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Welcome
The University of Florida College of Pharmacy Office of Continuing Education is excited that you have been identified as faculty for an upcoming CE offering. You have been selected to serve as faculty based on an identified learning need, your therapeutic expertise and ability to share information which will contribute to the professional development of pharmacists and/or pharmacy technicians.

The Office of Continuing Pharmacy Education is accredited by the Accreditation Council for Pharmacy Education to provide CPE programs. This faculty guide will provide important instructions to you to ensure that you and the content developed are compliant with ACPE Standards and Policies.

Should you have any questions during the development of your content, please do not hesitate to reach out to our office.

Required Disclosures
ACPE requires that all CPE programs provide an in-depth presentation with fair and full disclosure and equitable balance. As such, as the faculty responsible for development of the learning activity, you are required to disclose all relevant financial relationships with any commercial interest.

ACPE defines a commercial interest as “any entity producing, marketing, re-selling, or distributing healthcare goods or services consumed by, or used on, patients”.

ACPE defines any relevant financials relationship as a financial relationship in any amount occurring within the past 12 months that creates a conflict of interest.

We ask that you complete the provided disclosure form and return to our office prior to beginning any work on content.

Failure to provide a completed disclosure form will disqualify you from being a faculty for the Office of Continuing Pharmacy Education. If you have nothing to disclose, you must still complete a disclosure stating nothing to disclose.

According to ACPE Standards and Policies and Procedures of the Office of Continuing Pharmacy Education:

- You must not accept any payment from a commercial interest for your involvement in this CPE activity.
- Use of generic names is preferred. However, if you choose to use brand names, you must also provide generic names directly beside.
- Educational materials should NOT contain commercial advertising, logos, or product-group messaging.
Developing Evidence-Based Presentations
The Office of Continuing Pharmacy Education requires that all material that is presented be evidence based. Data should be presented that is scientifically sound. When presenting off-label information or information gained through clinical experience, learners should be informed that data is off-label or from personal experience.

All data should be fully referenced. The Office of Continuing Pharmacy Education requires that individual slides be referenced when using power point. For written presentations, data should be referenced to the citation list at the end of the material.

Learning Best Practices
Refer to Section 2 and 3 ACPE Standards for Continuing Pharmacy Education when building your course content.

Learning Objectives
Learning objectives are required for each CPE activity. Learning objectives must be approved by the Office of Continuing Pharmacy Education. Learning objectives should state what the pharmacist and/or technician should be able to do at the completion of the learning activity. It is expected that learning objectives for pharmacists and technicians will be different as their professional responsibilities differ.

ACPE requires that objectives be:

- Specific and measurable
- Developed to specifically address the educational learning need
- Addressed by active learning
- Covered by a learning assessment

The type of learning objective you develop will be determined by the type of activity you are preparing (knowledge, application, or practice based). Knowledge based activities should choose verbs related to knowledge or comprehension domain only. Application and Practice based activities may choose verbs from any domain.
Suggested Verbs For CPE Activities By Domain

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

⚠️ Objectives may not be changed once approved by the Office of Continuing Pharmacy Education.

Supplemental

“Writing Learning Objectives” by the Center for Instructional Technology and Training: [http://citt.ufl.edu/tools/writing-learning-objectives/](http://citt.ufl.edu/tools/writing-learning-objectives/) references the following resources:

- UNC Charlotte’s Center for Teaching and Learning provides a list of **Best Practices**, including the following pages focused on **Goals and Objectives**:
  - Bloom’s Taxonomy of Educational Objectives,
  - Developing Objectives and Relating them to Assessment,
  - Objectives: Action Verbs with Examples,
  - Writing Objectives Using Bloom’s Taxonomy

Carnegie Mellon’s Eberly Center for Teaching Excellence and Educational Innovation offers [sample learning objectives](https://eberlycenter.cmu.edu/) for courses in the following areas:

- Engineering & Technology
- Fine Arts
- Humanities & Social Sciences
- Sciences
- Business
Active Learning

Faculty are required to incorporate active learning strategies into presentations in an effort to engage the learner. The type of learning activity should be chosen based on the type of activity you are preparing (knowledge, application, or practice based).

