CAPE Standards of Practice for Accredited Providers of Pharmacy Continuing Education

Accredited Providers are required to comply with all of the CAPE Standards of Practice contained in this document in order to keep their accreditation status in good standing. The continuing education requirements mandated by the California State Board of Pharmacy *(Business & Professions Code: Chapter 9, Division 2, Article 17, Section 4232 and California Code of Regulations: Division 17, Title 16, Article 4)* have been incorporated into this document, where appropriate.

By adhering to the CAPE Standards of Practice, the Accredited Provider demonstrates that they have the capability to provide quality continuing education programs for California pharmacy professionals.

Questions regarding the contents of this document or about CAPE in general should be directed to:

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California Accreditation for Pharmacy Education (CAPE), formally known as the Accreditation Evaluation Service (AES), is a division of the California Pharmacists Association

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I. Accredited Provider Organization and Processes

A. Mission Statement
Standard 1

The mission statement of an Accredited Provider's continuing education (CE) division should be a reflection of the organization's purpose for offering continuing pharmacy education coursework. It should clearly articulate what the Accredited Provider organization is trying to accomplish over the long-term through continuing pharmacy education.

B. Organizational Chart
Standard 2

The organizational chart must identify the formal structure of the Accredited Provider's organization. All persons participating in CE activities (i.e. the CE Administrator, Registered Pharmacist, planning committees, etc.) must be identified by title and have the lines of authority/communication clearly indicated.

C. Accredited Provider Policy & Procedure Manual
Standard 3

Accredited Providers are required to create their own Policy & Procedure Manual as part of the CAPE application process. The CAPE Standards of Practice must be used as the framework for the manual and the Accredited Provider's own organizational polices and procedures should then be incorporated to show how the Accredited Provider will stay in compliance with the stated Standards of Practice. In doing so, the manual will serve as a reference guide that the Accredited Provider can utilize each time they prepare continuing education programs. Accredited Providers should place their copy of the manual in a permanent area accessible to all relevant members of their organization so that it can be a resource for present members of the provider's organization, as well as an invaluable guide to persons new to the organization.

It is recommended that Accredited Providers review and update their Policy & Procedure Manual every 1 – 2 years to ensure that it is still an accurate reflection of the current CAPE Standards of Practice and the Provider's own organizational policies and procedures. Accredited Providers will be required to submit a complete copy of their current Policy & Procedure Manual to CAPE for formal review if they receive a "Provisional Accreditation Status" as part of the Annual Audit of Coursework & Renewal of Provider Accreditation Status (reference Standard 8, section 3).

D. Continuing Education Administrator
Standard 4

Accredited Providers must have at least one defined person that is administratively responsible for coordinating all aspects of the CE activities created and/or organized by the organization. Since this individual will be responsible for coordinating the Accredited Provider's CE activities, he/she should have knowledge regarding the educational process and project management in order to organize, execute and evaluate overall operations of the Accredited Provider's CE activities. The CE Administrator's responsibilities include having a thorough knowledge of all Standards in this document, especially the required record keeping and reporting aspects involved in keeping the Accredited Provider's accreditation status valid. The CE Administrator is also responsible for reviewing and updating the Accredited Provider's Policy & Procedure Manual, as appropriate. The CE Administrator's curriculum vitae/resume must be kept on file and submitted upon request.

A procedure must be established to prepare for the transfer of authority during transition periods to ensure a smooth and orderly transfer of administrative responsibilities from one individual to another. The procedure should include notification to CAPE (reference Standard 8, section 1a) and familiarizing the new CE Administrator on the organization's policy and procedures, the CE Administrator duties and the Standards within this document.

E. Registered Pharmacist
Standard 5

The Accredited Provider must employ or otherwise utilize a Registered Pharmacist who, by virtue of training and experience, has an understanding of the educational needs of the pharmacist community. The overall planning, implementation and evaluation of the Accredited Provider's CE activities will require the Registered Pharmacist's input and guidance based on the perspective of contemporary pharmacy practice. The Registered Pharmacist's expertise must also be applied to the formation of pre- and post-tests, evaluation mechanisms and review of syllabus materials. The Registered Pharmacist may be a staff member, consultant or CE committee member and his/her curriculum vitae must be kept on file and submitted upon request.

For some organizations, it will not be unusual for one person to hold the position of both the Registered Pharmacist and CE Administrator. This is acceptable, as long as that person fits the qualifications for both positions and has the ability to handle all of the responsibilities specified for both positions.

