ACPE Standards for Continuing Pharmacy Education

Standards Road Map

Section I: Content
- Standard 3: CPE Activities
- Standard 4: CPE Activity Objectives

Section II: Delivery
Section III: Assessment
Section IV: Evaluation

ACPE Standards for CPE

Standard 3: CPE Activities
Standard 4: CPE Activity Objectives

1. Explain the differences between CPE activity types.
2. Describe the elements of a specific and measurable learning objective.
3. Correlate learning objectives to activity type.
4. Practice using ACPE’s evaluation tool (i.e. Rubric) for Standards 3 and 4.

Recap...From Mission to Needs Assessment
Standards for Continuing Pharmacy Education

Standard 3: CPE Activities

- CPE activities are categorized into three types: knowledge, application, and practice
- CPE activities should be consistent with the provider’s mission and appropriate to meet the identified pharmacist and/or pharmacy technician needs
- Providers are encouraged to guide pharmacists and technicians to the best combination of CPE activities to meet their practice needs
- Minimum credit
  - Knowledge: 15 minutes (0.25 contact hour)
  - Application: 1 contact hour
  - Practice: 15 contact hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Purpose</th>
<th>Objectives</th>
<th>Learning Assessment</th>
<th>Assessment Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Transmit knowledge</td>
<td>Define, list, describe, identify</td>
<td>Questions, recall of facts</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Apply information learned in timeframe allotted</td>
<td>Apply, calculate, compare, analyze, differentiate, relate</td>
<td>Case studies, application of principles</td>
<td>Must be provided to all learners</td>
</tr>
<tr>
<td>Practice (previously Certificate Programs)</td>
<td>Instill skills, behaviors to enhance practice competencies</td>
<td>Plan, design, measure, prepare, demonstrate</td>
<td>Demonstration, simulation</td>
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Standards for Continuing Pharmacy Education

Standard 4: CPE Activity Objectives

- The provider must develop objectives for each CPE activity that define what the learner should be able to do at the completion of the activity
- Objectives must be:
  - Specific and measurable
  - Developed to specifically address the identified educational need (Standard 2)
  - Addressed by an active learning activity (Standard 7)
  - Covered by a learning assessment (Standard 9)

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CPE Activity Objectives

The learning objective is a clear statement linking the identified need with the anticipated results (outcome).

**Learning objective = 2 parts: Verb + Stem**

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

**Stem:** Outcome-based take away

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Bloom’s Taxonomy, 2000

Relative to taxonomies of learning, CPE activities progress through continuum of learning: Knowledge → Application → Practice

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CPE Activity Objectives

Do

• Describe observable learner action to be achieved upon activity completion
• Use measurable verbs which correlate to activity type (i.e. K, A, P)
• Design objectives that are supported by activity content and addressed by learning assessment

Don’t

• Describe faculty objectives for purpose of instruction
• Use verbs that cannot be measured (i.e. know, understand, appreciate) or are not reflective of activity type
• Design objectives that are insufficiently addressed by content and learning assessment

CPE Activity Objectives Example

Need:
• Improved behavior management in patients with dementia

Objectives:
• Design a treatment strategy based on nationally published guidelines that improve behavior management in patients with dementia
• Identify an appropriate treatment option based on NIH guidelines for mood stabilization of a patient with dementia
CPE Activity Objectives

Objectives should be consistent with professional competencies of target audience (i.e. scope of practice)

Example:
• List types of antibiotics used in the treatment of sepsis
• Devise a treatment strategy for empiric antimicrobial management in an adult patient with sepsis who presents from the community.

Standards for Continuing Pharmacy Education: Knowledge-Based Activity Example

• Target audience: pharmacists and technicians in community setting
• Educational Need: Per CDC, newly diagnosed diabetes has more than tripled between 1980-2010; need to know the differences in types of diabetes
• CPE Activity: 15-minute internet-based activity that describes the three types of diabetes (Type 1, Type 2, and gestational diabetes) in a structured FAQ format.
• Objectives: 1) State the age of onset for each type of diabetes, 2) Identify the risk factors for each type of diabetes
Activities Structured by Type for Pharmacists

• Target audience: Hospital-based pharmacists
• Educational Need: Hospital has adopted new policies, procedures, and standardized protocol for insulin administration.
• CPE Activity: 60-minute live activity that differentiates the types of insulin as well as establishes therapeutic goals for hospitalized patients.
• Objectives: 1) Compare the onset, peak, and duration of activity based on insulin type, 2) Analyze a patient’s blood glucose results to identify needed changes in the diabetes management plan.

Standards for Continuing Pharmacy Education:
Application-Based Activity Example

- Target audience: Hospital-based pharmacists
- Educational Need: Hospital has adopted new policies, procedures, and standardized protocol for insulin administration.
- CPE Activity: 60-minute live activity that differentiates the types of insulin as well as establishes therapeutic goals for hospitalized patients.
- Objectives: 1) Compare the onset, peak, and duration of activity based on insulin type, 2) Analyze a patient’s blood glucose results to identify needed changes in the diabetes management plan.

