li style="width: 50%;">• Role play</li> <li style="width: 50%;">• Demonstrations</li> <li style="width: 50%;">• Simulations</li> <li style="width: 50%;">• Projects</li> <li style="width: 50%;">• Practice exercises</li> </ul>
<b>Analysis-type verbs</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• Distinguish</li> <li style="width: 50%;">• Contrast</li> <li style="width: 50%;">• Analyze</li> <li style="width: 50%;">• Criticize</li> <li style="width: 50%;">• Differentiate</li> <li style="width: 50%;">• Debate</li> <li style="width: 50%;">• Calculate</li> <li style="width: 50%;">• Diagram</li> <li style="width: 50%;">• Compare</li> </ul>	<ul style="list-style-type: none"> <li style="width: 50%;">• Case studies</li> <li style="width: 50%;">• Pro/con grids</li> <li style="width: 50%;">• Problems</li> <li style="width: 50%;">• Application exercises</li> <li style="width: 50%;">• Discussion</li> </ul>
<b>Synthesis-type verbs</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• Plan</li> <li style="width: 50%;">• Arrange</li> <li style="width: 50%;">• Compose</li> <li style="width: 50%;">• Construct</li> <li style="width: 50%;">• Design</li> <li style="width: 50%;">• Create</li> <li style="width: 50%;">• Propose</li> <li style="width: 50%;">• Set-up</li> <li style="width: 50%;">• Formulate</li> <li style="width: 50%;">• Organize</li> <li style="width: 50%;">• Prepare</li> </ul>	<ul style="list-style-type: none"> <li style="width: 50%;">• Problems</li> <li style="width: 50%;">• Simulations Projects</li> <li style="width: 50%;">• Case studies</li> <li style="width: 50%;">• Develop plans</li> </ul>
<b>Evaluation-type verbs</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• Judge</li> <li style="width: 50%;">• Score</li> <li style="width: 50%;">• Evaluate</li> <li style="width: 50%;">• Select</li> <li style="width: 50%;">• Rate</li> <li style="width: 50%;">• Choose</li> <li style="width: 50%;">• Compare</li> <li style="width: 50%;">• Assess</li> <li style="width: 50%;">• Revise</li> <li style="width: 50%;">• Estimate</li> </ul>	<ul style="list-style-type: none"> <li style="width: 50%;">• Case studies</li> <li style="width: 50%;">• Critiques</li> <li style="width: 50%;">• Problem exercises</li> <li style="width: 50%;">• Simulations</li> <li style="width: 50%;">• Projects</li> </ul>

**The following verbs should NOT be used when writing objectives:**

Appreciate	Explore	Master
Behave	Figure out	Perceive
Believe	Grasp	Realize
Be familiar with	Handle	Remember
Be aware of	Have faith in	Think
Comprehend	Imagine	Understand
Conceive	Know	
Enjoy	Learn	

**Please complete and return all completed forms to**

**Charlene Kempf at [charlene@wsparx.org](mailto:charlene@wsparx.org) or Fax 425-277-3897**

**If you have any questions, please contact Charlene at 425-207-3640. Thank you.**