F. Planning Committee
Standard 6

A planning committee may be used to select appropriate subject matter and to help develop the organization's CE course offerings. To ensure that all committee members are familiar with the Provider's educational process and comply with the Standards within this document, it is recommended that the Registered Pharmacist and the CE Administrator be directly involved with the planning committee.

G. **Record Keeping**
Standard 7

1. **CE Course Offerings**
Providers must maintain a system of recordkeeping that provides for storage of individual CE course offering information for four (4) years. Measures must be taken to ensure the physical safety and confidentiality of the records during this period. Records must be kept for each CE course offering and include the following items:

- ➢ Course title
- ➢ Date and time of the course
- ➢ Contact hours awarded for the course
- ➢ Educational/learning objectives
- ➢ Brief description of the overall course content, teaching method and target audience.
- ➢ Name, title and curriculum vitae for each faculty/presenter/author
- ➢ Complete syllabus and supportive materials
- ➢ Post-test questions and answers
- ➢ A sample copy of the Statement of Credit
- ➢ A sample copy of the program evaluation(s)
- ➢ A summary of the participants' evaluation results
- ➢ A list of all participants (full names, contact information and license numbers)
- ➢ Name and address of facility where course was held
- ➢ Financial statements and/or budget information
- ➢ All promotional and registration materials
- ➢ A copy of the co-sponsorship agreement, if applicable
- ➢ Names and titles of members of the planning committee, if applicable
- ➢ Name of organization(s) providing financial support, the amount of funding received and the applicable written agreement(s).

2. **Record of Attendance**
All Providers must maintain a record of attendance for their CE course offerings for four (4) years. For each course offering, the following information must be obtained:

- ➢ Full contact information for all attendees (name, address, email, phone number)
- ➢ Attendee RPh, Pharm.D., or Technician license number
- ➢ Course title
- ➢ Credit hours awarded
- ➢ Date the course was completed
- ➢ Expiration date of the coursework
- ➢ Course number, if applicable
- ➢ Name and number of the Provider
- ➢ Name of the accrediting agency (CAPE)

A Record of Attendance Template is available from CAPE, upon request.

H. Reporting Requirements
Standard 8

1. **Notification of Changes**
   a. Providers must send written notification to CAPE when the organization's CE Administrator and/or any relevant contact information has changed. The *Notification of Changes Form* should be used for this purpose and submitted within 15 days of the change.
   b. Providers must send written notification to CAPE should their organization choose not to renew their Provider accreditation status. Provider status will be designated 'Inactive' once the provider term has lapsed. Inactive providers will no longer be eligible to provide CE through CAPE.

2. **Notification of New Course Offerings**
   Providers must notify CAPE at least 15 days in advance of the first time each new live CE course is presented or the first date an independent study course is made available. The *Notification of Coursework Form* should be used for this purpose. Failure to submit notification in a timely manner may jeopardize the provider's accreditation status and coursework submitted by providers with an "Inactive" status will not be eligible for CE credit. Courses will be valid for up to three (3) years, commencing with the date the course was first presented or made available as an independent study offering, as long as the information is still current.

3. **Annual Audit of Coursework & Renewal of Provider Accreditation Status**
   According to the California Code of Regulations, CAPE is required to review (audit) at least one (1) course per year offered by each Provider to determine compliance with the Standards in this document and the requirements of the California State Board of Pharmacy. Providers are also required to seek renewal of their accreditation status on an annual basis. The decision for renewal will be based on the Provider's ability to comply with the required record keeping and reporting guidelines established in this document, verification of accurate notification activity for the past year and the outcome of the annual audit.

   Providers will be notified 2 ½ months prior to their expiration date and will have 6 weeks to submit the required renewal/audit materials and payment to CAPE. Upon receipt of the materials, CAPE will complete the audit process (which includes sending course materials to a qualified reviewer to judge the quality of the program based on the Standards detailed in this document and the California Code of Regulations), review the Provider's reporting and record keeping history for the past year and submit an "Annual Renewal & Audit Status Report" to the Provider on or before the Provider's expiration date. The review will result in one of the following decisions:

   ➢ **Good Standing:** Provider is deemed to be in compliance with the CAPE Standards of Practice and the accreditation term will continue for 1 year.

   ➢ **Provisional Status:** Several areas require improvement for compliance and quality assurance (includes not responding to the renewal/audit notification(s) in a timely manner); the Provider will be granted a "Provisional Accreditation Status" while working on improving the specific areas noted. A review of these specific areas will be required within 6 months and, depending on the violation(s), a second audit may also be necessary. A formal review of the Provider's Policy & Procedure Manual will also be required.

