

## CONTINUING EDUCATION FACULTY GUIDELINES

*for pharmacy professionals*

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### 1.0 TARGET AUDIENCE

#### 1.1 Definition

The target audience for this program has been defined as pharmacy technicians working in contemporary pharmacy practice settings.

#### 1.2 Educational Needs Assessment

As a provider of continuing education, it is crucial that our organization provide programs based on the educational needs of our target audience. NPTA engages in multiple methods of scanning and assessing the educational needs of the target audience. **This program has been selected to be offered based on these efforts. A copy of the educational needs assessment/gap analysis summary is enclosed to provide further direction and assistance in developing learning objectives.**

### 2.0 LEARNING OBJECTIVES

#### 2.1 Definition

Continuing education programs must include written educational goals and learning objectives that are specific and measurable and which may serve as a basis for an evaluation of the program's effectiveness; they should reflect the relationship of the program topic(s) or content to contemporary pharmacy practice.

#### 2.2 Development

It is your responsibility to develop the specific learning objectives for this program. The number of learning objectives should be appropriate for the amount of time allocated for the program, with a minimum of five. The learning objectives are to be submitted to NPTA for review and approval. For assistance in developing learning objectives, refer to **Exhibit A**.

### 3.0 TEACHING METHODOLOGY

#### 3.1 Active Learning

NPTA expects the teaching methodology of all programs to include active learning. Active learning can be implemented in a variety of manners, regardless of the program format and/or audience size. For assistance on selecting an active learning exercise refer to **Exhibit B**.

## 4.0 INSTRUCTIONAL MATERIALS

### 4.1 Specifications & Requirements

NPTA expects the inclusion of suitable and appropriate supportive and supplemental materials. Instructional materials may include, but is not limited to,; syllabus, handouts, outlines, background materials, bibliographies, slides, PowerPoint® presentations, transparencies, charts, graphs, case studies and video/audio tapes. Instructional materials are to be submitted to NPTA for review and approval. For specifications on creating and submitting instructional materials refer to the official **CE INSTRUCTIONAL MATERIALS GUIDELINES**.

## 5.0 EQUITABLE & FAIR BALANCE

### 5.1 Faculty Selection

Continuing education faculty are selected based on their expertise, experience, training and/or preparation to the tasks and methods of delivery; programs accredited by NPTA reflect directly upon our organization and its reputation for presenting quality education.

### 5.2 Professional Responsibility

Occasionally, faculty may mention an unethical or questionable practice without clearly stating the applicable ethical guidelines or considerations. If you do not clarify the ethical context of the practice that you are describing, some participants may assume that you (or NPTA) approve of the practice. To avoid any possible misinterpretation of your remarks, be sure to remind the attendees of their ethical responsibilities.

### 5.3 Nondiscriminatory Language and Behavior

When preparing both oral presentations and written materials, faculty are expected to be sensitive to the concerns of all members of the audience in their use of language, hypothetical examples and anecdotes. For example, routinely assuming that lawyers and judges are male and that secretaries and legal assistants are female, or portraying any gender or minority group in an unfavorable light, is simply inappropriate. Speakers are to avoid offensive, racist or sexist remarks. Please use inclusive language wherever possible. We encourage you to scrutinize both written materials and oral remarks carefully for stereotypes that might offend program participants.

### 5.4 Non-Commercialism

Faculty must avoid content that focus so specifically on one product or service that they become commercials. Such “selling from the podium” can create significant conflict of interest problems and put NPTA in an awkward position. We ask all faculty to refrain where possible from focusing on one specific commercial product or service in their presentations. **The use of generic drug names (exclusively) should be used in CPE content/materials. If it is necessary to include the brand name of a drug – ALL brand name drugs in the referenced classification must be listed.** Where possible, competing products should be identified and their strengths and weaknesses discussed. Programs should never be advertisements for your, or anyone’s, products or consulting services. In fact, faculty should avoid any appearance of impropriety or inordinate promotion of a product or service they sell or provide.

### 5.5 Full Disclosure

Faculty must disclose any interests, financial or otherwise, they may have in the products they are recommending or are comparing with others in a program or speech by completing a Faculty Disclosure Form. As a result of their special situation, consultants and vendors should always identify themselves as such, indicating their interests in any product or service. Significant relationships must be disclosed to program participants either verbally and/or in writing.

## 6.0 LEARNING ASSESSMENT

### 6.1 Definition

Continuing education programs must include an evaluation mechanism designed to allow participants to assess their achievement in accord with the program's stated learning objectives. It is also expected that the learning assessment is used in the program to provide feedback to participants.

### 6.2 Development

It is your responsibility to develop the specific learning assessment(s) for this program. The learning assessment(s) are to be submitted to NPTA for review and approval. **Each learning assessment question should be linked to a specific learning objective. Please ensure that all learning objectives have an appropriate number of directly linked learning assessment questions.** For assistance in developing learning assessments, refer to **Exhibit C**.

## 7.0 PROGRAM EVALUATION

### 7.1 Post-Analysis

All programs approved by NPTA require post-evaluation. Our organization will develop a specific and measurable program evaluation focusing on key components related to the participants, the instructor(s), the topic and the general context. NPTA will send you a copy of the evaluation data for your program [and a copy of any recorded media, if available] for your review within 6-8 weeks after the program.



