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MICHIGAN PHARMACISTS ASSOCIATION

Joint Providership Manual

Collaborating with ACPE and non-ACPE accredited providers in providing pharmacy continuing education credit through joint providership

Updated 06/2022
Effective for programs 06/2022 and beyond

INDEX

Accreditation Process Step-by-Step Guide

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45 DAYS PRIOR

1. Hosting Organization must fully complete Joint Providership Agreement (pg.) and Faculty Agreement (pg.) a minimum of 45 days before the event.
A detailed agenda listing times, topics, and presenters will be required.
*** An application must be submitted and approved before any event advertisement/ marketing materials are designed/printed/distributed. If you would like your event to be processed as soon as possible, please email Lisa Powers, CAE, CTA at LPowers@MichiganPharmacists.org.***

Submit
'**Joint Providership Agreement**'
and
'**Faculty Agreement**'

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35 DAYS PRIOR

MPA will accredit the program a minimum of 35 days before the event.
A Universal Activity Number (UAN) and the program start and expiration dates will be provided. If MPA is creating the flyer, the flyer will be sent to the Hosting Organization. If the Hosting Organization is creating the flyer, the flyer will be updated with the appropriate information. The Hosting Organization will be responsible for reviewing the last two sections of the UAN for accuracy (example 1234-0000-21-001-L01-P/T). Please visit https://www.acpe-accredit.org/universal-activity-numbers/ for more information.

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30 DAYS PRIOR

The Hosting Organization must submit the final flyer a minimum of 30 days before the event, and before distributing the flyer to ensure ACPE regulations are met.
MPA must review and approve all marketing materials prior to printing and/or distribution to ensure compliance.
***All advertisement/marketing materials must be reviewed and approved by MPA before printing and distribution. No mention of CE credits can be made on marketing materials unless official approval has been provided by MPA (you cannot state that CE credit is pending or being applied for). If you would like to advertise sooner than 30 days before the event, please email Lisa Powers, CAE, CTA at LPowers@MichiganPharmacists.org.

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15 DAYS PRIOR

The Hosting Organization must submit post-tests for knowledge-based programs a minimum of 15 days before the event.

The post-tests must follow the format shown in the Post-test Question Template. Additional information on post-tests can be found on page 24.

Submit
'**Post-test Questions**'

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5 DAYS PRIOR

MPA will provide the Program Instruction Sheet and Disclosure Statement.

The Program Instruction Sheet will contain the Lecture Panda link. The Hosting Organization must review the Lecture Panda material to ensure it is correct. All participants must complete the evaluation (and posttest if applicable) in order to obtain credit.

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DAY OF EVENT

The Hosting Organization will distribute the Program Instruction Sheet to participants.

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14 DAYS POST- EVENT

Participants have 14 days to complete their evaluations and post-tests.

The Lecture Panda tests will close, and participants will not receive credit after 14 days.

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60 DAYS POST-EVENT

MPA will bill the Hosting Organization a maximum of 60 days post-event.

The invoice will be generated and emailed to the Hosting Organization. Details on fees can be found on page___

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70 DAYS POST-EVENT

Hosting Organization submits the form that measures achievement and impact of activity on MPA's mission.

The form must be completed to ensure that the event met MPA's mission and ACPE requirements.

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MICHIGAN PHARMACISTS ASSOCIATION

INTRODUCTION TO JOINT PROVIDERSHIP

Michigan Pharmacists Association (MPA) provides non-ACPE accredited organizations, hereby known as "Hosting Organization," the ability to offer accredited pharmacy continuing education (PCE) activities (a.k.a. programs, sessions), which may further entice pharmacy professionals to attend if they are in need of PCE credit that meets pharmacist licensure or pharmacy technician certification requirements.

Should MPA choose to partner with a Hosting Organization, assurance that all quality criteria are met rests with MPA. Therefore, MPA must be involved in all stages of the activity from planning, development, promotion, delivery, evaluation and revision. MPA will consider accrediting PCE activities through MPA's joint providership (formerly known as "Co-sponsorship") process if the terms of agreement are met. Additionally, the Hosting Organization must agree to:

- Develop activities that are consistent with MPA's mission and goals.
- Identify faculty (speakers, authors) competent in the subject matter.
- Develop topics that are not promotional or appear to be intended for the purpose of endorsing either a specific name brand medication or commercial product (see MPA's commercialism policy.)
- Provide all requested material by established deadlines as indicated in the joint providership agreement*

*Hosting Organizations working with other health care disciplines (nursing, physicians, etc.) for accreditation must plan accordingly to meet deadlines set forth in this joint providership manual and agreement.

If the Hosting Organization fails to meet these terms, MPA has the right to terminate the relationship and refuse to grant PCE credit for any activity.

JOINT PROVIDERSHIP PROCESS

Educational Design

To ensure that activities closely align with the Accreditation Council for Pharmacy Education (ACPE) Standards for Continuing Pharmacy Education, MPA and the Hosting Organization must ensure that the following process was utilized to develop activities.

1. Conduct an assessment of the educational needs and identify the knowledge, skills and/or practice gap of the targeted audience.
2. Identify learning objectives.
3. Provide guidance to faculty (to including the nature of the target audience, teaching methodology, development and use of instructional materials and learning assessments, and the development of appropriate objectives).
4. Ensure that the commercialism standards are followed and resolve conflicts of interest.
5. Summarize feedback for pharmacists and/or pharmacy technicians obtained through activity evaluation forms.

Additionally, MPA must review and approve all materials and information to assure that the activity

provides an in-depth presentation with fair balance and full disclosure.

Organizations wishing to move forward in the joint providership process and agree to ACPE's Standards for Continuing Pharmacy Education are encouraged to read the Introduction to Joint providership and complete and submit to MPA the joint providership agreement a minimum of 45 days prior to the activity date. In addition, Hosting Organizations must send the faculty agreement to all confirmed speakers or authors and instruct them to complete and return the agreement and accompanying materials to you so that you can provide them to MPA a minimum of 45 days prior to the activity date. See the joint providership agreement for a detailed checklist and deadlines.

JOINT PROVIDERSHIP FEES
A required, nonrefundable administrative fee of $50 must be submitted with the joint providership agreement a minimum of 45 days prior to the program date. Programs ran multiple times, in their entirety, will only be subject to a one-time application fee. If the program has changes to any portion of materials, you will be changed the application fee again.

The Hosting Organization will also be assessed a fee for the amount of continuing education credit being issued. The fees are charged per person, per activity. MPA will invoice the Hosting Organization for the amount due based on the following scale:

Credit Hours Offered per Activity	Fee Per Person
1.0-3.0	$16
3.25-6.0	$18
6.25-10.0	$20
10.25+	$22

There will be a minimum charge of $200 per program (in addition to the $50 administrative fee) – the equivalent of 13 participants. If the required documents are turned in later than 45 days before the event, there will be a $50 late fee applied
This is to cover the cost of staff time for accreditation, program creation for CPE Monitor tracking, flyer creation and file collection and retention for ACPE.

ACCREDITATION
Activities will be accredited through ACPE for pharmacist and pharmacy technician continuing education credit. The Hosting Organization will be required to identify the intended audience that will assist MPA in determining whether activities will be accredited for pharmacists and/or pharmacy technicians.

MPA'S MISSION OF CONTINUING EDUCATION
Below are MPA's mission and goals for continuing education activities. Hosting Organization activities must meet these same terms in order for MPA to agree to a collaborative working relationship through the joint providership process.

Mission of CPE Activities
The mission of MPA's pharmacy continuing education activities is to strengthen the professional competencies of pharmacists and pharmacy technicians, resulting in enhanced patient care outcomes and advancement of the profession of pharmacy within the health care system.

Goals of CPE Activities
- Activities will have a positive educational impact on pharmacy professionals.
- Pharmacy-relevant activities will be delivered in a non-biased manner.
- Pharmacy professionals will implement new skills or relevant changes in their practice by utilizing educational content delivered through CPE activities.
- Activities will increase participants understanding of the topics.

- Activity participants will positively rate (Agree or Strongly Agee) each evaluation statement with a score of 90% or greater.

The Hosting Organization will be required to provide MPA with specific details that will assist in the determination of whether activities met MPA's mission and goals (see Appendix 5).

ACCREDITING LIVE PROGRAMS
In an effort to accredit live programing, the following items need to be considered:

Educational Needs Assessment
A needs assessment should be completed before planning PCE activities and should guide content development and delivery. The Hosting Organization, along with faculty, will be required to complete an educational needs assessment that will demonstrate evidence-based assessment showing the state of practice now, the state of desired practice, and the knowledge or practice gap identified for each activity (see faculty agreement).

Methods of Delivery
Methods of delivery of pharmacy continuing education are important to the effectiveness of the activity.