   ➢ **Inactive Status:** Numerous violations of the CAPE Standards of Practice and/or the California Code of Regulations (includes failing to respond to the renewal/audit notification after 3 attempts); the Provider's accreditation privileges will be revoked and provider number made "Inactive" until further notice.

II. Programs and Content

A. Course Design and Audience
Standard 9

1. Appropriate Course Content

It is the responsibility of the Provider to demonstrate through a description of the course, statement of objectives and outline of content that a course offering is relevant to the practice of pharmacy and relates to one or more of the following:

- ➢ The scientific knowledge or technical skills required for the practice of pharmacy.

- ➢ Direct and/or indirect patient care.

- ➢ The management and operation of a pharmacy practice.

  In those instances where the topics or subjects selected are related to administration, leadership/management education, computer application, inventory control, etc., the provider must assure that course content is explicitly related to the contemporary practice of pharmacy.

- ➢ Continuing education courses shall not reflect the commercial views of the provider or of any person giving financial assistance to the provider.

Learning experiences are expected to advance the knowledge of the pharmacist to a level above that which is required for basic licensure. An analysis of coursework should be based on the following quality criteria:

- ➢ Accuracy and timeliness of content to include recent developments in the subject area being taught.

- ➢ Specific applicability of the material to the contemporary practice of pharmacy.

- ➢ Presentation of the material in a manner congruent with the teaching method utilized.

- ➢ Educational credentials and background qualifications of the speakers/authors.

- ➢ Presence of references and bibliography for further study wherever possible.

- ➢ CE courses shall comply with the following:

  1) Courses shall have specific, measurable learning objectives which serve as a basis for an evaluation of the program's effectiveness.

  2) Speakers, or those developing the content of the course, shall be competent in the subject matter and shall be qualified by education, training and/or experience.

  3) Courses shall have a syllabus which provides a general outline of the course. The syllabus shall contain at a minimum, the learning objectives for each course and a summary containing the main points for each topic.

  4) Courses shall include a mechanism that allows all participants to assess their achievement in accordance with the program's learning objectives.

Note: Self-improvement type courses are generally not appropriate for CE credit which fulfills the renewal of licensure requirement even though such courses may be valuable. Examples of such courses are those that deal with personal growth, changes in attitude, self-awareness, and financial gain. Providers who propose to offer such topics must contact CAPE prior to course development for guidance.

2. **Selection of Appropriate Teaching Methods**
   Providers must establish a policy to identify and select the teaching methods(s) that will best meet the educational purposes for each of their course offerings. Methods of learning can vary from very structured and traditional classroom courses to hands-on experiential sessions.

   Teaching methods and learning exercises must be appropriate for the educational objectives and content presented. Knowledge of adult learning principles should be reflected in the selection, consisting of the following fundamental principles:

   ➢ Self-direction: Professionals are capable of defining their educational needs and taking the steps necessary to resolve them. Adults are self-motivated in the learning process.

   ➢ Lifelong learning: Practicing professionals are involved in a lifelong learning process to gain information and skills needed in their daily lives.

   ➢ Professional experience: Adults bring a rich variety of experiences to the learning situation that provides the contextual framework for processing new information.

   ➢ Relevance: Practicing professionals are concerned about the relevance of subject matter and seek educational experiences that respond either to felt or actual needs. The adult learner's need for relevance requires designing programs around problem areas identified by the learner.

3. **Assessment Techniques to Identify Educational Needs and Interests**
   Assessment activities serve two major purposes: (1) They keep the provider abreast of topical concerns of the target audience and (2) they provide essential information on which valid judgments may be based about adoption of new courses or modification of existing programs. Sources of information commonly used to identify learning needs include:

   ➢ Questionnaires to potential participants.

   ➢ Consultations with educators in schools of pharmacy.

   ➢ Informal requests from prospective and past participants.

   ➢ Suggestions from supervisory, professional and administrative personnel.

   ➢ Review of literature to identify future developmental needs of pharmacy professionals, predictions about health care, social trends and population trends (professional and consumer).

4. **Identifying the Target Audience**
   Knowledge of the Provider's target audience is essential to correctly analyze the attendees' needs. The target audience may be the pharmacist population in general or a specialized segment such as hospital, home care or community pharmacists.

