



ST. JOHN'S
UNIVERSITY

College of Pharmacy
and Health Sciences

Continuing Education Speaker Guidance

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CONTINUING EDUCATION

What is Continuing Education?

Continuing education for the profession of pharmacy is a structured educational activity designed or intended to support the continuing professional development of pharmacists and/or pharmacy technicians to maintain and enhance their competence. Continuing pharmacy education (CPE) should promote problem-solving and critical thinking and be applicable to the practice of pharmacy.

What does “applicable to the practice of pharmacy mean?”

In general, for guidance in organizing and developing CPE activity content, providers should ensure pharmacists develop and maintain proficiency in six core areas:

1. delivering patient-centered care
2. working as part of interprofessional teams
3. practicing evidence-based medicine
4. focusing on quality improvement
5. using information technology, and
6. developing and maintaining safe and effective medication use processes

Continuing Education Procedure for Accreditation of Presentations:

Please note the following instructions regarding our process:

1. CE Request Form: Must be completed at least **FOUR WEEKS** prior to presentation date. We will need the following information which will be in the [CE Request Form](#).
 - Final presentation title
 - Gap Analysis/Needs Assessment
 - Learning objectives (DO NOT USE VERBS “UNDERSTAND,” “RECOGNIZE,” or “KNOW”)
 - CV or biographical information sketch
 - Conflict of interest disclosure forms (also required from any others contributing/advising on presentation content). All can be found at the website link above as well as below:

[Speaker Financial Relationship Form](#)

[Speaker Non Commercialism Form](#)

2. **2 WEEKS PRIOR** to presentation, please forward me the following via email:



- PowerPoint slides with appropriate disclosure slide included
 - Handout (if different from slides)
 - Any other educational materials you wish to distribute to participants
 - Headshot with short bio
 - 3-5 assessment questions with 4 answer choices and key.
3. Upon receipt of the presentation slides, I will review them and reply to your email with a link for attendees to claim credit and claim code to share with participants after your presentation. We ask that you add this code to the last slide in your presentation. Once the review is complete, a UAN will be issued and sent to you.
 4. Our learning management system, Lecture Panda will house your slides, program and speaker evaluations and assessment questions as well as your bio.
 5. Fees: The fee for CE accreditation is based on number of hours of the presentation and number of participants (registrants). See attached fee schedule. An invoice will be sent after the program takes place. If the number of participants exceeds the initial estimate indicated on the CE request, additional fees will apply based upon the attendance tier on our fee schedule.
 6. Letter of Agreement: All joint providers will be required to have a letter of agreement signed by their institution and St. John's University before any programs can be accredited.

Please review this document for information on how to prepare a high-quality CPE activity. The information in this document conforms to ACPE standards. If you have questions, visit [CPHS-Continuing Education](#) or email: PharmacyCE@stjohns.edu



LEGAL REQUIREMENTS



Your presentation must comply with ACPE requirements, avoid commercial bias, and respect copyright law.

Announcement Materials

The official ACPE logo with the statement below must be included on any activity announcement materials.



St. John's University College of Pharmacy and Health Sciences is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.

The following additional information items must also be included in all announcement materials (e.g. flyers, social media announcement, brochures etc.)

- Learning objectives
- Type of activity (knowledge, application or certificate program)
- Target audience
- Faculty member(s), name(s), degree, title/position
- Schedule of educational activities
- Activity fees
- ACPE UAN Number
- Appropriate target audience designation (P)
- Full description of requirements for successful completion of program
- Acknowledgements of any financial support from organizations
- For home study: initial release and expiration date
- For virtual CE activities: access to system requirements
 1. The Internet browser(s) supported and minimum versions of each required by the learner to complete the online activity.
 2. The minimum memory, storage, processor, and internet speeds require by the learner to complete the online activity.



Copyright

Use only images, graphics, or other media that you've obtained permission to use. If you've obtained permission to use a copyrighted work as part of the presentation, include a brief statement to that effect as a caption to that image. For example, "Chart included courtesy of XXXX."

For images that are in the public domain or available under a Creative Commons license, include a caption such as "Image available under a Creative Commons license."