PCE activities are categorized into three types: knowledge, application and practice. The PCE activity type conducted should be consistent with MPA's mission and appropriate to meet the identified needs of pharmacists and pharmacy technicians. PCE activities shall be based on one of the following:

Knowledge-based Activity – These activities are primarily constructed to transmit knowledge (i.e., facts). The facts must be based on evidence as accepted in the literature by the health care professions. The minimum amount of credit for these activities is 60 minutes (1.0 contact hour).

Application-based Activity – These activities are primarily constructed to apply the information learned in the time frame allotted. The information must be based on evidence as accepted in the literature by the health care professions. The minimum amount of credit for these activities is 60 minutes or one contact hour. These activities utilize case studies.

Practice-based Activity (formerly known as certificate program in pharmacy) – These activities are primarily constructed to instill, expand, or enhance practice competencies through the systematic achievement of specified knowledge, skills, attitudes, and performance behaviors. The information within the practice-based activity must be based on evidence as accepted in the literature by the health care professions. The formats of these activities will include a didactic (home study) and practice experience component (live). The activity should engage an instructional design that is rationally sequenced, curricular based and supportive of achievement of the stated professional competencies. The minimum amount of credit for these activities is 15 contact hours.

Hosting Organizations conducting practice-based activities that include a didactic (home study) and practice experience component (live) and will be a minimum of 15 contact hours should contact MPA directly for additional guidance.

Teaching and Learning Methods
All PCE activities must include active participation and involvement of the audience. See Suggested Active Learning Strategies for appropriate teaching and learning methods, based on the activity type.

Assessment of Learning and Feedback
Learning assessment techniques must allow pharmacists and/or pharmacy technicians the ability to evaluate the level of competency attained. Therefore, activities must include the following assessments

based on the activity type indicated. Additionally, participants should be provided assessment feedback in an appropriate, timely and constructive manner.

Knowledge-based Activity
Assessment – Each PCE activity in this category must include a multiple-choice posttest. Posttest questions and answers must be provided to MPA by the deadline indicated in the joint providership agreement. See the posttest section of the faculty agreement for the number of required posttest questions and additional details.

Feedback – Participants should be provided with the correct response to assessment questions. The Hosting Organization will be required to obtain from faculty correct answers to posttest questions and written reasoning for why each correct answer is the most appropriate. MPA will assist the Hosting Organization in compiling the information in an acceptable format so that the Hosting Organization can provide feedback to participants in a timely fashion.

***PLEASE NOTE**: Posttest questions cannot be directly included in the presentation slides for learners to view and copy at the time of the presentation. Faculty should address the questions and answers verbally in an effort to engage learners and encourage discussion. When reviewing final faculty presentations, if posttest questions are found in final presentations, MPA will remove the questions and alert the faculty.*

Application-based Activity
Assessment – Each PCE activity in this category must include case studies structured to address application of the principles learned, or another hands-on approach.
Feedback – Feedback should be provided by faculty during delivery of activities and include the correct evaluation of case studies and rationale for correct responses.

Activity Objectives
Objectives for each PCE activity must define what the pharmacist and/or pharmacy technician should be able to do at the completion of each activity. Objectives must be:

- Specific and measurable.
- Developed to specifically address the identified educational need(s) (see educational needs assessment).
- Addressed by an active learning method and covered by a learning assessment (see methods of delivery).

See our Guide to Establishing Educational Goals and Objectives for a guide on how to develop effective learning objectives.

Commercialism Policy
All activities, particularly those sponsored by pharmaceutical manufacturers, shall be closely monitored to ensure that the activity is fair, provides full disclosure and equitable balance. Activities shall not be an advertisement for a particular product or service. It shall be a nonbiased, in-depth presentation related to the contemporary practice of pharmacy.

Should the Hosting Organization secure funding from commercial interests, the below guidelines for handling expenditures for commercial support should be followed.

1. Commercial funding should not be used for reimbursement of travel and other expenses such as registration fees. Payment is to be made for faculty's work in the educational activity.
2. Direct payment of honoraria or reimbursement will be made by the Hosting Organization, not   7

the commercial interest.

3. The Hosting Organization shall not accept payment from supporters involved in the development or implementation of the educational activity.
4. Honoraria and expenses may not be paid to learners or other nonfaculty/nonauthor participants.

Accurate documentation of commercial support received, and expenditures must be kept and produced upon request.

The Hosting Organization shall not accept funding from commercial interests that are unwilling to put the terms, conditions and purpose of the funding in writing. Commercial interests must acknowledge the Hosting Organization's or MPA's control of content, administration, quality and integrity of all activities.

To be fair and equitable, the following policies have been established:

1. Serving meals in the same room and same time in which a PCE activity is occurring is prohibited.
2. Exhibitors will not receive a complimentary or discounted booth in exchange for offering faculty or supporting in activity.
3. Representatives of commercial interest shall not engage in sales or promotion during educational activities, nor will commercial interest be able to provide PCE activities to participants (e.g., distribution of self-study activities or arranging for electronic access for Internet activities).
4. Educational materials that are part of the PCE activity, such as slides, abstracts and handouts, cannot contain any advertising, corporate logo, trade name or a product- group message of an ACPE-defined commercial interest.
5. Disclosure of commercial support must never include the use of a corporate logo, trade name or a product-group message of an ACPE-defined commercial interest.
6. Faculty with potential conflicts of interest identified on the disclosure statement will be counseled to follow these policies or withdraw from the activity. If faculty refuses to complete the disclosure statement, faculty will be disqualified. An attempt should be made to resolve conflicts of interest and the conversation should be recorded.

The Hosting Organization or MPA will not sign grant requests generated by faculty. Commercial interests cannot be accredited providers and cannot be joint providers.

The following cannot be in the control of a commercial interest:
- Identification of PCE needs.
- Determination of educational objectives.
- Selection and presentation of content.
- Selection of all persons and organizations that will be in a position to control the content of the activity.
- Selection of educational methods.
- Evaluation of the activity.

A "commercial interest" is any entity producing marketing, reselling, or distributing health care goods or services consumed by, or used on, patients. Providers of clinical service directly to patients are not "commercial interests."

Faculty
MPA staff has developed quality PCE activities, including pharmacy law, emergency preparedness, opioids and Naloxone, pharmacy liability and effective communications. Hosting Organizations interested in securing MPA staff should contact MPA Director of Meetings and Education, Lisa N. Powers, CAE, CTA at LPowers@MichiganPharmacists.org to verify staff availability to serve as faculty, as well as send and collect faculty agreements and miscellaneous faculty documents, including

handouts and posttest questions, from committed staff. To offset staff expenses related to program development and travel, MPA has implemented a nominal fee of $250 for MPA local associations and Michigan colleges of pharmacy. A $500 fee will be applied to all other organizations requesting MPA staff to speak.

Hosting Organizations wishing to secure faculty other than MPA staff should directly contact potential speakers or authors and send and collect faculty agreements, as well as miscellaneous required documents.

Faculty should be selected based on their knowledge of the subject matter; experience and teaching ability; and the ability to meet the educational needs of pharmacists and/or pharmacy technicians. See the qualification of faculty checklist (Appendix 4) to assist in the process.

Activity participants must be notified of any faculty conflicts of interest. MPA will provide the Hosting Organization with disclosure statements for each activity that should be provided to attendees in print prior to the beginning of each activity, such as in an agenda that can be distributed onsite (see Example A).

According to Michigan regulations, pharmacists may earn double credit for delivering an activity. MPA will track such credit; however, CPE Monitor doesn't recognize this practice.

Therefore, credit will not appear as double in CPE Monitor, but faculty is encouraged to contact MPA if an issue arises. MPA will provide faculty with double credit upon the request of the Hosting Organization and the Hosting Organization will be invoiced as such.

The faculty agreement was developed so that faculty can complete it electronically.

Educational Materials
Educational materials must be offered for each PCE activity that will enhance participants' understanding of the content and foster applications to pharmacy practice. Each PCE activity must include a handout, such as PowerPoint® slides, and an outline, references, or key points (limited to one page). See Example B for an outline, references, and key point's example.

Evaluation of PCE Activities
To offer participants the ability to provide feedback on activities and the event, the Hosting Organizations will be required to distribute MPA-provided activity and overall event evaluations to participants, as well as summarize and provide results to MPA. This valuable information will be used to improve activities or offer activities that are of interest to participants and will validate whether the activities met MPA's mission and goals.

Licensure Requirements
Michigan pharmacists are required to earn 10 hours of live PCE credit and one hour of pain credit, both requirements inclusive of the 30 hours normally earned. According to Michigan law, pharmacists shall not earn more than 12 hours of PCE credit in a 24-hour period of time. Pharmacy technicians are required to earn five hours of live PCE credit, including one hour of pharmacy law, one hour of patient safety and one hour of pain. All requirements are inclusive of the 20 hours normally earned.

Activity Announcements
To ensure that all ACPE requirements are met, MPA will prepare a black and white 8.5" x 11" print- ready

flyer in PDF format for your use. Please provide detailed information requested in the joint providership agreement, which is necessary for MPA to complete the promotional material.