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Example Active Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Based</td>
<td>Poll questions; self-assessment: M/C, T/F</td>
</tr>
<tr>
<td>Application Based</td>
<td>Interactive patients cases</td>
</tr>
<tr>
<td>Practice Based</td>
<td>Didactic and demonstration of skill</td>
</tr>
</tbody>
</table>

Learning Assessments

ACPE required that each learning activity include a learning assessment to allow pharmacists and/or pharmacy technicians to assess their achievement of the learning objectives and learned content.

Depending on the presentation style, formal/and or informal techniques may be used. Informal techniques generally include participant discussion. Formal techniques include tests and quizzes and are typically individualized, written, and graded.

The office of continuing pharmacy education requires that home study use formal techniques. Live presentations may use informal or a combination of formal and informal.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Learning Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Based</td>
<td>Recall of Fact</td>
</tr>
<tr>
<td>Application Based</td>
<td>Case Studies that Address Application of Learned Principles</td>
</tr>
<tr>
<td>Practice Based</td>
<td>Formative and Summative Assessment and Demonstration of Skill</td>
</tr>
</tbody>
</table>

Examples of Activity Types

Knowledge Based

- Assigned reading/text
- Quiz questions that are based on recall of facts
  - Ex: Which of the following systolic and diastolic numbers signal prehypertension?

Application Based

- Learning about blood pressure guidelines – what constitutes as unhealthy or healthy blood pressure levels.
- Afterwards, asking them to identify via case studies which patient has unhealthy blood pressure levels and how they would suggest treating the patient.

Practice Based
• Role-playing during live events, or practicing procedures
• Ex: Monitor students as they practice taking blood pressure levels from peers or volunteer patients and suggest treatment plans.

Developing Quiz Questions

When developing test and quiz questions for a home study or live course please keep in mind the following best practices:

• Avoid repeating the same words in all of the options by moving the words to the body of the question
• There should only be one correct answer; avoid providing choices such as “all of the above”, “none of the above”, and “B and C”
• There should only be 4 choices available in the M/C format.
• Avoid use of negatives, “Which of the following is NOT…”
• Construct options that do not stand apart from each other because of written format

You should also write answer level feedback, explaining why each incorrect answer choice is incorrect. The feedback process is the best chance to improve student learning and enhance their skills. To be effective, feedback needs to be timely, encouraging, and carefully tailored to the student

<table>
<thead>
<tr>
<th>Great Example:</th>
<th>Poor Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What characteristic is relatively constant in mitochondrial genomes across species?</td>
<td>Mitochondria evolved from free-living bacteria that could carry our oxidative phosphorylation. What characteristic is relatively constant in mitochondrial genomes across species?</td>
</tr>
</tbody>
</table>
|    A. Content (i.e., types of genes)  
    B. Organization  
    C. Size  
    D. Color |    A. Mitochondrial genomes are relatively constant in content (i.e., types of genes)  
    B. Mitochondrial genomes are relatively constant in organization  
    C. Mitochondrial genomes are relatively constant in size  
    D. Both A and C |

Supplemental

For more question examples, see this Learning Solutions Magazine post, “The Thing about Multiple-Choice Tests ...” [https://www.learningsolutionsmag.com/articles/861/](https://www.learningsolutionsmag.com/articles/861/)
Please note that the Office of Continuing Pharmacy Education will provide learners with correct answers and answer level feedback to tests and quizzes.


Creating your Learning Material
Consider the following when developing PowerPoint presentations:

- All presentation should utilize the CPE PPT template
- The title of the presentation should match the title approved by the Office of Continuing Pharmacy Education
- Slide 2 should always be a disclosure slide and must be verbally presented
- Slide 3 should include the accreditation information
- Slide 4 should be the approved objectives. Objectives may not be changed once approved by the Office of Continuing Pharmacy Education

If using video in your presentation, save the video in a file outside of ppt in the event there is access issues

All learning material must be submitted to the Office of Continuing Pharmacy Education for approval prior to the learning activity. Please contact us for timeline details.