Disclosures

Presentations must be independent and free from commercial bias or promotions. Speakers must complete the Financial Relationship Disclosure form as well as the Non-Commercial Agreement PRIOR to the activity. The purpose of the disclosure is to identify any financial relationship relevant to your presentation. All presentation content must meet all accreditation requirements before delivery.

If a relevant financial relationship is identified, the provider will review and determine how the relationship can be mitigated.

All speakers must complete Financial Disclosure Forms and Non-Commercial Form.

Disclosure Slide: Must be included in all presentations!

ST. JOHN'S UNIVERSITY

Disclosure

Relevant Financial Relationships
List Company Name and type of financial relationship
-or-
None

Off-Label Investigational Uses
Mfr/Provider and Product/Devices
-or-
None



GAP ANALYSIS AND NEEDS ASSESSMENT

An identified knowledge, skill, and/or practice gap should guide content development and delivery for all accredited CPE activities. Such gaps may include legislation change, evaluation from a regulatory or accrediting body (i.e., Joint Commission), release of new or updated evidence-based treatment guidelines, self-report from practitioners, etc. It is not sufficient to demonstrate that learners have requested that a particular topic be addressed. Program planners must document a gap between the desired knowledge, skill, and/or practice and the current knowledge, skill, and/or practice. The Activity Type should align with the type of gap that has been identified: a knowledge gap should be addressed with a knowledge-based activity, a skills gap should be addressed with an application-based activity, and a practice gap should be addressed with a certificate program.

What are the different activity types?

Activity Type	Minimum amount of credit	Activity Purpose
Knowledge	15 min (0.25 contact hour)	Transmits knowledge (ie., facts)
Application	60 min (1 contact hour)	Apply information learned
Certificate Program	8 contact hours	Instill, expand, or enhance practice competencies

* All information must be based on evidence as accepted in the literature by the health care professions

LEARNING OBJECTIVES



Make sure your learning objectives use Bloom Taxonomy verbs that match the type of activity!

Designing Effective Learning Objectives

The learning objectives for the activity should directly address the educational need identified in the previous section. They should be specific, measurable, and learner centric.

Learning objectives must be suitable to the activity type. Consider using the suggested verbs below based on the activity type selected. See also: [Blooms Taxonomy Verbs](#)

Knowledge-Based Activity

These CPE activities are primarily constructed to transmit knowledge (i.e., facts). The facts must be based on

Application-Based Activity

These CPE 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.



evidence as accepted in the literature by the health care professions.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Classify	Apply	Analyze	Arrange	Assess
Define	Describe	Demonstrate	Calculate	Compose	Choose
Label	Discuss	Employ	Compare	Construct	Compare
List	Explain	Illustrate	Contrast	Create	Decide
Match	Express	Interpret	Criticize	Design	Defend
Name	Identify	Operate	Debate	Formulate	Evaluate
Recall	Locate	Practice	Diagram	Organize	Estimate
Record	Outline	Produce	Differentiate	Plan	Judge
Repeat	Recognize	Schedule	Discriminate	Prepare	Measure
Select	Report	Show	Distinguish	Propose	Predict
State	Restate	Solve	Examine	Set up	Rate
	Review	Use	Interpret		Recommend
	Summarize		Investigate		Revise
	Translate		Research		Score
			Test		Select

Knowledge-Based Activity

Application-Based Activity

Sample Learning Objectives:

1. **List** risks associated with opioid use.
2. **Describe** fast and slow decision making.
3. **Identify** look-alike-sound-alike medications.

Sample Learning Objectives:

1. **Apply** recent guideline recommendations for blood pressure goals and thresholds to the management of essential hypertension.
2. **Assess** patients for adverse drug effects associated with the use of proton pump inhibitors.
3. **Distinguish** between hypertensive urgency versus emergency.

As you design learning objectives for the activity, consider the following strategies to foster diversity, equity and inclusion:

- Incorporate age, geographic location, ethnicity, race, appearance, disability, gender, sexual orientation, language, literacy, level of education, religion, socioeconomic status, living conditions, and other relevant social determinants of health in teaching and learning methods.



- Engage learners to understand, respect, and value perceptions, background, knowledge, and expertise that come from different health professions.
- Educate learners on where there are health disparities in their communities and how pharmacists can serve these populations. Identify and discuss steps to change a situation for the better.

