Guidelines For Presentation Development

ACPE Guidelines on Non-Commercialism and Conflict of Interest Declaration

- All continuing pharmacy education (CPE) programs should provide for an in-depth presentation with fair and full disclosure and equitable balance. Appropriate topics and learning activities shall be distinguished from topics and learning activities which are promotional or appear to be intended for purpose of endorsing either a specific commercial drug or other commercial product (as contrasted with the generic product/entity and its contents or the general therapeutic area it addresses), or a specific commercial service (as contrasted with the general service area and/or the aspects or problems of professional practice it addresses).
- Commercial interest is defined as any proprietary entity producing health care goods or services, with the exception of non-profit or government organizations and non-health care related companies.
- Presentations must give a balanced view of therapeutic options. Use of generic names will contribute to this impartiality. If the CPE educational material or content includes trade names, where available trade names from several companies should be used, not just trade names from a single company.
- An individual must disclose to learners any relevant financial relationship(s) prior to the beginning of the educational activity.
- Disclosure should be described in the slide presentation, usually the second slide (if live presentation) or in any handout.
- For an individual with no relevant financial relationship(s) the learners must be informed that no relevant financial relationship(s) exist.
- If there is a relevant financial relationship, the conflict must be resolved prior to the program.
- Disclosure due to a relationship with a commercial interest is required if both (a) the relationship is financial and occurred within the past 12 months and (b) the individual has the opportunity to affect the content of CPE about the products or services of that commercial interest.
- Financial relationships are those relationships in which the individual benefits by receiving salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (e.g. stocks, stock options or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial benefits are usually associated with roles such as employment, management position, independent contractor (including contracted research), consulting, speaking and teaching, membership on advisory committees or review panels, board membership, and other activities for which remuneration is received or expected.
- ACPE considers relationships of the person involved in the CPE activity to include financial relationships of a spouse or partner.
- All individuals involved in a program must sign a conflict of interest declaration, including those on a planning committee.
- Anyone who refuses to sign a conflict of interest declaration may not be involved in the program.
Criteria for Objectives

1. Educational goals and specific learning objectives should reflect the relationship of the program topic(s) or content to contemporary pharmacy practice.

2. Performance objectives must be *measurable* and *specific*.

3. Verbs for performance objectives must elicit or describe observable or measurable behaviors on the part of program participants.

4. Utilize verbs from the chart below when developing objectives. Do *not* use the verbs that are not measurable such as: know, understand, learn, grasp the significance of, become familiar with when developing objectives.

<table>
<thead>
<tr>
<th>Acquisition of Knowledge</th>
<th>Enhancement of Thinking Skills</th>
<th>Development of Psychomotor Skills</th>
<th>Changes in Attitudes, Values and/or Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify</td>
<td>To compare</td>
<td>To demonstrate</td>
<td>To challenge</td>
</tr>
<tr>
<td>To list</td>
<td>To contrast</td>
<td>To produce</td>
<td>To defend</td>
</tr>
<tr>
<td>To define</td>
<td>To catalogue</td>
<td>To assemble</td>
<td>To judge</td>
</tr>
<tr>
<td>To describe</td>
<td>To classify</td>
<td>To adjust</td>
<td>To question</td>
</tr>
<tr>
<td>To state</td>
<td>To evaluate</td>
<td>To install</td>
<td>To adopt</td>
</tr>
<tr>
<td>To prepare</td>
<td>To forecast</td>
<td>To operate</td>
<td>To advocate</td>
</tr>
<tr>
<td>To express</td>
<td>To formulate</td>
<td>To detect</td>
<td>To bargain</td>
</tr>
<tr>
<td>To categorize</td>
<td>To investigate</td>
<td>To locate</td>
<td>To cooperate</td>
</tr>
<tr>
<td>To chart</td>
<td>To modify</td>
<td>To isolate</td>
<td>To endorse</td>
</tr>
<tr>
<td>To rank</td>
<td>To organize</td>
<td>To arrange</td>
<td>To justify</td>
</tr>
<tr>
<td>To distinguish</td>
<td>To plan</td>
<td>To build</td>
<td>To persuade</td>
</tr>
<tr>
<td>To explain</td>
<td>To research</td>
<td>To conduct</td>
<td>To resolve</td>
</tr>
<tr>
<td>To outline</td>
<td>To translate</td>
<td>To check</td>
<td>To select</td>
</tr>
<tr>
<td>To inform</td>
<td>To differentiate</td>
<td>To manipulate</td>
<td>To dispute</td>
</tr>
<tr>
<td>To label</td>
<td>To analyze</td>
<td>To fix</td>
<td>To approve</td>
</tr>
<tr>
<td>To specify</td>
<td>To compute</td>
<td>To lay out</td>
<td>To choose</td>
</tr>
<tr>
<td>To tell</td>
<td>To devise</td>
<td>To perform</td>
<td>To express</td>
</tr>
</tbody>
</table>