Presentation planning must take into consideration the needs of the target audience. To facilitate the planning process, it is helpful to have knowledge of who the attendees are likely to be and what they may be expecting from the CE course. Questions that are important to consider include:

- ➢ What do they want and need to know?

- ➢ How much do they already know about the subject?

- ➢ Should the information presented be very specific or very general?

B. Determination of Hours and Issuance of Credit
Standard 10

1. Methods Utilized for Determination of Hours

a. Uniform Standards
In translating coursework into credit hours, Providers must comply with the following uniform standard:

- ➢ One hour of CE credit will be awarded for every 50 - 60 minutes of coursework. Courses less than 50 minutes in length will **not** be accepted for credit.

- ➢ One CE Hour is equal to 0.10 CE units (CEUs)

- ➢ One "hour" means at least 50 minutes of contact time.

Note: The State of California requires 3.0 CEUs (30 hours) every 2 years for a pharmacist's license renewal.

b. Independent Study
When determining hours to award for independent study courses, Providers are advised that only the length of time needed to listen/watch/read the program one time, plus post-test and evaluation time, will be considered. Independent study coursework includes, but is not limited to, educational television, professional journal articles, audio or video cassettes, textbooks, monographs, web-based instructional modules or other learning methods that are independently accessed by participants.

The determination of credit for independent study programs that utilize a textbook as the teaching method and, therefore, do not permit direct conversion into contact hours, should be based on a conservative approximation of time spent on the activity. Such approximation must be based on a system that is both equitable to participants and based on educationally sound principles. Methods for determining hours include, but are not limited to:

- ➢ An "averaging" strategy involving a set of at least four qualified participants who independently study the material, complete the learning assessment instrument and compute the total hours required. An average of the four totals is the actual hours to be awarded for future course participants.

- ➢ An "estimating" strategy involving the approximate amount of time the activity would require if it were delivered using a live seminar teaching method.

➢ An "experiential" strategy whereby a group consisting of individuals both experienced and trained in development and administration of CE programs for pharmacists recommends the length of time to award for a given program based on the course content.

Note: Learning assessment activities, both pre- and post-testing and evaluation tasks are essential components of the CE program. Therefore, the time needed to complete these activities should be taken into consideration when determining the amount of credit to be awarded.

2. **Methods Utilized for Determination of Attendance Credit**

   a. For "live" programs, acceptable measures for documenting participation include attendance rosters, sign-in sheets, completion of program evaluation forms, or other reliable procedures to verify and document attendee participation.

   b. For independent study courses, a variety of techniques may provide evidence of an individual's participation in a course:

      ➢ A post-test based on the stated objectives reflects direct involvement of the participant in the learning process and requires the participant to understand the course content. Problem solving, comparing and contrasting technical data, logic and other testing strategies provides evidence of the participant's involvement with the coursework. A score of at least 70% indicates an acceptable transferal of information. *Reference Standard 19, Section 2 for more information regarding post-tests.*

      ➢ In-depth oral examination of participants yields evidence of involvement with instructional materials.

      ➢ A written report that describes how educational objectives were achieved provides evidence of the participant's direct involvement with course materials.

3. **Granting Partial Credit**
   Granting of partial credit – in cases where participants have had less than full attendance – is acceptable for "live" presentations only; partial credit cannot be offered for independent study offerings of any kind. Credit may not be granted in less than 30-minute increments and may not be granted to participants who attend less than the minimum 50 minutes required to receive credit. When granting partial credit, the Provider is encouraged to consider the educational value of the participant's partial attendance and if they can attain an understanding of the topic in the amount of time for which they were present.

4. **Issuing Statements of Credit**
   Once verification of participation has been completed, Providers must issue a document that the participant successfully completed the CE course offering (i.e. statement of credit).

   For "live" presentations, Providers must issue such documentation within 30 days of the event. For independent study courses, Providers must issue such documentation no later than 30 days following receipt of a participant's post-test or other method used to determine participation.

Statements of Credit for both "live" and independent study courses <u>must</u> contain:
- ➢ The name of the attendee
- ➢ Provider name and number
- ➢ Course title
- ➢ Number of hours awarded
- ➢ Date of completion
- ➢ Expiration date of the coursework
- ➢ Course number, if applicable
- ➢ Name of the accrediting agency (CAPE)
- ➢ Signature of the CE Administrator

C. **Budget**
Standard 11

Development of a budget requires making reasonable financial decisions regarding individual CE course offerings, staff productivity, budget line item costs and overall programming.