NOTE: The Hosting Organization is required to distribute the MPA-provided flyer. However, if MPA determines that your event is too large to include pertinent information in the flyer template, or your event is being accredited by other health care disciplines, you will be required to create the promotional piece on your own and submit it to MPA for approval at least 6 0 days prior to the event date and prior to distribution. In this case, refer to the activity announcement checklist (Appendix 2) for items that need to be included to meet accreditation criteria. MPA will terminate joint providership relationships without liability if Hosting Organizations distribute activity announcements and promotions without MPA's approval. Additionally, Hosting Organizations should review Appendix 2 when posting activity announcements online to be sure all required accreditation information is included.

ACCREDITING HOME-STUDIES
In addition to the considerations listed above under accrediting live programs, the following must also be considered in an effort to accredit a home-study activity.

CE Article Requirements
The article should be a minimum of 3,000 words. This count is exclusive of any tables, graphs or graphics, learning objectives, references and self-assessment questions.

CE Credit Hour - Word Count Guide	
1.0 CE Credit Hour	3,000 words
1.5 CE Credit Hours	4,500 words
2.0 CE Credit Hours	6,000 words

Active Learning
In addition, authors must provide two to three "stop and reflect" sections that encourage active learning of the activity participant. These sections should be in the form of a question and encompass real-life scenarios that relate to the article topic. The stop and reflect sections can be dispersed throughout the article to encourage readers to stop and actively reflect on the information they are learning. The author should also provide feedback for each section that explains the appropriate course of action or response to the situation. Below is an example.

STOP AND REFLECT

Prior to her mastectomy, LL's six of ten pain was well-controlled on a relatively stable opioid regimen. Six months later, LL reports persistent pain that bothers her multiple times per day despite taking a daily opioid regimen that is nearly double what she was taking prior to the surgery. What pain modifiers or changes in pain quality might be contributing to her poor pain control now? What clarifying questions could you ask?

Feedback
Psychological distress, hyperalgesia and/or mastectomy-associated neuropathic pain may contribute to her present status. Inquiring about psychiatric comorbidities, analgesic history and pain quality may clarify the presence of these factors.

Photos, Illustrations and Graphs
Drawings, photographs, charts, tabulations, graphs, etc., often increase the reader's ability to grasp and/or conceptualize an idea. These are highly encouraged to be included with the CE article. Any graphics or tables should be sent electronically, along with the article. Any photos or illustrations must be attached separately. Photos, illustrations, and graphics must have a resolution of at least 300 dots per inch (dpi) to be of quality for publication. Generally, these files are 500 KB or greater in size. Photos, illustrations, and graphics should be submitted in .jpg or .png file format and the file name should reference the figure number in the article text.

References
References should be cited consecutively in the text and identified by superscript numbers. At the conclusion of the article, references should be listed numerically in the order in which they are cited. All references should be submitted in American Medical Association (AMA) style guidelines.

PERIODICALS

Pattern:
Last name First Initial, Last name First Initial, et al. Title as it appears in document. Abbreviated journal title. Year; Volume(Issue):start page-end page. URL (if found online). Access date./DOI if from database

Example:
Navarro P, Chambers I, Karwacki-Neisius V, et al. Molecular coupling of Xist regulation and pluripotency. Science. 2008;321(5896):1693-1695.

BOOKS

Chapter/Page in Book – Pattern:
Last name First Initial (author of selection, not book). Title of chapter as it appears in text. In: Last name First Initial (Author/Editor). Title of Book. City, State: Publisher; Year: Start page – end page.

Example:
Coleman E. The new organic grower. In: Kruger A, ed. Gardening When It Counts. Westport, CT: Greenwood; 1995: 219-223.

Entire Book – Pattern:
Last name First Initial. Title of Book. City, State. Publisher; Year.

Example:
Berger S. Allotment gardening: An organic guide for beginners. Devon, England. Green Books, Ltd.; 2005.

WEBSITE

Pattern:
Author (Creator/Person). Name of Webpage. Name of Entire Website. URL. Published date. Update date (if listed). Accessed date.

Example:
Mayo Clinic Staff. Organic foods: Are they safer? More nutritious? The Mayo Clinic. http://www.mayoclinic.com/health/organic-food/NU00255. Published December 20, 2010. Accessed March 13, 2008.

For more information about American Medical Association style guidelines, visit www.AMAManualofStyle.com.

GRANT FUNDING
Hosting Organizations requesting sponsorship or completing grant requests from a pharmaceutical industry or other organizations are encouraged to have funding sent directly to the Hosting Organization.

However, industry may require that funds be sent directly to the accredited provider, in which case MPA will accept the funds on behalf of the Hosting Organization for a nominal handling fee of three percent of the total amount received. MPA will issue a check to the Hosting Organization minus the handling fee after the activity has occurred. MPA must be notified of such arrangements as soon as possible.

CONTINUING EDUCATION CREDIT
PCE activities must be at least 60 minutes in length. After the 60-minute requirement is met, activities can be accredited in quarter-hour increments, such as:

<div align="center">

60 minutes = 1.0 contact hour
75 minutes = 1.25 contact hours
90 minutes = 1.5 contact hours
105 minutes = 1.75 contact hours
120 minutes = 2.0 contact hours

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SUPPORT STAFF
The Hosting Organization is required to provide adequate supportive personnel to assist with administrative matters related to the execution of the activity, including pre-registration and onsite support. Additional event support services from MPA may be available upon request for an additional fee.

MPA'S POLICY ON PRIVACY AND CONFIDENTIALITY
Information received by MPA for PCE activities will be maintained in a confidential and secure manner. In appropriate circumstances, and upon request, MPA may release personal information concerning a candidate or certificant to government regulatory agencies, including the Michigan Board of Pharmacy, or as otherwise authorized by law or MPA policies. For additional information, please visit MichiganPharmacists.org/privacy.

ALTERNATIVE WAYTS TO ACCREDIT PCE ACTIVITIES
If a Hosting Organization is not able to meet submission deadlines, or the request for joint providership is denied, the Michigan Board of Pharmacy can accredit activities intended for pharmacists. Additionally, pharmacy technician specific programs can be eligible for continuing education credit by following the process below.

Michigan Department of Licensing and Regulatory Affairs
The Michigan Department of Licensing and Regulatory Affairs (LARA) is capable of awarding pharmacy continuing education credit. Accreditation is limited to pharmacists and pharmacy technicians practicing in Michigan. An application and supporting documentation must be provided. Call LARA for the application and further details at (517) 335-0918.

JOINT PROVIDERSHIP ASSISTANCE
MPA is committed to guiding Hosting Organizations through the joint providership process; therefore, various guides, checklists and example forms are provided.

Questions regarding the joint providership process should be directed to MPA Director of Meetings and Education, Lisa N. Powers, CAE, CTA, at LPowers@MichiganPharmacists.org.

DEADLINES

Complete and return faculty agreement no later than 45 days before the activity, including:
Contact Information
Activity Details
CV and Biography
Educational Needs Assessment and Gaps in Knowledge
Learning Objectives
Topic Designator
Activity Type
Disclosure and Waiver

Submit the flyer/agenda no later than 30 days before the activity.

For knowledge-based activities, submit posttest questions, answers and feedback explaining why chosen answers are correct no later than 20 days before the activity.

For application-based activities, submit case studies no later than 20 days before the activity.

GUIDE TO ESTABLISHING EDUCATIONAL GOALS AND OBJECTIVES

Objectives for each PCE activity must define what the pharmacist and/or pharmacy technician should be able to do at the completion of each activity. The following is a guide to developing effective learning objectives and goals.

Function of Objectives
The development of objectives serves as the guide in the process of planning, presenting and evaluating instruction.

There is a major difference between goals and objectives. Goals of a course are stated in general terms so that the pharmacy professional can be quickly informed about the nature of the course. Sample terms in goals include: "Know about … , To understand …, Become aware … , and Develop appreciation for … "

All of these phrases are found in goal or purpose statements.

Objectives are used to attain the stated goal. They assist the presenter and the pharmacy professional in deciding specifically what is to be learned. When participants are informed of the objectives, it will prepare them for what they are expected to do with the information. Typical activities found in objectives include: "to write, to list, to analyze, to solve and to discuss." The most difficult—and the most important—part of constructing an objective is the selection of an appropriate action verb. It should clearly express what the pharmacy professional should be able to do with the subject content—recognize, explain, solve, assess and so on.

