ACPE requirements and examples are provided below. Please contact the Continuing Education Administrator for assistance in completing the form.

DESCRIPTION OF NEEDS ASSESSMENT/GAP ANALYSIS:
A needs assessment or analysis of a knowledge/skills gap <u>must</u> be performed <u>prior</u> to planning the activity. Please describe your needs assessment process for this activity and provide documentation of the results when available. Methods for needs assessment include, but are not limited to: surveying your target audience, researching literature evidence, determining institutional requirements, meeting with experts in the field, etc.
A needs assessment must:
- Guide content development and delivery
- Identify specific gaps in knowledge/skills or areas for enhancement in pharmacists' competence
- Include representatives of intended audience to identify educational needs

Sample questions for determining topics include, but are not limited to:
1. What is the main issue you face?
- Making quality improvements
- Serving patients and performing medication therapy management
- Meeting requirements of new regulation
- Establishing efficient operations for your staff
- Using a new procedure or equipment
2. What are the key issues you are encountering in your institution and/or profession?
3. Describe a problem at your practice site and its significance.
4. What topics are you interested in and rank them in order of preference. (You can include a checklist of topics that you are considering)
5. What specific area would you like to learn about for your chosen topic(s)?
- Pathophysiology
- Pharmacology
- Treatment
- Monitoring
- Outcomes documentation
- Education/counseling
6. Use the following scale to indicate your level of knowledge for the listed topics:
1-No knowledge, skill, experience
2-Working knowledge, skill, experience
3-Mastery of knowledge, skill, experience

DESCRIPTION OF TARGET AUDIENCE:
The School only provides CPE activities for pharmacists. Please describe the specific pharmacist audience, such as preceptors, alumni, local area pharmacists, etc.

OVERALL GOALS FOR ACTIVITY:
A goal is a concise written statement of what this activity intends to achieve for pharmacy education and should address how it will assist pharmacists to maintain/enhance their professional competencies to practice. These may include, but are not limited to:
- Ensuring optimal medication therapy outcomes and patient safety
- Managing practice settings
- Satisfying educational requirements for pharmacist re-licensure

PROFESSIONAL COMPETENCIES TO BE ADDRESSED:
The foundations of pharmacy practice according to the Joint Commission of Pharmacy Practitioners state that pharmacists will develop and maintain:

- A commitment to care for and about patients
- An in-depth knowledge of medications and the biomedical, sociobehavioral and clinical sciences
- The ability to apply evidence-based therapeutic principles and guidelines, evolving sciences and emerging technologies, and relevant legal, ethical, social, cultural, economic and professional issues to contemporary pharmacy practice.

Each presenter <u>must</u> address at least one of the competencies below when developing the educational content. CPE must be applicable to the practice of pharmacy and develop and maintain pharmacists' proficiency in:
- Delivering patient-centered care
- Working as part of interdisciplinary teams
- Practicing evidence-based medicine
- Focusing on quality improvement
- Using information technology
- Precepting students/residents in practice knowledge/skills

IDENTIFICATION OF ACTIVITY TYPE:
<u>Knowledge-based</u>: Designed for audience to acquire factual knowledge, must be based on evidence as accepted in the literature, and must be at least 15 minutes in length.
<u>Application-based</u>: Designed for audience to apply the information learned in the timeframe allotted, must be based on evidence as accepted in the literature, and must be at least one hour (60 minutes) in length.

ACTIVITY LENGTH (hours):
One CEU = 0.10 x contact hours. CPE credit must only be calculated for the time required to present/complete educational content, excluding breaks and meals for live activities.

FACULTY PRESENTER(S):
Faculty must disclose all relevant financial relationships with any commercial interest and provide information regarding the evidence for the educational content. CPE activities must be independent of commercial interest and educational content must be evidence-based and presented with full disclosure and equitable balance. A Disclosure/Content Verification Form will be provided that <u>must</u> be submitted during the planning process prior to the release of the activity.

LEARNING OBJECTIVES:
Each objective must be:
- Specific and measurable (refer to chart below for appropriate verbs)
- Developed to specifically address identified educational needs for the intended audience
- Addressed by an active learning exercise
- Included in a learning assessment

Cognitive Domain (Bloom)	
Evaluation	To appraise, argue, assess, attach, choose compare, defend estimate, judge, 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.