Before developing the budget, the Provider should determine what items are necessary for offering CE courses. The following is a partial list of items that should be considered, along with any additional items that are unique to each Provider:
- ➢ Audio-visual services and equipment rental (for CE programs)
- ➢ Copying and Printing (promotional materials, syllabus materials, etc.)
- ➢ Equipment (Internet/phone lines, computers, hand-held radios, etc.)
- ➢ Facility (site-use fees, meeting room space, sleeping rooms, taxes/gratuities, etc.)
- ➢ Food & Beverage Service (planning meetings, refreshment breaks, meals in conjunction with CE programs, etc.)
- ➢ Insurance
- ➢ Marketing expenses
- ➢ Mailing expenses (bulk mailings, separate mail-house, etc.)
- ➢ On-line Registration System
- ➢ Personnel (on-site monitoring, registration, etc.)
- ➢ Postage (confirmation letters, statements of credit, etc.)
- ➢ Speaker honoraria and expenses
- ➢ Supplies (attendee badges, signs, etc.)
- ➢ Travel & Transportation (staff)

If the program is expected to be self-supporting, the following revenue sources can be explored:
- ➢ Registration Fees
- ➢ Educational Grants from Sponsoring Organizations *(reference Standard 15)*
- ➢ Co-sponsorship Agreements *(reference Standard 13)*
- ➢ Exhibitors *(reference Standard 15)*

Note: Past event budgets can be used as guideline for future budget development.

D. Facilities and Equipment
Standard 12

1. Selection of a Meeting Site

Geography and transportation are key considerations in choosing a meeting site. Providers should select a location that is accessible to attendees in relation to the type of transportation the majority of them will be using. Providers must also take into account the size of the potential audience, physical facilities for dining (if applicable), accessibility for audio-visual equipment, etc. The following guidelines may assist the Provider in selecting meeting sites.

When selecting a site, the following questions should be considered:

➢ What is the best location to attract attendees?
➢ Is it readily accessible?
➢ What is the reputation of the hotel or conference center (regarding food, customer service, staff cooperation, etc.)?
➢ How well suited is it to the mood or atmosphere of the presentation?

When considering the use of a hotel for a meeting, consider inquiring about the following:

➢ Amount of meeting space available
➢ Audio-visual equipment and technician services
➢ Discounts
➢ Food quality and price
➢ Individual Room Rates and Room Block Rates
➢ Parking facilities
➢ Recreational activities
➢ Space for coffee breaks, registration, etc.
➢ Transportation (i.e. shuttle bus service)

2. Audio-Visual Equipment

The importance of visual aids in enhancing the learning experience cannot be overestimated. However, the experience may not have the desired impact without careful planning. Providers should consider the following:

➢ Prior to the program, ask the presenter what type of format they will be using (i.e. lecture only, lecture with Power Point slides, etc.) and the equipment they will need. To keep costs low, encourage presenters to bring their own lap-top computers.

➢ If you are not using your own equipment, work with the facility or an audio-visual vendor to ensure that the proper equipment is ordered and set up correctly.

➢ Inform the presenter how the room will be set (i.e. classroom, theatre, banquet, etc.) prior to the CE course so that they can plan their presentation accordingly.

➢ Remind the presenter to bring a copy of their presentation in several formats (i.e. on CD-Rom, flash drive, etc.) as a "back-up plan" and if they are bringing their own lap-top computer, remind them to bring extra batteries, cords, etc.

➢ Before the presentation begins, check to make sure that all of the equipment is in working order, microphones are on and that someone is familiar with the lighting controls.

E. Co-Sponsorship Agreements
Standard 13

Providers have the ability to enter into co-sponsorship agreements with other organizations that have identified a need for a particular CE course offering but recognize that presenting it is beyond their capability and/or finances. **Please note: co-sponsorship agreements are <u>not</u> the same as educational grants provided to support the CE course offering – see the italicized section below for details.** Co-sponsorship agreements should be utilized when Providers are in the position to help organizations that lack the CE accreditation, funding and/or resources to provide quality continuing education programs. For each co-sponsored presentation, the specific areas of responsibility should be defined and documented in writing. A Co-Sponsor Agreement Template is available from CAPE, upon request.

The Provider is required to accept full responsibility for issuing statements of credit, record keeping, appropriate reporting requirements and the preparation of post-tests and evaluations in compliance with the Standards in this document. The Provider should (in some capacity) participate in the selection of faculty, the design of the educational objectives, program content and development of the promotional materials, syllabus materials and so forth. In addition, it is a mandatory requirement that **all materials be reviewed in advance** by the Registered Pharmacist and/or a member of the planning committee for balance and for compliance with the Standards in this document.