These verbs should be avoided in objective statements since they are open to interpretation:

Appreciate	Explore	Perceive Realize Understand
Behave	Grasp significance of	
Believe	Have faith in	
Be aware of	Know Learn	
Enjoy		

The following charts were prepared by ACPE to assist you in developing learning objectives, based on your activity's type. Objectives for knowledge-type activities should only contain verbs from the comprehension and knowledge categories; whereas, objectives for application- and practice-type activities can include verbs from the evaluation, synthesis, analysis, application, comprehension and knowledge categories.
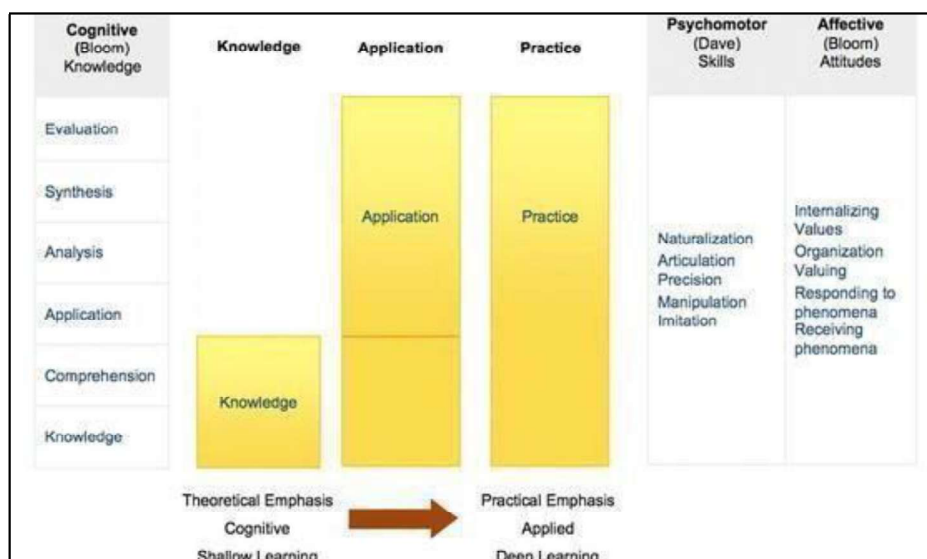
GUIDE TO ESTABLISHING EDUCATIONAL GOALS AND OBJECTIVES (cont.)

Suggested Verbs for CPE Activities by Domain

Cognitive Domain (Bloom)	
Evaluation	To appraise, argue, assess, attach, choose, compare, defend, estimate, predict, rate, core, select, support, value, evaluate.
Synthesis	To arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
Analysis	To analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, investigate, question, research, test.
Application	To apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
Comprehension	To classify, describe, discuss, explain, express, identify, indicate, locate, outline, recognize, report, restate, review, select, translate.
Knowledge	To arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.

Psychomotor Domain 1 (Dave)	
Naturalization	To design, specify, manage, invent, project-manage.
Articulation	To construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master, improve, teach.
Precision	To demonstrate, complete, show, perfect, calibrate, control, practice.
Manipulation	To re-create, build, perform, execute, implement.
Imitation	To copy, follow, replicate, repeat, adhere, observe, identify, mimic, try, reenact, imitate.

Affective Domain 2 (Bloom)	
Internalizing Values (Characterization)	To act, discriminate, display, influence, listen, modify, perform, propose, qualify, question, revise, serve, solve, verify.
Organization	To adhere, alter, arrange, combine, compare, complete, defend, formulate, generalize, identify, integrate, modify, order, organize, relate, synthesize.
Valuing	To complete, demonstrate, differentiate, explain, follow, form, initiate, join, justify, propose, read, report, select, share, study, work.
Responding to Phenomena	To answer, assist, aid, comply, conform, discuss, greet, help, label, practice, present, read, recite, report, select, tell, write.
Receiving Phenomena	To ask, choose, describe, follow, give, hold, identify, locate, name, select, sit, erect, reply, use.

1 Dave, R. H. (1975). Developing and Writing Behavioral Objectives. (R J Armstrong, ed.) Educational Innovators Press.

2 Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain. New York: David McKay Co., Inc.

SUGGESTED ACTIVE LEARNING STRATEGIES FOR USE WITH ACPE'S CPE ACTIVITY TYPES AND BLOOM'S TAXONOMY LEVELS

All PCE activities must include active participation and involvement of the audience. This guide indicates appropriate active learning techniques for activity type verbs.

CPE Activity: KNOWLEDGE	
Bloom's Taxonomy	**Suggested Active Learning Techniques**
Knowledge-type verbs: Define Repeat List Record	Lecture Visuals Examples Illustrations Analogies
Comprehension-type verbs: Discuss Describe Explain Recognize Identify Translate Restate Express	Test/assessment Review Writing Presentations Matching questions/answers Questions Discussion Report

CPE Activity: APPLICATION AND/OR PRACTICE	
Bloom's Taxonomy	**Suggested Active Learning Techniques**
Application-type verbs: Interpret Apply Employ Use Demonstrate Illustrate Practice	Role play Simulations Practice exercises Demonstrations Projects
Analysis-type verbs: Distinguish Analyze Differentiate Calculate Compare Contrast Criticize Debate Diagram	Case studies Problems Discussion Pro/con grids Application exercises

CPE Activity: APPLICATION AND/OR PRACTICE (continued)	
Bloom's Taxonomy	**Suggested Active Learning Techniques**
Synthesis-type verbs: Plan Compose Design Propose Formulate Arrange Construct Create Set up Organize Prepare	Problems Case studies Develop plans Simulations Projects
Evaluation-type verbs: Judge Evaluate Rate Compare Revise Score Select Choose Assess Estimate Measure	Case studies Problem exercises Projects Critiques Simulations

Questions:

1. Question Text?
   a. Incorrect
   b. *Correct
   c. Incorrect
   d. Incorrect

2. Question Text?
   a. Incorrect
   b. Incorrect
   c. *Correct
   d. Incorrect

3. Question Text?
   a. *Correct
   b. Incorrect
   c. Incorrect
   d. Incorrect

4. Question text?
   a. Incorrect
   b. Incorrect
   c. Incorrect
   d. *Correct

Feedback:

Question 1: Feedback here

Question 2: feedback here

Question 3: Feedback here

Question 4: Feedback here

Continuing Education Activity Announcement

When promoting a continuing education activity through a mailing, e-mail, online, and in the onsite agenda, specific information must be included, according to the Accreditation Council for Pharmacy Education (ACPE).

Criteria to Include in Activity Announcement, Depending on Type of Announcement	Specific and Example Verbiage to Use	One Day Event Announcement	Multiday Event Announcement	One Day and Multiday Onsite Agenda	Save-the-Date	Internet Activity and E-mail Promotions	Home Study
Nature of the target audience that may best benefit from the program	Example Verbiage: Target Audience Continuing education programs were designed specifically for pharmacists, pharmacy technicians and student pharmacists.	Yes	Yes	Yes	See requirements below.	Yes	Yes
The official logo, used in conjunction with the accreditation statement	Do not deviate from this verbiage. Use the ACPE logo and statement if offering pharmacy continuing education credit. Use the PTCE logo and statement if offering credit to pharmacy technicians. Michigan Pharmacists Association is accredited by the Accreditation Council for Pharmacy Education (ACPE) as a provider of continuing pharmacy education.	Yes	Yes	Yes	See requirements below.	Yes	Yes
Learning objectives	Learning objectives must be included and they must be phrased so that each objective is measurable and applicable to knowledge-, application- and practice-type activities. Specific Verbiage: Learning Objectives At the end of this activity, participants should be able to: List Objective #1 List Objective #2 List Objective #3	If accrediting each activity individually, three learning objectives for each activity are required. If accrediting the entire event, two learning objectives for each topic is required, with a minimum of three overall objectives for the entire event	If accrediting each activity individually, three learning objectives for each activity are required. If accrediting the entire event, two learning objectives for each topic is required, with a minimum of three overall objectives for the entire event.	If accrediting each activity individually, three learning objectives for each activity are required. If accrediting the entire event, two learning objectives for each topic is required, with a minimum of three overall objectives for the entire event	See requirements below.	If accrediting each activity individually, three learning objectives for each activity are required. If accrediting the entire event, two learning objectives for each topic is required, with a minimum of three overall objectives for the entire event.	If accrediting each activity individually, three learning objectives for each activity are required. If accrediting the entire event, two learning objectives for each topic is required, with a minimum of three overall objectives for the entire event
Schedule of educational Activities (agenda)	Specific verbiage is not necessary. Be sure to include the following activities and timeframe for each: registration, meal functions, breaks, continuing education programs and adjournment. Example: Agenda 7-7:30 a.m. – Registration 7:30-8 a.m. – Breakfast 8-9 a.m. – Pharmacy Law Update 9 a.m. – Adjournment	Yes	Yes	Yes	See requirements below.	Yes	N/A
Faculty/speakers and their credentials	Specific verbiage is not necessary. When listing speakers, include first and last name, credentials, organization name, city and state. If there are multiple programs, speakers should be listed with their respective presentation; otherwise, list the speaker wherever appropriate. Example: John Q. Public, Pharm.D., director of pharmacy, Lansing General Hospital, Lansing, Mich.	Yes	N/A	Yes	See requirements below.	Yes	Yes