The National Pharmacy Technician Association is accredited by the Accreditation Council for Pharmacy Education (ACPE) as a provider of continuing pharmacy education.

<b>DEVELOPING LEARNING OBJECTIVES</b>
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*Exhibit A*

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When developing learning objectives for your continuing pharmacy education program, focus on establishing specific and measurable goals in the following areas: acquisition of knowledge, enhancement of thinking skills, development of psychomotor skills and/or changes in attitudes, values, or feelings.

The following are examples of verbs commonly used in developing learning objectives in each of the aforementioned categories:

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Acquisition of Knowledge	Enhancement of Thinking Skills	Development of Psychomotor Skills	Changes in Attitudes, Values or Feelings
To identify	To reflect	To demonstrate	To challenge
To list	To compare	To produce	To defend
To define	To contrast	To assemble	To judge
To describe	To catalogue	To adjust	To question
To state	To classify	To install	To accept
To prepare	To evaluate	To operate	To adopt
To recall	To forecast	To detect	To advocate
To express	To formulate	To locate	To bargain
To categorize	To investigate	To isolate	To cooperate
To chart	To modify	To arrange	To endorse
To rank	To organize	To build	To justify
To distinguish	To plan	To conduct	To persuade
To explain	To research	To check	To resolve
To outline	To study	To manipulate	To select
To inform	To translate	To fix	To dispute
To label	To differentiate	To lay out	To approve
To specify	To analyze	To perform	To choose
To tell	To compute	To sort	To feel
	To devise	To construct	To care
	To review	To draw	To express

# Active Learning Strategies

## Exhibit B

### CPE Activity Type: KNOWLEDGE

<i>Bloom's Taxonomy</i>	<i>Suggested Active Learning Techniques</i>	
<u>Knowledge-type verbs</u> Define Repeat List Record	Lecture Examples Analogies	Visuals Illustrations Live Q&A
<u>Comprehension-type verbs</u> Discuss Describe Explain Recognize Identify Translate Restate Express	Test/assessment Writing Matching Discussion	Review Presentations Questions Report

### CPE Activity Type: APPLICATION AND/OR PRACTICE

<i>Bloom's Taxonomy</i>	<i>Suggested Active Learning Techniques</i>	
<u>Application-type verbs</u> Interpret Apply Employ Use Demonstrate Illustrate Practice	Role play Practice exercises Projects	Simulations Demonstrations
<u>Analysis-type verbs</u> Distinguish Analyze Differentiate Calculate Compare Contrast Criticize Debate Diagram	Case studies Problems Discussion Pro/con Grids Application exercises	
<u>Synthesis-type verbs</u> Plan Compose Design	Problems Case studies Develop plans Simulations	
Propose Formulate Arrange Construct Create Set up Organize Prepare	Projects	
<u>Evaluation-type verbs</u> Judge Evaluate Rate Compare Revise Score Select Choose Assess Estimate Measure	Case studies Problem exercises Projects Critiques Simulations	

## Learning Assessment: Question Writing Rules

### Exhibit C

#### **Rule #1: All questions should relate to a stated learning objective.**

The learning assessment is used to measure the success of achieving the stated learning objectives, therefore all questions should be related to one or more of the learning objectives.

#### **Rule #2: Use simple sentence structure and precise wording**

Write test questions in a simple structure that is easy to understand. And try to be as accurate as possible in your word choices. Words can have many meanings depending on colloquial usage and context.

#### **Rule #3: Place most of the words in the question stem**

If you're using a question stem, rather than an entire question, ensure that most of the words are in the stem. This way, the answer options can be short, making them less confusing and more legible.

#### **Rule #4: Make all distractors plausible**

All of the wrong answer choices should be completely reasonable. This can be very hard to accomplish but avoid throwing in those give-away distractors as it detracts from the test's validity.

#### **Rule #5: Keep all answer choices the same length**

This can be difficult to achieve, but expert test-takers can use answer length as a hint to the correct answer. Often the longest answer is the correct one. When I can't get all four answers to the same length, I use two short and two long.

#### **Rule #6: Avoid double negatives**

No big news here, right? Don't use combinations of these words in the same question: not, no, nor, the -un prefix, etc. For example, this type of question could confuse test-takers: 'Which of the following comments would NOT be unwelcome in a work situation?' Flip it around and write it in the positive form: 'Which of the following comments are acceptable in a work situation?'

#### **Rule #7: Mix up the order of the correct answers**

Make sure that most of your correct answers aren't in the "b" and "c" positions, which can often happen. Keep correct answers in random positions and don't let them fall into a pattern that can be detected. When your test is written, go through and reorder where the correct answers are placed, if necessary.

#### **Rule #8: Keep the number of options consistent**

It's something of a user interface issue. Making the number of options consistent from question to question helps learners know what to expect. For this project all questions are required to have four answer choices.

#### **Rule #9: Avoid tricking test-takers**

As faulty as they are, tests exist to measure knowledge. Never use questions or answer options that could trick a learner. If a question or its options can be interpreted in two ways or if the difference between options is too subtle, then find a way to rewrite it.

#### **Rule #10: Do NOT Use 'All of the Above' and 'None of the Above'**

*All of the Above* can be an obvious give-away answer when it's not used consistently. Also, the *All of the Above* option can encourage guessing if the learner thinks one or two answers are correct. In addition, the downside to *None of the Above* is that you can't tell if the learner really knew the correct answer.