*Note: Due to the Pharmaceutical Research and Manufacturers of America (PhRMA) and the Office of Inspector General (OIG) restrictions on <u>continuing education programs developed by manufactures</u>, organizations with a commercial interest and any proprietary entity producing health care goods or services (with the exception of nonprofit or government organizations and non-health care related companies) will <u>**not**</u> be able to engage in co-sponsorship agreements with CAPE Providers.*

Manufacturers still retain the ability to provide educational grants to CAPE Providers within the confines of the OIG guidelines *(to view the OIG guidelines regarding Educational Grants, please see page 5 of the following link: http://oig.hhs.gov/authorities/docs/03/050503FRCPGPharmac.pdf).*

Please refer to Standard 15 for more information about educational grants.

F. Faculty
Standard 14

Speakers, authors, or those developing the content of a course (referred to in this document as "faculty") must be competent in the subject matter being offered and qualified by education, training and/or experience. Therefore, faculty must provide their curriculum vitae to be reviewed by the Registered Pharmacist and/or a member of the planning committee prior to being secured and/or contracted for the course.

The curriculum vitae for faculty/presenters/authors must be placed on file and be made available upon request.

G. Educational Grants, Objective Coursework & Non-Commercialism
Standard 15

Providers may solicit and accept educational grants from organizations, including those with a commercial interest or proprietary entities producing health care goods or services, to help off-set the expenses of the CE course offerings (i.e. paying speaker honoraria and expenses). Providers are required to have a written agreement with any organization providing support and it must document the terms, conditions and specific purpose of the support. Providers must also ensure that all decisions relating to the program (including speaker selection, content, syllabus materials, etc.) are made free of the control of the organization providing the support. Finally, the source of all support for CE course offerings must be disclosed to attendees, either verbally or in print, prior to the beginning of the presentation.

Providers are required to offer objective, unbiased topics and learning activities. CE course offerings **cannot** reflect the commercial views of the Provider or of any person/company giving financial assistance to the Provider. All programs must be presented in an in-depth, unbiased manner with fair, full disclosure and equitable balance. Promotional topics or programs intended for the purpose of endorsing – either implicitly or explicitly – a specific commercial drug or other commercial product **cannot** be offered for CE credit. Providers must thoroughly review all presentation materials prior to the beginning of the presentation to ensure that they give a balanced view of therapeutic options and promote improvements or quality in healthcare, not a specific commercial interest.

Product-promotion material and/or product specific advertisement **of any kind** is prohibited in or during the CE course offering. Advertisements and promotional materials cannot be displayed or distributed in the educational space immediately before, during or after a CE presentation. Educational materials that are part of the CE course offering (slides, handouts, etc.) cannot contain any advertising, trade names or a product-group message. Representatives of commercial interests are prohibited from engaging in sales or promotional activities while in the educational space immediately before, during or after a CE presentation.

H. Developing Educational Objectives
Standard 16

Objectives are used to convey specific <u>learning outcomes</u>. One important way of achieving effective course instruction that produces a measurable impact on learning is through development of stated educational objectives.

Educational objectives detail (a) participant performance, (b) conditions of learning and (c) methods for measuring learning. In order for an objective to be considered educational, all three of these factors must be addressed. The following illustrates an educational objective:

> *"As a result of this class, the participant will be able to independently and without the use of references list five signs of congestive heart failure."*

a. Participant Performance
When developing the participant performance component of an educational objective, ask yourself: "As a result of this course, what will the participant be able to do?" Note that a specific, demonstrable behavior or performance (educational objective) is being asked – not

what the instructor <u>thinks</u> the participant will understand, know, or think (non-educational objective).

The two contrasting lists below make this point (e.g. the list of educational objectives contains operative words describing a performance, while words in the non-educational list do not):

Educational objectives	Non-educational objectives
To operate	To understand
To list	To know
To group	To appreciate
To name	To imagine
To administer	To acquire insight into

Specify end results of teaching that can be easily measured, not the knowledge, ideas, concepts, or attitudes that may have been acquired but cannot be translated into measurable, concrete performance. For example, it is easier to measure if learning has taken place if the objective states: "The participant will be able to administer…" than if the objective states: "The participant will be able to appreciate…"

b. **Conditions of Learning**

The second criterion for an objective to be educational is that it must state conditions under which participants will learn. Therefore, circumstances or conditions under which the performance or education is to occur must be spelled out. Conditions refer to the kind of aid(s) allowed (or denied) the participant during the desired performance.

