ACPE Guidelines for CPE Activities

CPhA is an approved CPE (continuing pharmacy education) provider through ACPE (Accreditation Standards for Continuing Pharmacy Education). In order to comply with the continuing education regulations, the CPE activity must meet the following guidelines.

In accordance with the California Code of Regulations, CE courses must be **relevant to the practice of pharmacy** and related 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 accordance with ACPE's definition of continuing education for the profession of pharmacy, CE courses must be ***structured educational activities designed or intended to support the continuing 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 CE activity content, providers should ensure that, as for all health care professionals, pharmacists develop and maintain proficiency in five core areas:*
	  a. *Delivering* patient-centered care,
	  b. *Working as part of* interdisciplinary teams,
	  c. *Practicing* evidence-based medicine,
	  d. *Focusing on* quality improvement *and*
	  e. *Using* information technology, *and*
	  f. *Developing and maintaining* safe and effective medication use *processes*

All learning activity awarding continuing pharmacy education credit must follow each of the guidelines when preparing learning objectives and assessment questions.

Types of CPE Activities

The following provides guidance to the three types of CPE activities: knowledge, application and/or practice-based education. You must identify the type of activity you will be conducting.

Knowledge-based CPE activity: These CPE activities should be designed primarily for pharmacists to ***acquire factual knowledge or recall facts***. This information must be based on evidence as accepted in the literature by the health care professions. The minimum credit for these activities is 15 minutes or 0.25 contact hour.

Application-based CPE activity: These CPE activities should be designed primarily for pharmacists 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. The minimum credit for these activities is 60 minutes or one contact hour.

Practice-based CPE activity: These CPE activities should be designed primarily for pharmacists to ***systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies***. The information within the practice-based CPE activity must be based on evidence as accepted in the literature by the health care professions. The formats of these CPE activities should include a didactic component and a practice component. The minimum credit for these activities is 15 contact hours.

Learning Objectives

Establishing learning objectives is among the most important steps in planning a CPE activity, as they lay the foundation for what the learner **should** be able to do on completion of a continuing pharmacy education (CPE) activity. Objectives are the critical link between gaps and outcomes. Objectives guide the choice of content, the educational format and teaching methodologies, and provide a guide to the evaluation phase.

Be sure that:

• Objectives are measurable and specific

• 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 (***please see examples below***).

• Objectives describe the **learner outcome, NOT the instructor's process or approach**

• Objectives relate to content that is appropriate for a pharmacist or technician

• Objectives are developed to specifically address the identified educational need

• In general, the objectives are covered by a learning assessment (Standard 9).

AVOID using words that describe mental responses that cannot be measured, or terms that are broad, vague, and difficult to measure, and permit a variety of interpretation. Please do **NOT** be use these verbs:					
Know	Really know	Understand	Appreciate	Become	Enjoy
Increase	Learn	Think	Approach	Improve	Believe
Comprehend	Recognize	Study	Grow	Gain Knowledge	

Activity Type & Description	MEASURABLE & SPECIFIC OBJECTIVES		
	Knowledge	**Comprehension**	**Receiving & Responding**
Knowledge-based activity *Participants will be able to state facts upon completion of activity.*	Arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state	Classify, describe, discuss, explain, express, identify, indicate, locate, outline, report, restate, review, select, translate	Reply, accept, show, answer, read, greet, report
	Application	**Evaluation**	**Organization**
Application-based activity *Participants will apply what they learn before the completion of activity.*	Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write	Appraise, argue, assess, attach, choose compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate, decide, recommend	Adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize
	Articulation	**Precision**	**Manipulation**
Practice-based activity *Participants will complete an instructional designed activity.*	Construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master, teach	Re-create, build, perform, execute, implement	Demonstrate, complete, show, perfect, calibrate, control, practice

* *Write 3-5 learning objectives for every hour of learning activity.*

Teaching and Learning Methods

All CPE activities must include active participation and involvement of the learner. The methodologies employed should be determined by the CPE activity planned, objectives, educational content, and the size and composition of the intended audience.

BLOOMS TAXONOMY	SUGGESTED LEARNING ACTIVITY
Knowledge-type verbs Define, Repeat, List, Record	Lecture, Visuals, Examples, Illustrations, Analogies
Application-type verbs Interpret, Apply, Employ, Use, Demonstrate, Illustrate, Practice	Role play, Simulations, Practice Exercises, Demonstrations, Projects
Practice(Evaluation)-type verbs Judge, Evaluate, Rate, Compare, Revise, Score, Select, Choose, Assess, Estimate, Measure	Case studies, problem solving exercises, projects, critiques, simulations

Learning Assessment

Each CPE activity must include learning assessments to assess the achievement of the learned content. Completion of a learning assessment is required for CPE credit. You may select formal and informal techniques for assessment of learning. Informal techniques typically involve participant discussions. Formal techniques, such as tests and quizzes, are typically individualized, written, and graded. The assessment should be consistent with the identified CPE activity objectives and activity type.

Knowledge-based CPE activity: Each CPE activity in this category must include assessment questions structured to determine recall of facts.
Application-based CPE activity: Each CPE activity in this category must include case studies structured to address application of the principles learned.
Practice-based CPE activity: Each CPE activity in this category must include formative and summative assessments that demonstrate that the pharmacists and technicians achieved the stated objectives.

Knowledge-based CPE assessment questions guidance:
- Write 5-7 assessment questions for every hour of learning activity.
- Pose the question in the affirmative; avoid the use of negative statements such as NOT and EXCEPT because they often confuse the reader.
- Construct effective stems and solutions or alternatives
    - Stems should present a single, clear problem and a form a question
    - Stems should not include irrelevant material/information
    - State the solution/alternative clearly
    - Avoid including clues
    - Distractors must be plausible
- Ensure that each assessment question is similar in terms of grammatical construction, length and complexity.
- Each choice for the answer should be specific and distinct and not overlap with the other answers. Avoid "all of the above" and true or false questions.
- Choices for answers to assessment questions should be uniform in length and style and grammatically consistent with the question.
- Choices should be same in numbers (example, if you have 4 options – keep it consistent. A, B, C, D)
- Be careful not to use the same or similar words in either the question or the correct answer, as this may provide the reader with clues to the correct answer. Don't read visuals – relate to audience rather than to your Audio-Visual support
- Avoid using true or false questions; as there is a high probability of guessing the correct response.