Standards for Continuing Pharmacy Education:
Standard 3: Application-Based Activity Example

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<th>Need</th>
<th>Objective</th>
<th>Standard</th>
<th>Activity</th>
<th>Note</th>
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</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
<td>Understand the pathophysiology of diabetes and how insulin therapy can be used to control blood glucose.</td>
<td>Patient must be able to identify the pathophysiology of diabetes and how insulin therapy can be used to control blood glucose.</td>
<td>Activity</td>
<td>Needs Improvement or Additional Docs Required</td>
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<td>2)</td>
<td></td>
<td>Apply the information learned in the allotted timeframe.</td>
<td>Activity must be able to apply the information learned in the allotted timeframe.</td>
<td>Activity</td>
<td>Needs Improvement or Additional Docs Required</td>
</tr>
<tr>
<td>3)</td>
<td></td>
<td>Demonstrate patient education skills.</td>
<td>Activity must be able to demonstrate patient education skills.</td>
<td>Activity</td>
<td>Needs Improvement or Additional Docs Required</td>
</tr>
</tbody>
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Standards for Continuing Pharmacy Education:
Practice-Based Activity Example

- Target audience: Community pharmacists
- Educational Need: A state adopted legislation to allow pharmacists to immunize patients. The regulations included that the pharmacists must document the number of patients, type of immunizations administered, and any side effects. A survey of community pharmacies indicates that 75% of the pharmacies are not equipped with the infrastructure to administer immunizations.
- CPE Activity: 5-hour live seminar activity that reviews the various immunizations and the Centers for Disease Control and Prevention guidelines for immunization practices; 10-hour practicum on the technique to administer immunizations and documentation. Practicum will include establishment of services in the learner’s pharmacy.
- Objective: Establish a pharmacy-based immunization service.
Standards for Continuing Pharmacy Education:

Standard 3: Practice-Based Activity Example

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<tr>
<th>Educational Need</th>
<th>Current Best Practice</th>
<th>Educational Gap</th>
<th>Learning Objectives</th>
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<tr>
<td>Increased knowledge on the mechanism of action of different pain conditions and the role of pharmacology in pain management</td>
<td>Drugs are frequently prescribed for pain; multiple pharmacotherapeutic modalities exist to treat various types of pain</td>
<td>Pharmacists may not adequately understand differences between pain conditions when assessing therapeutic options; recognize differences between nociceptive and neuropathic pain</td>
<td>Identify the elements of effective patient educational materials; counsel a patient on his pain medication</td>
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<td>Improved implementation of practice strategies for effective treatment plans and improves patient outcomes</td>
<td>Clinicians must differentiate pain etiology and concomitant therapies to maximize pharmacologic and non-pharmacologic treatment</td>
<td>Pharmacists need to design a treatment plan for a given patient that includes assessment, treatment recommendations, documentation, evaluation of outcomes; incorporate effective patient educational interventions in the management of chronic pain</td>
<td>Identify the elements of effective patient educational materials; counsel a patient on his pain medication</td>
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<td>Increased understanding of the value of patient education as part of an effective treatment plan</td>
<td>Patients need to apply strategies for effective treatment plans that include assessment, documentation, and evaluation of outcomes</td>
<td>Pharmacists need to incorporate effective patient educational interventions in the management of chronic pain</td>
<td>Identify the elements of effective patient educational materials; counsel a patient on his pain medication</td>
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Developing Objectives to Address Educational Need

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Objectives Addressed by Active Learning and Assessment

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<tr>
<th>Learning Objectives</th>
<th>Active Learning Strategies</th>
<th>Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the elements of effective patient educational materials; counsel a patient on his pain medication</td>
<td>Polling questions; role-play demonstrating effective patient counseling techniques</td>
<td>Post-test questions addressing objectives through recall and patient care scenario</td>
</tr>
<tr>
<td>Design a treatment plan for a given patient that includes assessment, treatment recommendations, documentation, and outcome evaluation</td>
<td>Patient case embedded in activity with discussion and feedback</td>
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<tr>
<td>Compare analgesic and adjutant therapies</td>
<td>Polling questions via Audience Response System (ARS)</td>
<td>Post-test questions addressing objectives through patient case scenarios</td>
</tr>
<tr>
<td>Recognize differences between nociceptive and neuropathic pain</td>
<td>Patient case embedded in activity with discussion and feedback</td>
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Standard 3 and Standard 4 Exercise
Part I

Please complete the following exercise:

Review the learning objectives on the next slide and identify whether each has been written in a specific and measurable format.

CPE Activity Objectives - Exercise

Which of the following would be considered appropriate (specific and measurable) versus inappropriate learning objectives?

