

ACPE ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

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

ASSURING AND ADVANCING QUALITY IN PHARMACY EDUCATION

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.

ACPE

**Recap...From Mission to Needs
 Assessment**

Mission & Goals of an organization

Incorporate Definition (what constitutes CE)

Needs Assessment

Ready to Plan your Activity

ACPE

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

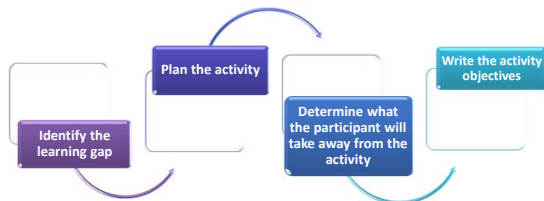


Standards for Continuing Pharmacy Education

Standard 3: CPE Activities


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

CPE Activity Objectives



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)




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

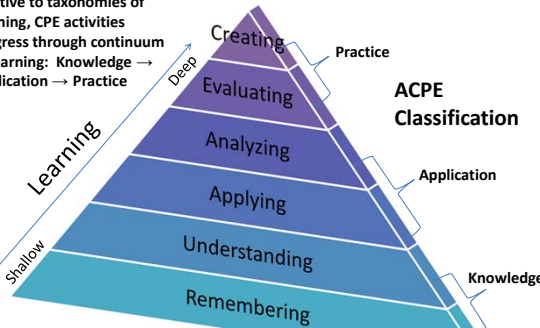
Verb: chosen by activity type that elicits or describes a measurable/observable behavior

Stem: Outcome-based take away




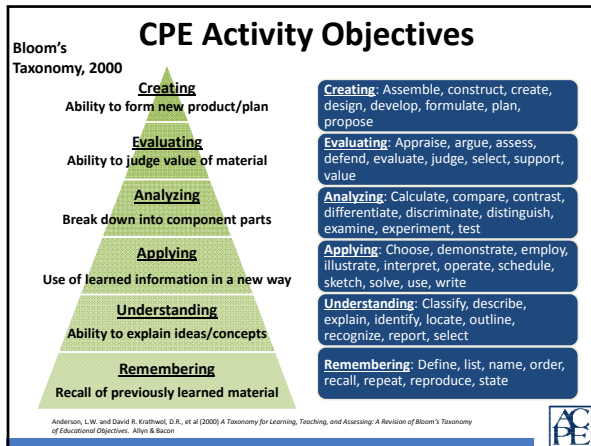
Bloom's Taxonomy, 2000

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




Anderson, L.W. and David R. Krathwohl, D.R., et al. (2000) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Allyn & Bacon





CPE Activity Objectives

Do	Don't
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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



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

Criterion and Evidence	Meets Criterion	Needs Improvement
Activities Structured by Type for Pharmacists <small>(Match the policy and procedure or describe the process used to assign K, A, P activity-type designators.)</small>	The provider structures each CPE activity to meet the knowledge-, application-and/or practice-based educational needs of pharmacists. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The provider does not have a structured process to assign each CPE activity to meet the knowledge-, application-and/or practice-based educational needs of pharmacists. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Activities Structured by Type for Technicians <small>(Match the policy and procedure or describe the process used to assign K, A, P activity-type designators.)</small>	The provider structures each CPE activity to meet the knowledge-, application-and/or practice-based educational needs of technicians. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The provider does not have a structured process to assign each CPE activity to meet the knowledge-, application-and/or practice-based educational needs of technicians. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Knowledge-based Activities		
Knowledge-based CPE Purpose	Knowledge-based CPE activities are designed primarily for participants to acquire factual knowledge. Meets <input type="checkbox"/> or N/A (Knowledge-based CPE is not offered) <input type="checkbox"/>	CPE activities that have been labeled as Knowledge-based are not designed primarily for participants to acquire factual knowledge. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Knowledge-based CPE Credit <small>(Match activity announcement)</small>	The minimum credit for Knowledge-based CPE is 15 minutes or 0.25 contact hour. Meets <input type="checkbox"/> or N/A (Knowledge-based CPE is not offered) <input type="checkbox"/>	The provider incorrectly assigns credit to a Knowledge-based CPE activity or misidentifies it as Knowledge-based CPE when it is not. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