Criteria to Include in Activity Announcement, Depending on Type of Announcement	Specific and Example Verbiage to Use	One Day Event Announcement	Multiday Event Announcement	One Day and Multiday Onsite Agenda	Save-the-Date	Internet Activity and E-mail Promotions	Home Study
Fees for the program and a clear statement of the items that are and are not covered by those fees, as well as any applicable deadlines for pre-program registration and cancellation and refund policy	List member and nonmember program fees on the registration form along with registration deadlines. -OR- Registration Fee This program is free of charge to participants.	Yes	Yes	Yes	See requirements below.	Yes	Yes
Acknowledgement of organization(s) providing financial support for any component of the educational activity, if applicable	Specific verbiage is not necessary. Be sure to list the sponsoring organization's complete name and avoid acronyms if possible. Example Verbiage: Sponsors [Organization] wishes to extend a special thank you to the following organizations for providing support for this event. AstraZeneca Cardinal Health Merck & Co., Inc.	Yes	Yes	Yes	See requirements below.	Yes	Yes
In the case of a grievance including, but not limited to tuition and fee refunds, contact information of the individual or organization handling such issues must be listed.	Example Verbiage: Additional Information For questions or concerns, contact [NAME] at [PHONE NUMBER] or [E-MAIL ADDRESS].	Yes	Yes	Yes	See requirements below	Yes	Yes
Speaker disclosure	Disclose potential conflicts of interest for each speaker. Example: Faculty Disclosure Statements The following faculty has indicated that they don't have conflicts of interest, nor do they have financial relationships with a commercial interest related to their respective presentation. Karen Jonas Jacqueline Morse The following speakers have indicated financial relationships with commercial interests and agree to present programs in an unbiased manner. Michael Klepser – Cubist	N/A	N/A	Yes	See requirements below.	Yes	Yes

Criteria to Include in Activity Announcement, Depending on Type of Announcement	Specific and Example Verbiage to Use	One Day Event Announcement	Multiday Event Announcement	One Day and Multiday Onsite Agenda	Save-the-Date	Internet Activity and E-mail Promotions	Home Study
Statement for earning credit for home study, knowledge-based activities	Specific Verbiage: Pharmacy Continuing Education Requirements These activities are (This activity is) structured to meet knowledge-based educational needs and acquires factual knowledge. Information in knowledge-type activities is based on evidence as accepted in the literature by the health care professions. Participants must complete an activity evaluation and posttest with a passing score of 70 percent or greater. Please allow 60 days to process and upload credit to CPE Monitor. NOTE: ACPE guidelines prohibit MPA from issuing credit more than 60 days after the activity for any reason. If all requirements are met, participants will receive pharmacy continuing education credit in the following manner. Partial credit will not be awarded. CPE Monitor, a national, collaborative effort by ACPE and the National Association of Boards of Pharmacy (NABP) to provide an electronic system for pharmacists and pharmacy technicians to track their completed PCE credits, went into effect on Jan. 1. MPA, as an ACPE-accredited provider, is required to report PCE credit using this tracking system. Participants must provide their NABP e-Profile identification number and date of birth (in MMDD format) when they register for a CPE activity or complete activity evaluations. It will be the responsibility of the participant to provide the correct information (i.e., e-Profile identification number and date of birth in MMDD format. If this information is not provided, NABP and ACPE prohibit MPA from issuing CPE credit. Online access to their inventory of completed credits will allow pharmacists and pharmacy technicians to easily monitor their compliance with CPE requirements and print statements of credit. For additional information on CPE Monitor, including E-Profile set-up and its impact on pharmacists and pharmacy technicians, go to MyCPEMonitor.net.	N/A	N/A	N/A	N/A	Yes	Yes

Criteria to Include in Activity Announcement, Depending on Type of Announcement	Specific and Example Verbiage to Use	One Day Event Announcement	Multiday Event Announcement	One Day and Multiday Onsite Agenda	Save-the-Date	Internet Activity and E-mail Promotions	Home Study
Statement for earning credit for live, knowledge-based activities	Specific Verbiage: Pharmacy Continuing Education Requirements These activities are (This activity is) structured to meet knowledge-based educational needs. A knowledge-based activity acquires factual knowledge. Information in knowledge-based activities is based on evidence as accepted in the literature by the health care professions. Pharmacy continuing education (PCE) credit will be earned based on participation in this activity. Any individual who is more than 10 minutes late to an activity or leaves an activity early will not be granted PCE credit. This procedure will be strictly enforced, so please plan accordingly. Participants must fully participate in the activity and complete an online activity evaluation and posttest questions, if received by presenters, with a passing score of 70 percent or greater before XXX XX, 20XX. Online evaluations and posttests will not be available for completion and requests to process credit will not be accepted after this date. See the program instruction sheet distributed during the activity for the online activity link. Posttests will not be grade d and credit will not be processed until the online evaluation and posttest has officially closed for response. Please allow MPA two weeks to grade posttests and process and upload credit to CPE Monitor after the evaluation and posttest has closed. NOTE: ACPE guidelines prohibit MPA from issuing credit more than 60 days after the activity for any reason; therefore, to avoid denial of credit, it is imperative that pharmacists and pharmacy technicians complete the online evaluation and posttest by the deadline indicated to allow sufficient time for processing. If all requirements are met, participants will receive pharmacy continuing education (PCE) credit through CPE Monitor, a national, collaborative effort by ACPE and the National Association of Boards of Pharmacy (NABP) to provide an electronic system for pharmacists and pharmacy technicians to track their completed PCE credits. MPA, as an ACPE-accredited provider, is required to report pharmacist and pharmacy technician PCE credit using this tracking system. Pharmacist and pharmacy technician participants must provide their NABP e - Profile identification number and date of birth (in MMDD format) when they complete activity evaluations. It will be the responsibility of the participant to provide the correct information. If this information is not correctly provided, NABP and ACPE prohibit MPA from issuing CPE credit. Online access to their inventory of completed credits will allow pharmacists and pharmacy technicians to easily monitor their compliance with CPE requirements and print statements of credit. Therefore, MPA will not provide printed statements of credit to pharmacists and pharmacy technicians. Partial credit will not be awarded. If you have yet to sign up for CPE Monitor, go to MyCPEMonitor.net.	Yes	Yes	Yes	See requirements below.	Yes	See requirements below.

Criteria to Include in Activity Announcement, Depending on Type of Announcement	Specific and Example Verbiage to Use	One Day Event Announcement	Multiday Event Announcement	One Day and Multiday Onsite Agenda	Save-the-Date	Internet Activity and E-mail Promotions	Home Study
Statement for earning credit for live, application-based activities	Specific Verbiage: Pharmacy Continuing Education Requirements These activities are (This activity is) structured to meet application-based educational needs and applies to information learned in the time-frame allotted. Information in application-type activities is based on evidence as accepted in the literature by the healthcare professions. Pharmacy continuing education (PCE) credit will be earned based on participation in this activity. Any individual who is more than 10 minutes late to an activity or leaves an activity early will not be granted PCE credit. This procedure will be strictly enforced, so please plan accordingly. Participants must fully participate in the activity and complete the online activity evaluation before XXX XX, 20XX. Online evaluations will not be available for completion and requests to process credit will not be accepted after this date. See the program instruction sheet distributed during the activity for the online activity link. Credit will not be processed until the online evaluation has officially closed for response. Please allow MPA two weeks to process and upload credit to CPE Monitor after the evaluation has closed. NOTE: ACPE guidelines prohibit MPA from issuing credit more than 60 days after the activity for any reason; therefore, to avoid denial of credit, it is imperative that pharmacists and pharmacy technicians complete the online evaluation by the deadline indicated to allow sufficient time for processing. If all requirements are met, participants will receive pharmacy continuing education (PCE) credit through CPE Monitor, a national, collaborative effort by ACPE and the National Association of Boards of Pharmacy (NABP) to provide an electronic system for pharmacists and pharmacy technicians to track their completed PCE credits. MPA, as an ACPE-accredited provider, is required to report pharmacist and pharmacy technician PCE credit using this tracking system. Pharmacist and pharmacy technician participants must provide their NABP e-Profile identification number and date of birth (in MMDD format) when they complete activity evaluations. It will be the responsibility of the participant to provide the correct information. If this information is not correctly provided, NABP and ACPE prohibit MPA from issuing CPE credit. Online access to their inventory of completed credits will allow pharmacists and pharmacy technicians to easily monitor their compliance with CPE requirements and print statements of credit. Therefore, MPA will not provide printed statements of credit to pharmacists and pharmacy technicians. Partial credit will not be awarded. If you have yet to sign up for CPE Monitor, go to MyCPEMonitor.net.	Yes	Yes	Yes	See requirements below.	Yes	See requirements below.