Copyright Infringement - Course materials must adhere to copyright laws. The University of Florida General Counsel’s office can provide specific information based upon individual use cases. General Copyright FAQ’s can be found at: www.generalcounsel.ufl.edu/faq/Copyright.pdf. If the instructor(s) would like assistance in gaining written permissions or licensing of copyrighted materials, please contact our office.

Day of Presentation – Live Events
Please plan to arrive at least 30 minutes prior to your scheduled presentation time. A representative from the Office of Continuing Pharmacy Education will be present to assist with day of activities. A microphone and computer will be provided with slides pre-loaded. Please also bring a copy of your slides on a flash drive. Should you require special audiovisual equipment please contact us in advance. Please check with our office to verify if internet connection will be made available.

Please note that the Office of Continuing Pharmacy Education may make learning material available to participants prior to the presentation. Learners may have the option to download to a personal device and/or print.
However, paper copies will not be provided by the Office of Continuing Pharmacy Education.

**PowerPoint Presentation Tips**

Reference: [http://video.pharmacy.ufl.edu/resources/preparing-for-your-lecture/](http://video.pharmacy.ufl.edu/resources/preparing-for-your-lecture/)

- Please use the CPE slide template (provided to you by CPE staff)
- Use bold, readable fonts that contrast with the background. Keep ADA requirements in mind. The template has ADA compliant formatting by default.
  - **Font size is 24 points at a minimum**
  - Do not use color as the only way to convey content.
  - Avoid distracting animation and automatic slide transitions
  - Avoid text heavy slides and incorporate tables and figures when possible
- Send your PowerPoint presentation in advance to cesupport@ahc.ufl.edu and bring a copy on a thumb drive.

**Slide Structure Examples**

### More Effective

**More effective**

- Show one point at a time
  - Helps to keep audience and presentation focused
- Write in point form, not complete sentences
- Include 4-5 points per slide
- Avoid wordiness; use key words and phrases only

### Less Effective
Less effective

• This slide contains way too many words for a presentation slide. It is not written in point form, making it difficult for both your audience to read and for you to present each point. Although there are exactly the same number of points on this slide as the previous slide, it looks much more complicated. In short, your audience will spend too much time trying to read this instead of listening to you.
Supplemental

From Microsoft Office, here are the elements of accessible (ADA) PowerPoint presentations: https://support.office.com/en-us/article/Make-your-PowerPoint-presentations-accessible-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25

Video Recording

Reference: http://video.pharmacy.ufl.edu/resources/preparing-for-your-lecture/

If you are a faculty member videoing your presentation for use in a home study course, you will be provided with a release form to sign prior to the recording.

- Bring water
- Practice your presentation out loud.
- Arrive about 15 minutes early for your appointment/presentation
- Wear appropriate clothing, noted below.

Clothing

Avoid

- Exceptionally saturated, bold colors
- Green (for green screen recordings)
- Pure whites and blacks
- Patterns, stripes, and polka dots
- Reflective clothing or jewelry

DO Wear

- Solid color garment with a neutral or subtle hue
- Clothing that has a place for the microphone to clip-on to, such as collared top
- An extra layer. The studio can be cold but warms up quickly under our lights. A light sweater or jacket will give you options.

After the Presentation

The Office of Continuing Pharmacy Education will summarize activity evaluations and provide to faculty.

Faculty may claim CPE credit for the activity once only. Please communicate with our office prior to the event if you wish to claim CPE credit.
Learners are encouraged to contact the Office of Continuing Pharmacy Education if they have questions related to content. Those questions will be forwarded to faculty. Please make every effort to follow-up in a timely manner.

Honorarium and reimbursement will be processed by the Office of Continuing Pharmacy Education consistent with previously agreed upon terms.