



APPLICATION FOR ACCREDITATION (JOINT PROVIDER)

Guidance for Faculty

The Gap Analysis Chart, Activity Planning Chart, and Financial Relationship Disclosure Form are required components of the speaker agreement. Completing these forms first will assist in filling out the Speaker Agreement.

The **Gap Analysis Chart** identifies and documents both the educational need and the determination of the activity type. Please note: this form may have been completed by the activity planner and provided to you.

The **Activity Planning Chart** documents the linkage between the learning objectives, instructional methods, active learning activities (required), and assessments of learning.

[↓ Download Gap Analysis Chart](#)

[↓ Download Activity Planning Chart](#)

- [↓ Download Financial Relationship Disclosure Form For Planners, Faculty, And Others](#)

Faculty Information

First and Last Name: _____

Degree: _____

Other Degree: _____

Company/Pharmacy/Organization: _____

Address: _____

Email: _____

Cell Phone: _____

Requirements for CE Presenters

This agreement complies with the Accreditation Council for Pharmacy Education (ACPE) standards. Please submit this agreement, along with your introductory bio, photo and your Financial Relationship Disclosure Form within 10 days.

Presentation Information

The speaker agrees to provide a presentation in accordance with the learning objectives and course description for the webinar.

Please list presentation title and your name with credentials as you would like them in print:

Activity Description

Please provide a short (3-4 sentences) description of what identified educational needs this presentation will address for pharmacists and/or pharmacy technicians. How will your presentation lead to better business practices or patient care?

Contact Hours: _____

Topic Designators – activities are related to:

Which of these areas will your presentation address? (select only one)

- 01: Disease State Management/Drug Therapy** – activities that address drugs, drug therapy, and/or disease states.
- 02: HIV/AIDS** – activities that address therapeutic, social, ethical, or psychological issues related to the understanding and treatment of patients with HIV/AIDS
- 03: Law Related to Pharmacy Practice** – activities that address federal, state, or local laws and/or regulations affecting the practice of pharmacy.
- 04: Pharmacy Administration** – activities that address topics relevant to the practice of pharmacy that include the economic, social, administrative, and managerial aspects of pharmacy practice and health care.
- 05: Patient Safety** – activities that address topics relevant to the prevention of healthcare errors and the elimination or mitigation of patient injury caused by healthcare errors.
- 06: Immunizations** – activities related to the provision of immunizations, i.e., recommend immunization schedules, administration procedures, proper storage and disposal, and record keeping. This also includes review for appropriateness or contraindication and identifying and reporting adverse drug events and providing necessary first aid.
- 07: Compounding** – activities related to sterile, nonsterile, and hazardous drug compounding for humans and animals. This includes best practices and USP quality assurance standards, environmental testing and control, record keeping, error detection and reporting, and continuous quality improvement processes.
- 08: Opioids/Pain Management/Substance Use Disorder** – activities that address any component regarding the treatment and management of pain, including the prescribing, distribution and use of opioid medications, and/or the risks, symptoms, and treatment of opioid misuse/addiction.
- 09: Additional Topic Areas** – activities related to topics relevant to the practice of pharmacy not included in the classifications of the topic designators 01-08.

Learning Objectives:

Please list 3-4 learning objectives for each session.

- Objectives are written in behavioral terminology and should suggest specific and measurable outcomes for an activity's success or effectiveness. (Examples – Discuss, Describe, Identify, Compare, etc.)
- The following words should be avoided when writing learning objectives because they do not enable measurement:
Be familiar with, Be aware of, Comprehend, Conceive, Figure out, Grasp, Handle, Imagine, Know, Learn, Master, Realize, Remember, Think, Understand
- For more assistance in writing SMART learning objectives, please refer to [Bloom's Taxonomy for Writing Learning Objectives](#).
- Each Learning Objective should be specifically assessed by the presenter during LIVE presentation, and by a linked quiz question for enduring CPE activities.
- You will be evaluated by attendees based on the below objectives:

Target Audience*

If both pharmacists and pharmacy technicians are part of the target audience, the learning objectives should be appropriate for each profession, either through an appropriate shared set, or individual objectives for each group.

The same Learning Objectives are appropriate for both Pharmacists and Pharmacy Technicians

Pharmacists and Pharmacy Technicians will have separate sets of Learning Objectives

Guidance for Faculty

Learning Objectives should close the identified gap the current practice and desired practice from the Gap Analysis Chart

Developing the learning objective is centered on what the participant should be able to do at the end of the activity.