Criteria to Include in Activity Announcement, Depending on Type of Announcement	Specific and Example Verbiage to Use	One Day Event Announcement	Multiday Event Announcement	One Day and Multiday Onsite Agenda	Save-the-Date	Internet Activity and E-mail Promotions	Home Study
Statement for earning credit through live, knowledge- and application-based activities combined	Specific Verbiage: Pharmacy Continuing Education Requirements These activities are structured to meet knowledge- and application-based educational needs. A knowledge-based activity acquires factual knowledge. An application-based activity applies to information learned in the timeframe allotted. Information in knowledge- and application-type activities is based on evidence as accepted in the literature by the healthcare professions. Pharmacy continuing education (PCE) credit will be earned based on participation in this activity. Any individual who is more than 10 minutes late to an activity or leaves an activity early will not be granted PCE credit. This procedure will be strictly enforced, so please plan accordingly. Participants must fully participate in the activity and complete the online activity evaluation and posttest questions, if received by presenters, with a passing score of 70 percent or greater before XXX XX, 20XX. Online evaluations and posttests will not be available for completion and requests to process credit will not be accepted after this date. See the program instruction sheet distributed during the activity for the online activity link. Credit will not be processed until the online evaluation and posttest has officially closed for response. Please allow MPA two weeks to process and upload credit to CPE Monitor after the evaluation and posttest has closed. NOTE: ACPE guidelines prohibit MPA from issuing credit more than 60 days after the activity for any reason; therefore, to avoid denial of credit, it is imperative that pharmacists and pharmacy technicians complete the online evaluation by the deadline indicated to allow sufficient time for processing. If all requirements are met, participants will receive pharmacy continuing education (PCE) credit through CPE Monitor, a national, collaborative effort by ACPE and the National Association of Boards of Pharmacy (NABP) to provide an electronic system for pharmacists and pharmacy technicians to track their completed PCE credits. MPA, as an ACPE-accredited provider, is required to report pharmacist and pharmacy technician PCE credit using this tracking system. Pharmacist and pharmacy technician participants must provide their NABP e-Profile identification number and date of birth (in MMDD format) when they complete activity evaluations. It will be the responsibility of the participant to provide the correct information. If this information is not correctly provided, NABP and ACPE prohibit MPA from issuing CPE credit. Online access to their inventory of completed credits will allow pharmacists and pharmacy technicians to easily monitor their compliance with CPE requirements and print statements of credit. Therefore, MPA will not provide printed statements of credit to pharmacists and pharmacy technicians. Partial credit will not be awarded. If you have yet to sign up for CPE Monitor, go to MyCPEMonitor.net.	Yes	Yes	Yes	See requirements below.	Yes	See requirements below.

Criteria to Include in Activity Announcement, Depending on Type of Announcement	Specific and Example Verbiage to Use	One Day Event Announcement	Multiday Event Announcement	One Day and Multiday Onsite Agenda	Save-the-Date	Internet Activity and E-mail Promotions	Home Study
The program number assigned to the program, activity type (knowledge, application practice), as well as the amount of continuing education credit that can be earned from participation in the program	If accrediting each activity individually, the ACPE UAN, contact hours, initial release and expiration dates should be listed next to each program, along with the speakers name and learning objectives. Example: John Q. Public, Pharm.D., director of pharmacy, Lansing General Hospital, Lansing, Mich. 1.0 contact hour Initial Release Date: 7/7/12; Expiration Date: 7/7/15 ACPE Universal Activity #112 -000-12-101-L01-P If accrediting the activity in its entirety, the ACPE universal activity number, contact hours, initial release and expiration dates should be listed in conjunction with the PCE Credit Statement.	Yes	Yes	Yes	See requirements below.	Yes	Yes
Internet-based activities should clearly and explicitly specify requirements.	The following is required: Hardware Requirements - The minimum hardware requirements including the minimum memory, storage, processor, speed and multimedia components required by the learner Software Requirements - The minimum software requirements including, where appropriate, the Internet Browser(s) and minimum version along with any Brower "Plug- ins" that may be required. Internet - The Internet connectivity and minimum connection speed the learner must have MPA's Contact Information - In case the learner has questions about the Internet activity Policy on Privacy and Confidentiality — MPA must have, adhere to, and inform the learner about it's policy on privacy and confidentiality that relates to Internet activities	N/A	N/A	N/A	N/A	Yes if posted online	Yes if posted online

Save-the-Date Promos — Materials such as "teasers", save-the-date e-mail, advertisements or postcards to alert learners of a date of an activity, etc., does not need to contain the detailed information listed above. However, it cannot contain language alluding to or indicate that ACPE continuing education credit is applied for. The following language may be used: "This activity is eligible for ACPE credit; see final CPE activity announcement for specific details."

GUIDE TO DEVELOPING AND PRESENTING VISUAL AIDS

Faculty are required to prepare PowerPoint® slides for use during their presentation. The visual impact of slides help attendees follow the presentation, and slides allow the speaker to present data in a visually stimulating manner. Below are general guidelines to assist you in preparing your slide presentation.

Visual aids should complement your presentation, not be your presentation.

Don't overwhelm your audience with too many visual aids and remember never to present simply by reading your own visual aids.

Use visual aids only to support your most important points.

The effective aid has four characteristics: it simplifies concepts, it illuminates specific points, it holds audience attention, and it reinforces the spoken word with an image.

Think in pictures. A few good visual aids show rather than tell the audience your point.

Present one point at a time.

Utilize 18 point to 24 point font size for slide or PowerPoint® presentation text.

Don't leave the visual aids in view for too long.

Make sure that your comments match your visuals and that your visuals support your comments.

Color is important, but it should be applied in flat areas rather than in graduated tones or shading. Clashing colors tend to annoy the viewer. Don't use non-contrasting font colors.

Don't get fancy—select a good typestyle in which all letters are easily recognizable. Space lettering for readability and make sure it is large enough for everyone to see.

Plan slides so that their longest dimension will be horizontal. It is difficult to view vertically oriented materials in many meeting rooms.

Capitalize only when necessary. It is difficult to read and looks like you are "shouting."

QUALIFICATIONS OF FACULTY CHECKLIST

The following will assist Hosting Organizations in selecting quality faculty.

Knowledge of Subject Matter
Instructors must be knowledgeable of the subject matter and be successful practitioners of their subject matter.

Competent in the Processes of Instruction
Instructors should be competent in instructional techniques and in matching these techniques to their subject matter and audience, as well as evaluate and provide feedback to the participants.

Ability to Respond Effectively to the Background and Experience of Participants
Instructors should be able to tap into their audience's experiences and backgrounds to enhance the effectiveness of the presentation by relating to experiences of the audience.

Credibility
Instructors should demonstrate credibility based on their position, background, experiences and/or personal impact.

Enthusiasm and Commitment
Instructors should be enthusiastic about their subject and committed to teaching others.

Personal Effectiveness
Instructors should be organized, prepared, use humor effectively, have an interest in participants learning the materials and adjust their presentation to the needs of the audience.

Knowledge of Participant Organization
Instructors need to have basic information about the organization or groups from which the participants will come.

Educational Level
Instructors should have a certain level of formal education that is appropriate to the content, participants and organization sponsoring the program.

_____

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_____

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20 QUESTIONS TO ASK BEFORE HIRING A SPEAKER
by Tom Antion

1. Is the speaker's topic right for my audience?

2. Does the speaker have verifiable references?

3. Does the speaker have audio and/or video demonstration materials? These materials should show you what the speaker is like in front of an audience. Caution: Don't get hung up on the topical information on the demo tape. Remember that you are looking to see how the speaker or trainer works at the front of the room.

4. Does the speaker customize? To what level?

5. Is the speaker entertaining as well as informative?

6. Does the speaker do thorough pre-program research? Will the speaker be interviewing employees or members of the organization, or obtaining information about the organization and industry to prepare for the presentation?

7. Does the speaker provide handout masters and/or finished handouts? Often your organization's name, logo and particulars can be incorporated in the handout.

8. Does the speaker involve the audience? Depending on the type of presentation (is this a lecture or a training workshop?), the speaker should speak directly to the audience and encourage questions.

9. Does the speaker use only clean and appropriate humor? Off-color, racial, ethnic, gender or even slightly blue jokes or comments can turn your audience off in a heartbeat. Ask the speaker's references about this.

10. Does the speaker accommodate hearing and sight impaired audience members (i.e., Handouts in Braille, audio tapes, etc.)?

11. Is the speaker accessible to all attendees before and after the event? Make sure the speaker is willing to arrive early and stay for a while after the event. The audience will want to shake hands, ask questions, get autographs and ask about materials for sale. Tip: Always include a break after each speaker.

12. Does the speaker "hard sell" products from the platform?

13. Is the speaker's office responsive to requests for information? Will the speaker's bureau help you get answers to all of your questions?

14. Is the speaker easy to get along with (determined from references and personal conversations)? Does he or she make stringent demands? Is he or she willing to make last-minute adjustments?

15. What is the speaker's fee?

16. Is the speaker's fee negotiable? If yes, what do you have of value to give in return for a fee reduction? Possibilities might be a videotape master, list of attendees, testimonial letter, referrals, extra night accommodations, choice of time slot, choice of date, multiple performance contract, extra publicity, spouse airfare and meals, products or services.

17. Does the speaker offer any discounts on his or her fee (for certain geographical areas, resorts, time of year, nonprofit organization)?

