



COLLEGE OF PHARMACY

**Application for Joint Providership of Continuing Pharmacy Education (CPE) Credits
with the University of Tennessee Health Science Center College of Pharmacy**

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This application must be received at least 30 days prior to the proposed activity.

Today's Date:

Applicant Name:

Proposed Activity Information

Activity Title:

Overall Activity Goal:

Please identify the suggested faculty (instructors) with their title and affiliation for this CPE activity and attach a copy of their biographical sketch or CV:

Faculty/Speaker Name (with credentials):

1.

2.

3.

Activity Date(s):

Registration Fee: \$

or Complimentary

Location(s) (City and State):

or Webcast

Contact Hours of Instruction (1 hour = 60 minutes):

Document Needs Assessment:

Accreditation Council for Pharmacy Education (ACPE) Standard 2: CPE activities must be developed based on a multifaceted process where educational needs are prospectively identified.

A needs assessment should be completed before planning specific CPE activities and should guide content development and delivery. The purpose of a needs assessment is to drill down to the specific educational needs of your intended audience. In the table below, we have provided an example of a needs assessment for a specific topic (see shaded row below). Potential sources of information to use include: focus groups; requests from or discussions with colleagues or preceptors; new guidelines with which current practice is not in accordance; joint commission metrics or goals; medication error reporting system; findings/goals from hospital committees; journal articles and primary literature; needs assessment survey; and government/regulatory bodies.

Please provide documentation of the needs assessment that justifies your proposed activity in the table below by completing one or more rows.

NEEDS ASSESSMENT / GAP ANALYSIS			
Current Practice (What is)	Best Practice (What should be)	Resulting Gap	Type of Gap
<p>Example:</p> <p>Key Point: Research suggests pharmacists may be hesitant to provide buprenorphine to patients with opioid use disorder (OUD), citing stigma, provider distrust, DEA caps, and more.</p> <p>Source: Cooper H, et al. When prescribing isn't enough—Pharmacy-level barriers to buprenorphine access. <i>N Engl J Med.</i> 2020;383:703-705.</p>	<p>Key Point: Pharmacists should support patients access to the gold standard treatment for OUD, which include medication such as buprenorphine.</p> <p>Source: Bach, P., Hartung, D. Leveraging the role of community pharmacists in the prevention, surveillance, and treatment of opioid use disorders. <i>Addict Sci Clin Pract</i> 14, 30 (2019).</p>	<p>Pharmacists may lack knowledge about current, evidence-based best practices to treat patients with OUD.</p>	<p>K</p> <p>A</p> <p>C</p>
<p>Example</p> <p>Key Point: Vancomycin trough monitoring has historically been considered the standard for designing dosing regimens, but a new strategy for utilizing area under the curve (AUC) for dosing has been published.</p> <p>Source: <i>Am J Health-Syst Pharm</i> 2020; 77: 835–64</p>	<p>Key Point: Vancomycin AUC dosing methods are now considered standard of care.</p> <p>Source: <i>Am J Health-Syst Pharm</i> 2020; 77: 835–64</p>	<p>Pharmacists may need additional training on how to implement AUC based dosing methods for vancomycin management.</p>	<p>K</p> <p>A</p> <p>C</p>
<p>Key Point:</p> <p>Source:</p>	<p>Key Point:</p> <p>Source:</p>		<p>K</p> <p>A</p> <p>C</p>
<p>Key Point:</p> <p>Source:</p>	<p>Key Point:</p> <p>Source:</p>		<p>K</p> <p>A</p> <p>C</p>
LEGEND K = KNOWLEDGE A = APPLICATION C = CERTIFICATE			

Draft Statement of Need:

Please draft the activities statement of need based on the documented needs assessment from above.

Example: Millions of Americans have opioid use disorder, but only few receive evidence-based treatment to manage their disease. The gold standard of treatment is medication, such as buprenorphine, and psychosocial support per the national guidelines. Even with safe and effective medication, some pharmacists report refusing to dispense buprenorphine for OUD in the community setting, citing a myriad of reasons. Knowledge of evidence-based treatment options is critical for pharmacists to combat stigma and support patients in their journey to recovery. The purpose of this knowledge-based activity is to review the medications available and their effectiveness as well as opportunities and common barriers to OUD care.

Please provide the statement of need for this activity below:

Identify Learner Competencies:

Please select the following learner competencies on which your educational activity will focus. Please select all that apply. If you are requesting pharmacist and technician activity accreditation, please select all applicable competencies for both groups.

Pharmacist Competencies. Specific pharmacist outcomes have been developed by the American Association of Colleges of Pharmacy’s Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes (2013). For more information, please visit: <https://www.aipe.org/content/77/8/162>

- Domain 1: Foundational Knowledge**
- Domain 2: Essentials for Practice and Care**
- Domain 3: Approach to Practice and Care**
- Domain 4: Personal and Professional Development**

Pharmacy Technician Competencies. Specific pharmacy technician knowledge statements (numbers 1-15) have been developed by the Accreditation Council for Pharmacy Education (ACPE). For more information, please visit: <https://www.ashp.org/-/media/assets/professional-development/technician-program-accreditation/docs/guidance-document-for-ashp-acpe-pharmacy-technician-standards-2019.ashx?la=en&hash=EABC487BDC12783AF2574084941B8274C765195A>