Specific conditions	Performance required
Without the use of references	List the signs of heart attack
From a list provided by the presenter	Answer the questions on the exam
Using the adult manikin	Perform one-person CPR

As can be seen from the above examples, only half the work has been done when the required performance is identified ("list the signs of heart attack") but the conditions have been omitted ("without the use of references"). Stating performance and conditions gives participants a clearer idea as to what they will be expected to do and how.

c. **Methods for Measuring Learning**

The final criterion for an objective to be educational is a statement of how learning will be measured. After defining the type or level of performance the student is expected to achieve, you then must specify how learning will be measured. This is specified in terms of quantity, quality, speed and so forth. Some examples follow:

Clear measurability	Unclear measurability
To perform CPR accurately and without error.	Perform CPR.
Given a list of 20 factors, give 5 factors of heart disease that can be controlled.	List 5 factors of heart disease that can be controlled.

I. Promotional Materials and Advertising
Standard 17

1. Development and Content of Promotional Materials

Once the Provider has identified courses they wish to offer, a complete understanding as to who the audience is, as well as their motivations for attending, they can now create appropriate promotional materials. The target audience should be identified before drafting course descriptions, so that descriptive copy may be directed toward this group. By targeting the audience properly, response rate of promotional materials increases and audience satisfaction becomes a greater probability.

Publicity for all course offerings **must include** the following items without being misleading:

- ➢ Course title, brief description of program and educational/learning objectives
- ➢ Target audience
- ➢ Name and credentials of presenter/course author
- ➢ Name and address of facility where the course offering will be held
- ➢ Presentation date and specific time period for CE activity
- ➢ Number of hours to be awarded upon successful completion
- ➢ Program fees and what those fees cover, when applicable
- ➢ Pre-program cancellation deadlines, when applicable
- ➢ The organization's refund policy, when applicable
- ➢ An approximation of when participants will receive a Statement of Credit *(Reference Standard 10, Section 4)*
- ➢ Name of organization providing educational grant, when applicable

Promotional materials **must also have an "accreditation statement"** that includes the Provider's name and number, the name of the accrediting agency (CAPE) and the date of course expiration (up to 3 years from the date of the presentation). This can be accomplished by including the following statement on the promotional material:

> *Insert Provider Name and Number* is accredited by the California Accreditation of Pharmacy Education (CAPE) as a recognized provider of continuing pharmacy education. The course expiration date is *insert date*.

If you anticipate pharmacists from outside of California participating in your program, you may want to add the following disclaimer to the end of the above sentence:

> The California State Board of Pharmacy recognizes CAPE accredited program units for pharmacist license renewal. If you hold a license from another state, please check with that state's board of pharmacy for eligibility of CAPE units.

2. Distribution of Promotional Materials

The advertising methods used by organizations to promote CE courses may range from simple brochures for each course to full catalogs describing all courses, either given out by hand or directly mailed to the target audience. Other techniques include journal and newsletter notices, website advertisements and display ads. For "live" programs, it is recommended that promotional materials be distributed at least 60 days in advance of the program start date to be an effective marketing tool.

J. Program Syllabus and Supportive Materials
   Standard 18

   1. **Syllabus Development and Distribution**
      The syllabus is an essential component of all CE course offerings and will vary depending on the teaching method selected. A comprehensive syllabus **must include**, but is not limited to, the following:

      ➢ Educational/learning objectives

      ➢ Detailed outline and/or presentation data (Power Point slides, articles, case-studies, etc.)

      ➢ A bibliography of reading materials or a list of resources for further study

      The syllabus should either be prepared in conjunction with or reviewed in advance by the Registered Pharmacist to ensure the accuracy and timeliness of the content. The syllabus must be in sufficient detail to help participants follow along at the time of the presentation and remind them about the nature and extent of subjects covered if they refer to it some time after completion of the course. For example:

      For a live program, the Provider may want to format the Power Point slides in the syllabus so that each slide has a "notes section" that offers participants the chance to write notes, comments, etc. that can be used as a reference in the future.

      For independent study offerings, the Provider may want to incorporate a case study into a clinical article that can be referenced in the future.

      The syllabus must be provided to participants as part of the overall course package in the independent study offerings and "live" presentations require distribution of the syllabus to participants prior to the start of the program.

