

VCU School of Pharmacy Continuing Education

Faculty Guide

All education activities are developed based on a needs assessment and gap analysis of the intended audience. The gap analysis and intended audience information is shared with faculty for programs in the planning and development phases. Speakers are selected based on their knowledge and expertise of the subject matter; experience and teaching ability; and ability to meet the educational needs of the learners. VCU SOP adheres to the standards and policies set forth by the ACPE, outlined below to aide speakers. Speakers should also align content with the Pharmacists' Patient Care Process outlined by the Joint Commission of Pharmacy Practitioners (<https://jcpp.net/>).

ACPE Activity Types

The activity type for the program will be provided to speakers. Activities should be designed in adherence with the definitions below.

- Knowledge-based – designed for participants to acquire factual knowledge. Learning is typically assessed based on questions to recall facts.
- Application-based – designed for participants to apply the information learned in the allotted time frame. Learning can be assessed through case-studies and problem-solving exercises.
- Practice-based – designed primarily for participants to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies. Learning is assessed through formative and summative assessments.

Activity Objectives

VCU SOP is responsible for developing objectives for each activity that define what the target audience should be able to do at the completion of each activity. Objectives must be:

- Measurable and specific
- Appropriate for the activity-type selected
- Developed to address the identified educational need
- Addressed by an active learning activity and learning assessment

Teaching and Learning Methods

Learning activities must foster active participation as a component of live activity and home study activity instructional approaches. Examples include: games and quizzes, case studies, group discussion, audience response system, interactive scenario, role play, simulation, practice exercises

Standards for Commercial Support

Educational content must be presented with full disclosure to the audience and equitable balance. Faculty must:

- Disclose any relevant financial relationships (or lack thereof) to the audience at the beginning of the presentation
- Present content that does not promote a specific proprietary business interest of a commercial interest
- Ensure the presentation gives balanced views of therapeutic options
- Use generic names over trade names
 - If trade names are used; they must accompany respective generic names and include all available trade names for the product.



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Handouts/Materials

Learning activities must provide participants with materials that enhance understanding of content and foster applications to pharmacy practice.

Examples include: Pocket reference guides, references and bibliographies of articles and publications, URL links to treatment and other acceptable information, lists of mobile applications (apps) for download on iPhone and Android devices

Self-Assessment

Learning assessments must be included in each activity to allow participants to assess achievement of learned content. Informal (discussions, Q&A) and formal (post-tests) techniques are acceptable. The assessment method should be consistent with the activity type and objectives.

Learners must receive assessment feedback in an appropriate, timely, and constructive manner.

Examples include: Post-test with answer rationales, case review with group discussion, vignettes with rationales provided, and observation of skills demonstration/role play with feedback

Faculty Checklist

___ The content is appropriate for the target audience

___ All stated learning objectives have been addressed in the presentation

___ The presentation is fair and balanced

___ The presentation is based on the best available, evidence-based research and prepares pharmacists to provide patient-centered collaborative care as described in the Pharmacists' Patient Care Process (<https://icpp.net/>).

___ Generic names of medications are used. Brand names should not be used unless needed for clarity or patient safety concerns. If used, all brands within the respective class are mentioned, and the generic name accompanies the brand name.

___ Any off-label uses are disclosed on a summary slide at the beginning of the presentation. This should include a listing of each drug or drug class, if the entire class is discussed.

___ Participants are provided materials that enhance understanding of content and foster application

___ Self-assessment or pre-test/post-test questions have been developed to reinforce the learning objectives and to assess learners. Feedback to learners is also included, ex. correct answers with rationale

___ References are provided either on the respective slides or in a compilation slide at the end of the presentation.