18. Can the speaker fill more than one time slot, which will save money on hiring another speaker and paying additional travel costs?

19. What are the payment terms of the speaker's contract? Typically, a 50 percent deposit is required to hold a speaker's date.

20. Can you arrange to preview the speaker at nearby functions to get a clear picture of the speaker's delivery, manner, language and poise?

After all these questions have been answered to your satisfaction, the decision to hire or not should be much easier. Don't settle for someone who makes you uncomfortable—it's worth the time to do thorough research.

Direct questions or comments to: Tom Antion, Box 9558, Virginia Beach, VA 23450. Phone: (757) 431-1366; Outside Maryland, (800) 448-6280; Fax: (757) 431-2050; Email: orders@antion.com.

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ACHIEVEMENT AND IMPACT OF MISSION AND GOALS

Activities will be reviewed on a quarterly basis by MPA staff to determine whether they meet the Provider's mission of continuing education and goals as stated below. Metrics will be used as benchmarks to compare future year's analysis. MPA's goal is to achieve no less than 90 percent in any evaluation assessment. Any score of 80 percent or less will be evaluated by MPA's Education Task Force, who serves in an advisory capacity; as well as MPA staff and a corrective measure plan will be implemented. The Provider will review its mission of continuing education and goals on an annual basis and, if necessary, adjust the way in which activities are delivered to ensure the mission and goals are met.

The Mission of Continuing Education
The mission of MPA's pharmacy continuing education activities is to strengthen the professional competencies of pharmacists and pharmacy technicians, resulting in enhanced patient care outcomes and advancement of the profession of pharmacy within the health care system.

Goals of PCE Activities
- Activities will have a positive educational impact on pharmacy professionals.
- Pharmacy-relevant activities will be delivered in a nonbiased manner.
- Pharmacy professionals will implement new skills or relevant changes in their practice by utilizing educational content delivered through CPE activities.
- Activities will increase participants understanding of the topics.
- Activity participants will positively rate (Agree or Strongly Agee) each evaluation statement with a score of 90 percent or greater.

Activity Analysis
Hosting Organizations must provide the following information for every pharmacist and/or pharmacy technician- accredited activity that will assist in the determination of whether the activity met MPA's mission and goals of PCE activities. The information provided should be based on activity evaluation responses.

Activity Title: _____

ACPE Universal Activity Number: _____

Number of Pharmacist Participants: _____

Number of Pharmacy Technician Participants: _____

List Each Learning Objective	Number of Pharmacist Participants Who Indicated that the Learning Objective was Addressed by Marking "Yes" on the Evaluation	Number of Pharmacy Technician Participants Who Indicated that the Learning Objective was Addressed by Marking "Yes" on the Evaluation	Percentage of Total Responses Who Indicated that the Learning Objective was Addressed by Marking "Yes" on the Evaluation	Conclusion (To be completed by MPA)
Example Objective: Discuss new oral anti-cancer medications	10	2	100 percent *(Based on 12 total pharmacist and/or pharmacy technician responses)*	Achieved ☐ Yes ☐ No
				Achieved Yes ☐ No ☐
				Achieved Yes ☐ No ☐
				Achieved Yes ☐ No ☐
				Achieved Yes ☐ No ☐
				Achieved Yes ☐ No ☐
				Achieved Yes ☐ No ☐
				Achieved Yes ☐ No ☐
				Achieved Yes ☐ No ☐

Evaluation Question	Number of Pharmacist Participants Who Selected "Agree" or "Strongly Agree" on Activity Evaluation	Number of Pharmacy Technician Participants Who Selected "Agree" or "Strongly Agree" on Activity Evaluation	Percentage of Total Respondents Who Selected "Agree" or "Strongly Agree" on Activity Evaluation	Conclusion (To be completed by MPA)
Example: The activity increased my understanding of this area.	10	2	100 percent *(Based on 12 total pharmacist and/or pharmacy technician responses)*	Achieved ☐ Yes ☐ No
The activity increased my understanding of this area.				Achieved Yes ☐ No ☐
The activity met my educational needs.				Achieved Yes ☐ No ☐
The topic was relevant to my practice.				Achieved Yes ☐ No ☐
The activity format was conducive to learning.				Achieved Yes ☐ No ☐
The activity included effective learning assessment activities.				Achieved Yes ☐ No ☐
Learning assessment activities were appropriate.				Achieved Yes ☐ No ☐
The activity was free from bias.				Achieved Yes ☐ No ☐
The content was current.				Achieved Yes ☐ No ☐
The information provided will be useful in my practice.				Achieved Yes ☐ No ☐
Educational materials were useful.				Achieved Yes ☐ No ☐
Faculty was knowledgeable of the subject matter.				Achieved Yes ☐ No ☐
Faculty's communication and presentation skills were of good quality.				Achieved Yes ☐ No ☐

AGENDA EXAMPLE

MPA-Upper Peninsula Division Fall Seminar
Sept. 26-27, 2020

Intended Audience

This continuing education event was designed specifically for pharmacists, pharmacy technicians and student pharmacists.

Agenda

Sept. 26

8-9 a.m. – Opioid and Controlled Substance Training
ACPE Universal Activity #0112-9999-20-321-L08-P & #0112-9999-20-321-L08-T,
1.0 contact hour, Knowledge-based Activity; Initial Release Date: 9/26/20; Expiration Date: 9/26/23
Susan A. DeVuyst Miller, Pharm.D., associate professor, Ferris State University College of Pharmacy, Grand Rapids, Mich.
This activity meets substance awareness training requirements for pharmacists and pain management training requirements for pharmacists and pharmacy technicians.
Pharmacist and Pharmacy Technician Learning Objectives
At the end of this activity, participants should be able to discuss the use of opioids and other controlled substances, integration of treatment including alternative treatments for pain management, describe the stigma of addiction, explain the utilization of Michigan Automated Prescription System (MAPS), discuss counseling points on the effects and risks associated with opioids and other controlled substances, discuss state and federal laws regarding prescribing and dispensing controlled substances and discuss security features and proper disposal requirements for prescriptions.

9-10:30 a.m. – The Pulse of Pharmacy Education
ACPE Universal Activity #0112-9999-20-322-L04-P & #0112-9999-20-322-L04-T,
1.5 contact hours, Knowledge-based Activity; Initial Release Date: 9/26/20; Expiration Date: 9/26/23
Rodney A. Larson, R.Ph., Ph.D., assistant dean of academics and practice, Ferris State University College of Pharmacy, Big Rapids, Mich.
Pharmacist and Pharmacy Technician Learning Objectives
At the end of this activity, participants should be able to identify the key standards governing pharmacy education, identify key measures used to evaluate pharmacist training programs and describe current pharmacy workforce trends.

10:30-10:45 a.m. – Break

10:45 a.m.-12:15 p.m. – Opioid Addiction and Opioid Crisis
ACPE Universal Activity #0112-9999-20-323-L08-P & #0112-9999-20-323-L08-T,
1.5 contact hours, Knowledge-based Activity; Initial Release Date: 9/26/20; Expiration Date: 9/26/23
Kirk R. Klemme, Ph.D., addiction medicine and chronic pain management physician, Aspirus, Houghton, Mich.
This activity meets pain management training requirements for pharmacists and pharmacy technicians.
Pharmacist and Pharmacy Technician Learning Objectives
At the end of this activity, participants should be able to recognize the causes and impact of the opioid crisis and other addictions, provide a working definition of the disease of addiction and discuss the neurobiological mechanisms of addiction.

12:15-1 p.m. – Break

1-2:30 p.m. – Treating Patients with Mental Health Issues
ACPE Universal Activity #0112-9999-20-324-L05-P & #0112-9999-20-324-L05-T,
1.5 contact hours, Knowledge-based Activity; Initial Release Date: 9/26/20; Expiration Date: 9/26/23
Rebecca L. Jones, Pharm.D., pharmacist, Battle Creek VA Medical Center, Caledonia, Mich.
This activity meets patient safety training requirements for pharmacy technicians.
Pharmacist and Pharmacy Technician Learning Objectives
At the end of this activity, participants should be able to review the "potential" adverse effects of benzodiazepine use in various patient populations, review available literature regarding evidence based treatment strategies to reduce benzodiazepine use and discuss communication strategies with prescribers regarding the risks of benzodiazepine use and methods to reduce risk of benzodiazepine utilization.

2:30-4 p.m. – New Drugs Update: FDA Approvals for 2019-20
ACPE Universal Activity #0112-9999-20-325-L01-P & #0112-9999-20-325-L01-T,
1.5 contact hours, Knowledge-based Activity; Initial Release Date: 9/26/20; Expiration Date: 9/26/23
Timothy A. Jones, Pharm.D., clinical pharmacy specialist, Priority Health, Caledonia, Mich.
Pharmacist and Pharmacy Technician Learning Objectives
At the end of this activity, participants should be able to list the mechanism of action, pharmacological properties, route of administration, dosing schedule and dosing form for new drugs reviewed, discuss cautions, side effects, potential drug interactions and primary points of patient education for these drugs and describe their role in practice with existing medications used for the same indication when applicable.