   2. **Supportive Materials**
      Supportive materials are defined as tools that the presenter utilizes, in addition to the syllabus, to enhance participant learning (i.e. handouts, workbooks, additional reference sheets).

      The supportive materials should be high quality, appropriate for the intended audience and should be directly related to the topic and program content. Therefore, the materials should either be prepared in conjunction with or reviewed in advance by the Registered Pharmacist to ensure the accuracy and timeliness of the content.

K. Evaluations
Standard 19

1. **Evaluating Participant's Reaction to Individual Courses** **Mandatory**
   Providers **must require** that participants complete an evaluation at the conclusion of each course. This evaluation should be primarily centered on "satisfaction factors" to help identify and eliminate problem areas relating to the course offering. This evaluation may include, but is not limited to the following:

   ➢ Relevance of the content to participants' objectives

   ➢ Faculty's ability to present the course subject effectively, accurately and without bias

   ➢ Applicability of syllabus/supportive materials to course content

   ➢ Pace of presentation

   ➢ Faculty's responsiveness to participant questions

   ➢ Adequacy of facilities & equipment relative to the learning experience

   ➢ Quality of logistics (lighting, acoustics, audio-visual equipment, etc.)

   ➢ Achievement of participants' personal objectives

   ➢ Understanding of material presented

   ➢ Overall satisfaction with the program

   Providers must collect the completed evaluations and create an Evaluation Summary Report (a template is available from CAPE, upon request) for each course offering. Providers are encouraged to share the evaluation summary results with the faculty, Registered Pharmacist, members of the planning committee, etc. in order to support on-going quality and improvement of their continuing education programs.

2. **Evaluating Participant's Attainment of Educational Objectives (Post-Test)** **Mandatory**
   An important part of teaching is evaluating participant achievement of educational objectives because it allows both the participant and the presenter to see how well they have performed. The type of evaluation or testing used will vary according to the content of the program, number of participants, and teaching method used. It is up to the faculty to devise the best process to test whether or not educational objectives have been met.

   Evaluation of learning is harder than gauging participant reaction to the class. A great deal of work is involved in collecting, analyzing and interpreting results. The most common methods used to evaluate learning include:

   ➢ Examinations (written or oral): multiple choice and/or true-false

   ➢ Return demonstrations of skills mastered

   ➢ Solving of hypothetical problems

   ➢ Essays

On lengthy presentations (more than two hours), several questions should be asked correlating to each learning objective. For a program lasting less than two hours, one question per objective will prove adequate to assess the participants' learning experience, with a minimum of five questions.

To assure that learning is as effective as possible, feedback should be given immediately following completion of the chosen evaluation method. The purpose of feedback is to make participants aware of their attainment of educational objectives. The difference between desired learning by faculty and actual participant achievement can be identified by methods such as, but not limited to, furnishing correct answers/solutions, providing gain scores from pre-test to post-test, and giving bibliographic references and other remedial information for further study. A score of at least 70% indicates an acceptable transferal of information.

3. **Evaluating the Effectiveness of the Provider**
Assessing the overall effectiveness of the Provider's efforts will help assure that quality education continues to be offered. Therefore, the Provider is encouraged to perform an on-going evaluation of their total program including organizational objectives, needs assessment techniques, implementation and evaluation procedures, budgets, and other resources and parameters that impact the Provider's organization.

The Provider is also encouraged to evaluate their CE planning process to identify trends/patterns, strengths/weaknesses and problem areas. Program statistics and data should be reviewed, analyzed and summarized to make adjustments that will both improve upon and maintain the quality and continuity of the programs.

L. Cancellations and Grievances
Standard 20

1. **Cancellation of a CE Course Offering**
The need to cancel a scheduled course may result from several factors, including insufficient registration. Methods used to notify registrants will vary depending on the length of time prior to the scheduled program. Providers are responsible for taking whatever measures are necessary to inform registrants prior to the scheduled day of the program that the course has been cancelled.

2. **Refund of Fees**
Providers are obligated to issue refunds to registrants within 10 days of the cancellation of a scheduled program or to offer alternate coursework/presentations. No portion of monies received from registrants for cancelled presentations should be retained by providers as processing fees unless this has been clearly stated in the promotional/registration materials.

3. **Managing Complaints and Grievances.**
The provider must have a formal procedure for handling, on a timely basis, complaints and/or grievances from CAPE, the California State Board of Pharmacy and/or course participants.