Learning objective = 2 parts: VERB + STEM

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

Stem: Outcome-based takeaway

Learning Objectives should:

- Describe observable learner action to be achieved upon activity completion
- Use measurable verbs which correspond to the activity type (see Bloom's taxonomy)
- Be supported by the activity content, with each learning objective address by **at least one** learning assessment
- Be achievable within the allotted time for the activity
- Address a **single** objective using only one action verb (i.e., not multiple outcomes included in one)
- Be listed in the **same** order that the content will appear in the educational activity
- Be appropriate for the designated teaching materials

Learning Objectives should **not**:

- Describe the faculty objectives for the purpose of instruction
- Use verbs that cannot be measured (e.g., know, understand, appreciate, etc.) or are not reflective of the activity type (e.g., "analyze" or "evaluate" for a knowledge-based activity)

Learning Objectives for Pharmacists

(Insert additional lines, if necessary)

At the conclusion of this activity, the pharmacist should be able to:

1. _____
2. _____
3. _____
4. _____

Learning Objectives for Pharmacy Technicians

(Insert additional lines, if necessary)

At the conclusion of this activity, the pharmacy technician should be able to:

1. _____
2. _____
3. _____
4. _____

Assessments of Learning:

Faculty must include learning assessments in each CPE activity for pharmacists and pharmacy technicians to assess their achievement of the learning objectives. A learning assessment objectively validates what learners can and cannot do. The provider may select formal or informal techniques for assessment of learning. Informal techniques typically involve participant discussions. Formal techniques, such as tests and quizzes, are typically individualized, written, and graded.

Knowledge-based CPE activities must include assessment activities structured to determine recall of facts. The attendee's achievement of each individual learning objective should be assessed by the presenter during LIVE presentation, and by a linked quiz question for CPE with a home study designation.

Which learning assessment component(s) do you plan to present?

- _____ Polls/Quizzes either embedded in the presentation or provided at the end of presentation
- _____ Group Discussion
- _____ Case Studies
- _____ Observations
- _____ Fill-in activities
- _____ Paired Practice (role playing)

Additional Educational Resources (required):

In addition to your PowerPoint presentation, please include **at least 2 additional sources** of educational materials to enhance participant understanding of content and foster applications to practice (e.g. reference tools useful in practice, literature studies, informational guidance, key presentation "take home" points, supplemental handouts, etc.)

Policy of Non-Commercialism

This joint provider maintains a policy of non-commercialism in accordance with the American College of Apothecaries, which is the accrediting continuing education provider. It is our policy that “Continuing pharmacy education activities should provide an in-depth presentation with fair, full disclosure as well as objectivity and balanced.”

Appropriate topics and learning activities shall be distinguished from those topics and learning activities that are promotional or appear to be intended for the purpose of endorsing either a specific commercial drug or other commercial product (as contrasted with the generic product/drug entity and its contents or the general therapeutic area that it addresses), or a specific commercial service (as contrasted with the general service area and/or the aspects or problems of professional practice that it addresses).

Conflict of Interest Disclosure and Equitable and Fair Balance Agreement

The American College of Apothecaries is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education and will be providing the accreditation for this educational activity. To help us maintain compliance with ACPE, please review the requirements below as well as the associated deadlines for submission.

As a speaker and/or continuing education faculty member, I will:

- a) Disclose all financial relationships that may affect the content of the educational activity being offered.
- b) Participate in the identification and mitigation of all conflicts of interest prior to the educational activity being delivered to learners.
- c) Ensure the content of the educational activity will give a balanced view of therapeutic options to promote improvements or quality in healthcare and not specific proprietary business interests of a commercial interest.

Guidance for Faculty

“Balanced view” means that recommendations or emphasis must fairly represent, and be based on, a reasonable view and valid interpretation of the information available in the subject and that no single product or service is over represented in the educational activity when other equal but competing products or services are available for inclusion.

We collect information from all planners, faculty, and others in control of educational content about all their financial relationships with ineligible companies within the prior 24 months. There is no minimum financial threshold; individuals must disclose all financial relationships, regardless of the amount, with ineligible companies. Individuals must disclose regardless of their view of the relevance of the relationship to educational activity.

Exception: Accredited providers do not need to identify, mitigate, or disclose relevant financial relationships for accredited education that is non-clinical, such as leadership or communication skills training.

____ I agree to supply this information

____ I have been informed that my presentation falls into the exemption above

Signed: _____

Date: _____