ASSESSMENT OF LEARNING OBJECTIVES AND ACTIVE LEARNING TECHNIQUES



How will you know that your objectives were met?

- engage learners by incorporating appropriate active learning strategies in the presentation
- assess learner comprehension and notify learners of their performance on the assessment

Each learning objective must be paired with an appropriate learning assessment (with feedback) and active learning technique to be used during the activity to foster active participation and evaluate whether the learning objective has been achieved.

Learning Assessment and feedback should be appropriate to the activity type:

	Knowledge-Based Activity	Application-Based Activity
Assessment of Learning	Knowledge-based CPE activities must include assessment questions to determine recall of facts.	Application-based CPE activities must include case studies structured to address application of the principles learned.
Assessment Feedback	Feedback should include the correct response to questions and the rationale for the correct response.	Feedback should include the correct evaluation of case studies and the rationale for the correct response.

A variety of techniques should be used in each activity. Suggested active learning techniques include:

Knowledge Based Activity			Application-Based Activity		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Lecture	Review	Role play	Case studies	Problems	Case studies
Visuals	Writing	Simulations	Problems	Case studies	Problems
Examples	Presentations	Practice exercises	Discussion	Develop plans	Projects
Illustrations	Matching questions/	Demonstrations	Pro/con grids	Simulations	Critiques



3. Ensure font size is large enough to be seen at the back of a large room (at least 30 font)
4. Include references to published materials on the slide
5. Avoid using “fly-ins” or similar actions on every slide, excessive use of these detracts from the content of the presentation

Use Color for Emphasis

1. Use black or dark letters on a light background
2. Avoid graduated tones or elaborate shading
3. Do not use color combinations that clash (e.g., yellow/red; blue/orange, purple/yellow)

Use Simple Illustrations and Figures

1. Limit each slide to one idea or image
2. Illustrations must be large enough to be easily read and recognized
3. Drawings, charts, tables, and graphs should be simple and contain essential details only

Engage Audience

1. Talk to the audience, not to the screen
2. Timing is key – it takes 30-60 seconds to view a slide, plan for a maximum of 2 minutes viewing time per slide (no more than 4 slides, every 5 minutes); having too many slides frustrates the audience and makes the presentation feel rushed
3. Include active-learning techniques throughout the presentation; can use audience response polling systems like <https://www.slido.com/> or <https://www.polleverywhere.com/>

ACPE ARTIFICIAL INTELLIGENCE GUIDANCE

Using AI tools for research/preparation is a great option for many reasons. However, you still need to evaluate the information received from AI tools. This includes articles, books, book chapters, or other resources “found” by a tool like ChatGPT, Gemini, Claude, Perplexity and CoPilot. It is known that these AI tools can “hallucinate” sources when asked to “cite their sources” by a user; in other words, the chatbot will create fake references. It is the responsibility of the faculty to fact-check the cited sources. It is expected that AI use is appropriately cited.

If faculty use AI in the development of educational content for a CE activity, it is strongly suggested to disclose:

- The name of the AI application
- The purpose for which the faculty used the AI application
- The version of the AI application
- The date the AI application was used.
- This information should be disclosed to learners.
- AI may analyze data to find trends.



- Data collected via AI must comply with relevant data protection regulations, it should also be anonymized where needed.
- Data retention should follow best practices / legal requirements.

PRESENTATION REVIEW

The table below will be used to assess presentations submitted as part of a proposed learning activity. These items are required by ACPE.

ITEMS FOR REVIEW	STATUS
Speaker disclosure slide	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
List of objectives	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
Stated learning objectives were met	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
The activity is evidence based <input type="checkbox"/> References are current and appropriate <input type="checkbox"/> References are used throughout	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
Activity is free of commercial bias	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
Presentation is well organized with concepts clearly explained	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
Grammar/spelling	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
Slide layout/visual appeal	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
The number of slides are appropriate for allotted presentation time (usually 1-2 min per slide)	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
Images/graphics are free of copyright issues or cited appropriately	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
All brand names are accompanied by generic drug names	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required



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2-3 active learning questions included in presentation (could be cases, polling questions, quiz)	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required
Presentation meets requirement of activity type	<input type="checkbox"/> No changes necessary <input type="checkbox"/> Revisions suggested <input type="checkbox"/> Revisions required