TEACHING METHODS/LEARNER PARTICIPATION:

CPE activities <u>must</u> include active participation and involvement of the participant. Please describe the teaching methods and active learning exercises to be used, including how each objective will be addressed by an active learning component. Examples of active learning as they relate to learning objectives are listed below:

CPE Activity: KNOWLEDGE	
Bloom's Taxonomy	*Suggested Active Learning Techniques*

<u>Knowledge-type verbs</u>
  Define
  Repeat
  List
  Record
	Lecture
	Visuals
	Examples
	Illustrations
	Analogies

<u>Comprehension-type verbs</u>
  Discuss   Identify
  Describe   Translate
  Explain   Restate
  Recognize   Express
	Test/Assessment Questions
	Review Discussion
	Writing Report
	Presentations
	Matching questions/answers

CPE Activity: APPLICATION	
Bloom's Taxonomy	*Suggested Active Learning Techniques*

<u>Application-type verbs</u>
  Interpret   Demonstrate
  Apply   Illustrate
  Employ   Practice
  Use
	Role play
	Simulations
	Practice exercises
	Demonstrations
	Projects

<u>Analysis-type verbs</u>
  Distinguish
  Analyze
  Differentiate
  Calculate
  Compare
  Contrast
  Criticize
  Debate
  Diagram
	Case studies
	Problems
	Discussion
	Pro/con grids
	Application exercises

CPE Activity: APPLICATION (continued)	
Bloom's Taxonomy	*Suggested Active Learning Techniques*

<u>Synthesis-type verbs</u>
  Plan   Construct
  Compose   Create
  Design   Set up
  Propose   Organize
  Formulate   Prepare
  Arrange
	Problems
	Case studies
	Develop plans
	Simulations
	Projects

<u>Evaluation-type verbs</u>
  Judge   Select
  Evaluate   Choose
  Rate   Assess
  Compare   Estimate
  Revise   Measure
  Score
	Case studies
	Problem exercises
	Projects
	Critiques
	Simulations

EDUCATIONAL MATERIALS/ADDITIONAL RESOURCES:
Materials should serve as a guide to content and enhance participant understanding, provide additional sources of information, and include content and reference tools applicable to practice. Please identify how your content will be presented (PowerPoint, Word/PDF document, etc.) and also provide at least 2 additional resources for the participants to access after the activity for further knowledge (relevant websites, texts, journal articles, guidelines, etc.) ==**_Presentation materials must be submitted to the Continuing Education Administrator for review at least 2 weeks prior to the date of the activity._**==

LEARNING ASSESSMENT AND FEEDBACK METHODS:
Each learning objective must be covered by a learning assessment that allows participants to assess their achievement of the educational content. Assessment techniques should be consistent with learning objectives and activity type as depicted above. Completion of a learning assessment is _required_ for CPE credit and learners must also receive verbal or written feedback on the assessment. Please describe the learning assessment and assessment feedback techniques that will be used. Examples are suggested below.

Learning assessment can include informal techniques (participant discussions, Turning Point, questions embedded in educational content) and formal techniques (quizzes, pre-/post-tests).
- Knowledge-based: Must include assessment questions structured to determine recall of facts which require a single thought step and can be answered based on the educational materials. Examples include: multiple-choice tests, group discussion, fill-in-the-blank slides, etc. Feedback must include the correct responses to assessment questions and the rationale for the correct responses, including where the information is found in the presentation.
- Application-based: Must include assessments structured to address application of the principles learned and require multiple thought steps. Examples include: case studies, vignettes, observations, skills demonstrations, simulations, role-playing, etc. Feedback must include the correct evaluation of the assessment method, and the rationale for the correct evaluation, including where the information is found in the presentation.

METHOD OF PROMOTION:
Please describe how the promotional distribution will occur, to whom, when, and information that will be included in the promotion. Promotional documents _must_ include the information below, therefore, a template will be provided. **_The Continuing Education Administrator must review all promotional items prior to distribution._**
- Activity title
- Activity type
- Universal Activity Number (UAN)-provided after completion of planning form
- Date, time and location
- Amount of credit
- Educational goals
- Learning objectives
- Target audience
- Faculty member(s) and credentials
- Itinerary detailing educational and non-educational activities
- ACPE logo (provided after completion of planning form)
- Provider statement (provided after completion of planning form)
- Description of requirements for obtaining credit
- Statement of how and when statement of credit will be issued (participant information is now uploaded via CPE Monitor)
- Acknowledgement of financial support (if applicable)
- Initial release date and expiration date (for ongoing programs)
- Hardware, software, and internet requirements for online activities
- Confidentiality statement for online activities