• Develop an appreciation for the challenges of conducting clinical trials in pediatric patients with major depressive disorder.
• Compare chemotherapy regimens for recurrent ovarian cancer with regard to efficacy and safety.
• Be aware of strategies in selecting appropriate therapy in the management of mental illness in the elderly.
• Design a treatment plan for a patient with HIV, including initiation and monitoring of therapy.
• Know the current national guidelines in the management of hyperlipidemia and hypertension.

CPE Activity Objectives - Exercise

Which of the following would be considered appropriate versus inappropriate learning objectives?

• Develop an appreciation for the challenges of conducting clinical trials in pediatric patients with major depressive disorder.
• Alternative: List three challenges in conducting clinical trials in pediatric patients with major depressive disorder.
• Compare chemotherapy regimens for recurrent ovarian cancer with regard to efficacy and safety.
• Alternative: Given a patient case, develop a strategy to select appropriate therapy in the management of mental illness in the elderly.
• Be aware of strategies in selecting appropriate therapy in the management of mental illness in the elderly.
• Alternative: Given a patient case, develop a strategy to select appropriate therapy in the management of mental illness in the elderly.
• Design a treatment plan for a patient with HIV, including initiation and monitoring of therapy.
• Know the current national guidelines in the management of hyperlipidemia and hypertension.
• Alternative: Identify the current national guidelines in the management of hyperlipidemia and hypertension.
Standard 3 and Standard 4 Exercise

Part II

Please complete the following exercise:

Based on the revised learning objectives from the previous exercise, to which activity type (knowledge, application, or practice) would each objective correspond?

CPE Activity Types - Exercise

To which activity type (K, A, or P) would the following objectives correspond?

- List three challenges in conducting clinical trials in pediatric patients with major depressive disorder.
- Compare chemotherapy regimens for recurrent ovarian cancer with regard to efficacy and safety.
- Given a patient case, develop a strategy to select appropriate therapy in the management of mental illness in the elderly.
- Design a treatment plan for a patient with HIV, including initiation and monitoring of therapy.
- Identify the current national guidelines in the management of hyperlipidemia and hypertension.
**Standard 4 Exercise**

Please complete the following exercise:

Review the learning objectives in the next slide and score against the rubric criterion for Standard 4.

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Pharm R’Us is offering an application-based activity on Alzheimer’s disease and dementia for pharmacists and technicians with the following objectives:

1. Describe the epidemiology of Alzheimer’s disease and other types of Dementia.
2. Know the underlying pathophysiology of Alzheimer’s disease and other types of dementia.
3. Outline the pharmacotherapeutic options for treating cognitive and functional symptoms related to dementing illnesses.
4. Explain the mechanism of action of SSRIs used for treating behavioral symptoms related to dementing illnesses.

---

**Standard 4 Rubric**

<table>
<thead>
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<td></td>
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<td>Meets</td>
<td></td>
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<tr>
<td>The learning objectives are measurable and specific.</td>
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**Example Objectives**

1. **Describe the epidemiology of Alzheimer’s disease and other types of Dementia.**

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# Standard 4 Rubric

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<th>Objectives for Technicians</th>
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<tbody>
<tr>
<td><strong>Note:</strong> Refer to the description of activity types in Standard 3.</td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> Refer to the definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content.</td>
<td></td>
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</tbody>
</table>

## Meets

- The objectives are appropriate for the activity type (Knowledge, Application or Practice-based) selected. Application or Practice-based objectives are not allowed for technicians.
  
## Needs Improvement

- The objectives are inappropriate for the activity type (Knowledge, Application or Practice-based) selected.
  
## Additional Docs Required

- The objectives need to be revised to be appropriate for the activity type.
  
## Content of Activity

- The objectives relate to content that is appropriate for a technician.
  
## Needs Improvement

- The objectives relate to content that is not appropriate for a technician.
  
## Objectives Address Educational Need

- The objectives are developed to specifically address the identified educational need.
  
## Needs Improvement

- The objectives do not address the identified educational need.
  
## Objectives Matched to Active-Learning Activity

- In general, the objectives are addressed by an active-learning activity.
  
## Needs Improvement

- The objectives are not addressed by an active-learning activity.
  
## Objectives Are Assessed

- In general, the objectives are covered by a learning assessment.
  
## Needs Improvement

- The objectives are not covered by a learning assessment.

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**Contact ACPE**

By phone: (312) 664-3575  
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By e-mail:  
Content questions:  
- dtravlos@acpe-accredit.org  
- jbaumgartner@acpe-accredit.org  
- jadams@acpe-accredit.org  
Logistic questions:  
- mlfairfield@acpe-accredit.org  
- dtravlos@acpe-accredit.org  
- jbaumgartner@acpe-accredit.org  
- jadams@acpe-accredit.org  

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By mail:  
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Chicago, Illinois 60603

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**ACPE**  
**ACREDITATION COUNCIL FOR PHARMACY EDUCATION**  
**ASSURING AND ADVANCING QUALITY IN PHARMACY EDUCATION**