Active Learning Techniques

According to educational research, adults learn best when there is interaction between the presenter and the learner, they participate in role-playing or when peer-to-peer dialogue takes place. Active participation encourages the audience to do more than passively listen to a lecture. Rather, participants are processing and applying knowledge gained during the lecture. Active participation requires the audience to talk, listen, and reflect on the material presented. The focus of education has shifted from how much you know to how you apply what you know.

Seven Characteristics of Adult Education

1. Have a learning environment where the learner feels safe and supported. They are allowed to express themselves to others, feeling acknowledged and respected.
2. Intellectual freedom and creativity are encouraged.
3. Faculty need to treat the learner as an intelligent, experienced adult. They need to be viewed as a “peer”, where their opinions are encouraged and listened to.
4. Self-directed learning is expected, where the student takes responsibility for what they learn. They work with the faculty to have specific programs designed to meet the needs they require to function to their fullest in their profession.
5. The learner must be challenged appropriately, so they are pushed just beyond their current ability. If they are pushed too far, they may give up, while if not pushed enough they will become bored and not learn anything.
6. Learners need to be actively involved, where they can talk and interact with each other, they can try out new ideas, and use exercises and experience to support facts and theory.
7. There needs to be feedback mechanisms for faculty to know what the learners say works best for them and to know what else the student wants to learn. The faculty needs to listen to the student and make changes according to this feedback.

Tips for Stimulating Learning

- Start the session with an overview of the content in the educational offering and why it’s of value to the participants; end with a summary of key points.

- Break up information into “mini-lectures” (e.g. 10-15 minutes or smaller) followed by examples with opportunities to discuss, practice or reflect.

- Prepare a variety of examples from different sensory domains to reinforce new information:
  - Verbal – anecdotes, cases
  - Still images – drawings, photographs
  - Moving images – animations, videos (not too much)
  - Tactile examples – medical devices, models

- Develop activities that require participants to relate the new information to their own practice or personal experience:
  - Give participants a few minutes to write or think of ways that they could change their practice with the new information.
  - Have participants solve cases that were based on their own needs (e.g., through needs assessments).
  - Ask participants to share relevant issues for discussion.

- Design activities to get the maximum number of participants as possible to respond:
  - Ask participants to write or solve a problem individually.
  - Ask questions and poll the participants through a show of hands.
  - Have participants discuss an issue or work with the person next to them.
  - When possible and educationally beneficial, have participants work in small groups.

2005 Accreditation Council for Pharmacy Education
**Activity Planning Instrument (for planning purposes only)**

**Directions:** Please complete this form by defining the learning objectives and providing documentation for how the program development process (instructional materials, learning methods and learning assessment) supports the program’s learning objectives. Please identify learning objectives for pharmacist and separate learning objectives for technicians.

<table>
<thead>
<tr>
<th>Program Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list the program’s learning objectives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>(A) What instructional materials were utilized to meet this objective? (i.e. outlines, slides, case studies, computer-assisted techniques, etc.)</th>
<th>(B) What active learning methods were utilized to meet this objective? Please indicate those methodologies that fostered active participation in learning (i.e. group-based learning, workshops, demonstrations, etc.)</th>
<th>(C) What learning assessment activities were utilized to enable participants to assess their achievement? (i.e. case studies, problem solving activities, post-tests, multiple choice questions, hands-on demonstration, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Explain the differences between NPH and regular insulin</td>
<td>Table listing the pharmacokinetic properties of the insulin agents</td>
<td>Two patient case study presentations</td>
<td>First case was assessed by participant individual and then group discussion. Second case was presented as the post-test with multiple choice responses.</td>
</tr>
</tbody>
</table>

1.  

2.  

3.  

4.  

5.  

**Program Type:**  
- **Knowledge Based**  
- **Application Based**  

**Learning Strategy:**  
- **Knowledge Based:** self-assessment questions: multiple choice or True/False  
- **Application Based:** Interactive cases or other skills-based exercises
Guidelines for Presentation Slides

What is my time frame?
- Consider that an average of 1-2 minutes per slide should be used.
- Do not use more than one topic per slide.