8-9:30 a.m. – SARS-CoV-2 Virus and COVID-19 Illness

ACPE Universal Activity #0112-9999-20-326-L01-P & #0112-9999-20-326-L01-T,

1.5 contact hours, Knowledge-based Activity; Initial Release Date: 9/27/20; Expiration Date: 9/27/23

Kevin L. Piggott, MD, MPH, medical director, Marquette County Health Department, Negaunee, Mich.

Pharmacist and Pharmacy Technician Learning Objectives

At the end of this activity, participants should be able to describe the epidemiology, virology and prevention of SARS-CoV-2 infection, describe the clinical features and diagnosis of COVID-19 illness and describe current management and treatment of COVID-19 illness.

9:30-11 a.m. – 2020 Pharmacy Law Update and Ethics of CBD

ACPE Universal Activity #0112-9999-20-327-L03-P & #0112-9999-20-327-L03-T,

1.5 contact hours, Knowledge-based Activity; Initial Release Date: 9/27/20; Expiration Date: 9/27/23

Rosalie M. Baran, Pharm.D., Assistant Professor, Emeritus, Ferris State University College of Pharmacy, Haslett, Mich.

This activity meets pharmacy law training requirements for pharmacy technicians.

Pharmacist and Pharmacy Technician Learning Objectives

At the end of this activity, participants should be able to describe the changes made by Public Act No. 4 of 2020, the Allow Remote Pharmacies Act and other recent laws that impact pharmacy practice, discuss proposed law and rule changes and their potential impact on pharmacy practice and discuss ethical and legal considerations regarding cannabidoil (CBD).

11 a.m. – Meeting Adjourns

Registration and Webinar Access

This program will be delivered virtually through Zoom. Registrations will be accepted online at https://www.michiganpharmacists.org/education/20UPFall until 4 p.m. on Sept. 23, 2020. Instructions to access the virtual event will be emailed to registrants before 4 p.m. on Sept. 25.

<u>Rates</u>:

MPA/UP Division Pharmacist Member - $80

Pharmacist Nonmember - $170

MPA/UP Division Technician Member - $30

Technician Nonmember - $60

MPA/UP Division Student Pharmacist Member and Nonmember - $10

Refund Policy

Refunds will not be granted after registration has occurred.

Pharmacy Continuing Education Requirements

This activity is structured to meet knowledge-based educational needs. A knowledge-based activity acquires factual knowledge. Information in knowledge-based activities is based on evidence as accepted in the literature by the health care professions. Pharmacy continuing education (PCE) credit will be earned based on participation in this activity. Any individual who is more than 10 minutes late to an activity or leaves an activity early will not be granted PCE credit. This procedure will be strictly enforced, so please plan accordingly.

Participants must fully participate in the activity and complete an online activity evaluation and posttest questions, if received by presenters, with a passing score of 70 percent or greater before Oct. 12, 2020. Online evaluations and posttests will not be available for completion and requests to process credit will not be accepted after this date. See the program instruction sheet distributed during the activity for the online activity link. Credit will not be processed until the online evaluation and posttest has officially closed for response. Please allow MPA two weeks to grade posttests and process and upload credit to CPE Monitor after the evaluation and posttest has closed. NOTE: ACPE guidelines prohibit MPA from issuing credit more than 60 days after the activity for any reason; therefore, to avoid denial of credit, it is imperative that pharmacists and pharmacy technicians complete the online evaluation and posttest by the deadline indicated to allow sufficient time for processing. If all requirements are met, participants will receive pharmacy continuing education (PCE) credit through CPE Monitor, a national, collaborative effort by ACPE and the National Association of Boards of Pharmacy (NABP) to provide an electronic system for pharmacists and pharmacy technicians to track their completed PCE credits. MPA, as an ACPE-accredited provider, is required to report pharmacist and pharmacy technician PCE credit using this tracking system. Pharmacist and pharmacy technician participants must provide their NABP e-Profile identification number and date of birth (in MMDD format) when they complete activity evaluations. It will be the responsibility of the participant to provide the correct information. If this information is not correctly provided, NABP and ACPE prohibit MPA from issuing CPE credit. Online access to their inventory of completed credits will allow pharmacists and pharmacy technicians to easily monitor their compliance with CPE requirements and print statements of credit. Therefore, MPA will not provide printed statements of credit to pharmacists and pharmacy technicians. Partial credit will not be awarded. If you have yet to sign up for CPE Monitor, go to MyCPEMonitor.net.

Michigan Pharmacists Association is accredited by the Accreditation Council for Pharmacy Education (ACPE) as a provider of continuing pharmacy education.

Faculty Disclosure Statements

All speakers indicated that they do not have any conflicts of interest related to a commercial interest when delivering their presentations.

ACTIVITY OUTLINE, REFERENCES AND KEYPOINTS EXAMPLE

Educational materials must be offered for each PCE activity that will enhance participants' understanding of the content and foster application to pharmacy practice. In addition to a handout, each PCE activity must include an outline, references or key points (limited to one page). Examples of each are below.

Outline

1. Introduction/Establishing a Need
   a. Public Health Perspective
   b. Role of the Pharmacist

2. Pharmacotherapeutics/Patient Care
   a. Vaccine Basics
   b. Diseases and Vaccines
   c. Targeting and Screening
   d. Emergency Protocols
   e. Vaccine Administration Technique

3. Practice Issues
   a. Documentation and Record Keeping
   b. Vaccine Storage and Handling
   c. Legal and Liability Issues
   d. Marketing and Reimbursement

4. Cases

5. Final Exam

Key Points

- Types of Pain
  - Acute, chronic/persistent, cancer
- Non-Opioid Analgesics
  - Acetaminophen and non-steroidal anti-inflammatory drugs
- Tramadol
  - Central analgesic
- Opioid Analgesics
  - Morphine is a bench mark opioid.
  - Oral administration is most often the preferred route.

References

1. American Psychiatric Association, Diagnostic and statistical manual of mental disorders, 4th edition, Washington, D.C., 2000.
2. Thomason, J.W., Shintani, A., Peterson, J.F., et al., "Intensive care unit delirium is an independent predictor of longer hospital stay: a prospective analysis of 260 nonventilated patients," Critical Care, 9: R375 -R381, 2005.
3. Ely, E.W., Inouye, S.K., Bernard, G.R., Gordon, S., Francis, J., May, L., "Delirium in mechanically ventilated patients. Validity and reliability of the Confusion Assessment Method for the Intensive Care Unit (CAM-ICU)," Journal of the American Medical Association, 286: 2703 -2710, 2001.
4. McNicoll, L., Pisani, M.A., Zhang, Y., Ely, E.W., Siegel, M.D., Inouye, S.K., "Delirium in the intensive care unit: occurrence and clinical course in older patients," Journal of the American Geriatrics Society, 51: 591 -598, 2003.

Example B

MPA Presents Implicit Bias

Details

Setting: Live
When: Saturday September 17th, 9:30AM – 11:30 AM (**EDT**)
Target Audience: Pharmacist, Pharmacy Technician
Webinar: Details Provided Upon Registration

Available Credits

Audience Filters
Saturday, September 17th
9:30 - 11:30 AM (EDT)

Michigan Pharmacy Implicit Bias Training

2 Contact Hours
0112-0000-22-118-L04-P
Application
Pharmacist

Presented By:
Susan De-Vuyst Miller, PharmD

Associate Professor at Ferris State University, College of Pharmacy

Learning Objectives:
1. Describe implicit bias, how it is acquired, and how it affects our beliefs about others.
2. Explain how an individual health care provider's implicit biases could affect the quality of patient care provided and subsequent patient health outcomes.
3. Examine how implicit biases can lead to discrimination and health inequities among different patient populations.
4. Discuss strategies to identify, reflect on, and minimize implicit bias.

Michigan Pharmacy Implicit Bias Training

2 Contact Hours
0112-0000-22-118-L04-T
Application
Pharmacy Technician

Presented By:

Susan De-Vuyst Miller, PharmD

Associate Professor at Ferris State University, College of Pharmacy

Learning Objectives:
1. Describe implicit bias, how it is acquired, and how it affects our beliefs about others.

2. Explain how an individual health care provider's implicit biases could affect the quality of patient care provided and subsequent patient health outcomes.
3. Examine how implicit biases can lead to discrimination and health inequities among different patient populations.

Requirements

To receive credit you must participate and complete all the steps found in the "Complete Credit Requirements" link provided by the registration confirmation email.
After following the link, these steps will include:

Reviewing the course learning materials.
Confirming information provided on registration.
Claiming participation in applicable credits.
Completing all listed evaluations and quizzes.

Credit requirements must be completed within 60 days of the program activity date. Upon completion, credit will be transmitted electronically to the ACPE. All transmitted credit will be viewable in your CPE Monitor profile within 24 hours.

Accreditation Statement(s)

Michigan Pharmacists Association is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.
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