**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**

Citation and Evidence	Meets Citation	Needs Improvement
Activities Structured by Type for Pharmacists (Match the policy and procedure or describe the process used to assign K, A, P activity-type assignments.)	The provider structures each CPE activity to meet the knowledge, application-and/or practice-based educational needs of pharmacists. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The provider does not have a structured process to assign each CPE activity to meet the knowledge, application-and/or practice-based educational needs of pharmacists. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Activities Structured by Type for Technicians (Match the policy and procedure or describe the process used to assign K, A, P activity-type assignments.)	The provider structures each CPE activity to meet the knowledge, application-and/or practice-based educational needs of technicians. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The provider does not have a structured process to assign each CPE activity to meet the knowledge, application-and/or practice-based educational needs of technicians. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Application-based Activities		
Application-based CPE Purpose	Application-based CPE activities are designed primarily for participants to apply the information learned in the allotted timeframe. Meets <input type="checkbox"/> or N/A (Application-based CPE not offered) <input type="checkbox"/>	CPE activities that have been labeled as Application-based are not designed primarily for participants to apply the information learned in the allotted timeframe. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Application-based CPE Credit (Match activity announcement)	The minimum credit for Application-based CPE is 60 minutes or one contact hour. Meets <input type="checkbox"/> or N/A (Application-based CPE not offered) <input type="checkbox"/>	The provider incorrectly assigns credit to an Application-based CPE activity or misidentifies it as Application-based CPE when it is not. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

**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



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.
- 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.



CPE Activity Types - Exercise

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

- K List three challenges in conducting clinical trials in pediatric patients with major depressive disorder.
- A,P Compare chemotherapy regimens for recurrent ovarian cancer with regard to efficacy and safety.
- A,P Given a patient case, develop a strategy to select appropriate therapy in the management of mental illness in the elderly.
- A,P Design a treatment plan for a patient with HIV, including initiation and monitoring of therapy.
- K 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.



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

Criterion and Evidence	Meets Criterion	Needs Improvement
Requirement for CPE Objectives (Attach activity announcements.)	The provider develops objectives for each CPE activity. Meets <input type="checkbox"/>	The provider does not have objectives for each CPE activity. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Objectives <small>Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants. (See sample list of verbs)</small>	Objectives are measurable and specific. Meets for All Activities <input type="checkbox"/> or Meets for at Least One Activity <input type="checkbox"/>	Objectives are consistently non-measurable and non-specific. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Objectives for Pharmacists		
Type of Activity <small>Note: Refer to the description of activity types in Standard 3.</small>	The objectives are appropriate for the activity-type selected (Knowledge, Application or Practice-based) for what a pharmacist will be able to do at the completion of the activity. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The objectives are inappropriate for the activity-type selected (Knowledge, Application or Practice-based) for what a pharmacist will be able to do at the completion of the activity. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Content of Activity <small>Note: Refer to the Definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content.</small>	The objectives relate to content that is appropriate for a pharmacist. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The objectives relate to content that is not appropriate for a pharmacist. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

Standard 4 Rubric

Objectives for Technicians		
Type of Activity <small>Note: Refer to the description of activity types in Standard 3.</small>	The objectives are appropriate for the activity-type selected (Knowledge, Application or Practice-based) for what a technician will be able to do at the completion of the activity. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The objectives are inappropriate for the activity-type selected (Knowledge, Application or Practice-based) for what a technician will be able to do at the completion of the activity. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Content of Activity <small>Note: Refer to the Definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content.</small>	The objectives relate to content that is appropriate for a technician. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The objectives relate to content that is not appropriate for a technician. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Objectives Address Educational Need <small>(Attach evidence of how objectives are developed to address the identified educational need.)</small>	The objectives are developed to specifically address the identified educational need (Standard 2) and the activity type. Meets <input type="checkbox"/>	The objectives do not address the identified educational need or the activity type. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Objectives Matched to Active-Learning Activity <small>(Attach evidence of how objectives are addressed by active learning.)</small>	In general, the objectives are addressed by an active learning activity (Standard 7). Meets <input type="checkbox"/>	The objectives are not addressed by an active learning activity. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Objectives Are Assessed <small>(Attach evidence of how objectives are covered by a learning assessment.)</small>	In general, the objectives are covered by a learning assessment (Standard 9). Meets <input type="checkbox"/>	The objectives are not covered by a learning assessment. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>



ACPE
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