What text should I use?
- Use bullets, not numbers.
  - When using bullets, it implies there is no significant order.
  - Only use numbers to show rank or sequence.
- Each bullet should have 6 words or less.
- Each slide should have 6 lines or less.
- Keep font size and style easy to read.
  - Consider using sans serif font without curly feet.
  - Adhere to a minimum of 36 point for titles.
  - Use at least 24 point for body text.
  - Try to Avoid ALL CAPS.

Can I use transitions?
- Sure! If transitions are used, use only one transition for all slides. For example, try to keep sounds, graphics, and animations consistent.

Can I use graphics?
- Most cartoons, graphics and images are copyrighted!
- Sure! If you chose to use graphics, make sure those graphics add to the message of the slide.
- Ideally, graphics should face the middle of the slide and should not distract from the text of the slide.

Can I use animations?
- Sure! If you chose to use animation, use not more than three different effects on bulleted text.
  - Do no use animation effects on graphics copied from the internet.

Do I need to include any Conflict of Interest Declaration?
- Yes, this should be either on your 1st slide w/ title or on the 2nd slide.

Do I need references or a bibliography?
- Yes, references should be numbered consecutively in the order in which they are first mentioned in the presentation or text.
- Use an acceptable reference format such as those of the American Medical Association or the National Library of Medicine.
- Please refer to *supplemental documents for further referencing info.

What else?
- Always proofread!
- Introduce yourself to the moderator prior to your presentation
- **Stay on time.** Work with your moderator to keep track of time. **Repeat questions asked by the audience**
*Supplemental Citation and Referencing Guidelines*  
AMA

ACPE does not permit the use of company logos on every slide of a presentation.  
REMEMBER: Most cartoons, graphics and images downloaded from the WEB are copyrighted.

Sample references below conform to the style specified.

**Print Journals**

Author(s). Article title. *Journal Name*. Year;volume:inclusive page numbers.  
Names of Journals—Journal names are always abbreviated and italicized. Initial letters are capitalized. If you're unsure how to abbreviate a journal title, consult previous issues of *American Journal of Public Health* or the National Library of Medicine's List of Journals Indexed in Index Medicus.  
Example 1:  
Example 2:  

**Reference to Books**

Author(s). Title of book and subtitle (if any). Volume number and volume title (when there is more than 1 volume). Edition number (do not indicate first edition). Place of publication: Name of publisher; Year of copyright.  
Referencing an entire book—  
Example:  
Referencing a chapter in a book— Capitalize the chapter title as you would a journal article's title (sentence style). Do not use quotation marks, but do give the chapter's inclusive page numbers (separated by an en-dash).  
Example:  

**Editors**—Names of editors, translators, translator-editors, or executive and section editors are given.  
Example 1: single editor  
Example 2: translator-editor  
Example 3: multiple editors:  

**Reference to a Web Site**

Example 1:  
Example 2:  

**Paper Presented at a Meeting**
Example:

Law/Statutes
If you wish to cite a law that was enacted by the US Congress and therefore contained in the US Code (USC), use the following format in this order:
1. Official name of the act.
2. Title/chapter number.
3. Abbreviation of the code.
4. Section number (designated by §).
5. Date of code edition.
Citing state statutes varies by state. The Bluebook: A Uniform System of Citation contains examples from each state.
Example 1
Section 222 of Florida Statues: Fla Stat §222.
Example 2
Section 100 of Revised Code of Washington: Wash Rev Code §100

For a more detailed explanation of the American Medical Association style, see Chapter 2 of American Medical Association Manual of Style 9th Edition.
The sample references below conform to the style specified.

**Articles in Journals**

1. **Standard journal article**
   - List the first six authors followed by et al.

   Vega KJ, Pina I, Krevsky B. Heart transplantation is associated with an increased risk for pancreatobiliary disease. 

   As an option, if a journal carries continuous pagination throughout a volume (as many medical journals do) the month and issue number may be omitted.

   Vega KJ, Pina I, Krevsky B. Heart transplantation is associated with an increased risk for pancreatobiliary disease. 

   More than six authors:

2. **Organization as author**

3. **No author given**

4. **Volume with supplement**

5. **Issue with supplement**

6. **Volume with part**

7. **Issue with part**

8. **Type of article indicated as needed**

**Books and Other Monographs**

1. **Personal author(s)**

2. Editor(s), compiler(s) as author

3. Organization as author and publisher


5. Conference proceedings

6. Conference paper

Other Published Material
1. Newspaper article

2. Dictionary and similar references

Unpublished Material
1. In press

Electronic Material
1. Journal article in electronic format

2. Monograph in electronic format