- Standard 1: Personal/Interpersonal Knowledge and Skills**
- Standard 2: Foundational Professional Knowledge and Skills**
- Standard 3: Processing and Handling of Medications and Medication Orders**
- Standard 4: Patient Care, Quality and Safety Knowledge and Skills**
- Standard 5: Regulatory and Compliance Knowledge and Skills**
- Standard 6: Authority and Responsibility Provided to Program Director**
- Standard 7: Strategic Plan**
- Standard 8: Advisory Committee**
- Standard 9: Curricular Length**
- Standard 10: Curricular Composition and Delivery**
- Standard 11: Student Recruitment, Acceptance, Enrollment, and Representation**
- Standard 12: Faculty/Instructors**
- Standard 13: Documentation**
- Standard 14: Assessment of Competency Expectations**
- Standard 15: Assessments of Structure and Process**

Formulate Activity Objectives:

A behavioral objective states what the learner should be able to do upon completion of a continuing education activity and identifies the terminal behavior or outcome of the activity. Objectives are critical to the educational activity development because they reflect input from learners relative to educational needs, determine the selection of content and teaching methodologies, and provide a guide to the evaluation phase.

All objectives should:

- Use verbs which describe an ACTION that can be OBSERVED
- Be specific and MEASURABLE within the teaching time frame
- Consist of only one action verb per objective
- Describe the learner outcome, not the instructor's process or approach
- Be adequate for the designated teaching method(s) (e.g., "knowledge" or "application")
- Be covered by a learning assessment

Suggested/selected verbs from ACPE:

Knowledge		Application		Certificate	
Associate	Match	Analyze	Illustrate	Assemble	Facilitate
Cite	Name	Appraise	Interpret	Collaborate	Formulate
Classify	Order	Apply	Plan	Compose	Intervene
Compare	Paraphrase	Calculate	Practice	Create	Manage
Define	Recall	Categorize	Prioritize	Critique	Measure
Describe	Recognize	Chart	Organize	Debate	Propose
Explain	Review	Correlate	Separate	Design	Recommend
Identify	Restate/state	Establish	Solve	Devise	Role-play
Label	Select	Experiment	Test	Develop	Simulate
List	Translate	Explain	Write	Defend	Solve

Non-behavioral verbs should be avoided since they are open to interpretation:

- Appreciate
- Behave
- Believe
- Be aware of
- Enjoy
- Be familiar with
- Comprehend
- Remember
- Think
- Explore
- Grasp significance of
- Have faith in
- Know
- Learn
- Perceive
- Realize
- Understand

Please provide learning objectives for pharmacists and/or pharmacy technicians participants who will be claiming ACPE credit. The designation of P (pharmacist) and T (pharmacy technician) is based on the appropriateness of the content for each respective participant type. If the content is at the level/scope of practice for a pharmacist, then only a 'P' designation should be offered. It is acceptable for a pharmacy technician to participate in this activity; however, a statement of credit with a 'P' will be issued. Pharmacy technicians should contact their State Boards or relicensure/recertification organizations regarding their specific policies on accepting 'P vs. T' designations for credit.

Pharmacist Learning Objectives:

Following completion of this activity, the participant (pharmacist) should be able to:

- 1.
- 2.
- 3.
- 4.
- 5.

Technician Learning Objectives:

Following completion of this activity, the participant (pharmacy technician) should be able to:

- 1.
- 2.
- 3.
- 4.
- 5.

Describe Active Learning Strategies:

To meet these objectives, we encourage active participation in activities. The teaching and learning methodologies used should foster the continued development of critical thinking and problem-solving skills, be applicable to the diverse learning needs of the pharmacists and pharmacy technicians, and encourage the continuing professional development of participants.

Please list active learning strategies:

-
-
-

Describe Learning Assessment Plan:

Assessment of learning is a critical component of delivering effective continuing education and is required by ACPE Standard 9 for every activity. Assessment questions can be informal (involving participant discussions) or more formal (such as quiz questions) and should link directly to learning objectives and active learning exercises. Ideally, there will be one assessment question for each learning objective. The assessment should also align with the activity type. For example, questions can assess recall of facts for knowledge-based activities, application of principles learned for application-based activities, or more formative/summative assessments for certificate program activities.

Feedback to the learner on the correct answers to the assessment questions or correct evaluation of the case presentation is also important and must be provided per ACPE Standard 10. When responses are incorrect, it is important to explain the rationale for the correct response. Please provide these in the “notes” section of your slides if they are not contained in the presentation content.

Please list assessment question/case PLUS rationale for the correct response for each learning objective:

- 1.
- 2.
- 3.
- 4.
- 5.

When utilizing audience response systems (polling software), please describe how you will record and provide responses to assessments to our Office upon completion of the activity:

Evaluation of CPE Activity:

CPE providers must evaluate the effectiveness of CPE activities per ACPE Standard 11. Prior to participants claiming CPE credit, they must complete an evaluation of the activity itself. The evaluation will include questions on the following topics and be administered by our Office via the online system they navigate to in order to claim credit:

- ✓ activity’s effectiveness in achievement of the **intended outcome** and **overall activity goal** as well as **each and every** individual educational, behavioral, or performance objective
- ✓ applicability and relevance of the CPE activity to meet participants’ educational needs
- ✓ quality of instruction of **each and every** faculty (speaker, author)
- ✓ usefulness and quality of learning (instructional) materials, e.g., handouts, references
- ✓ effectiveness of teaching and learning methodologies, including active learning
- ✓ appropriateness of learning assessment activities (tests)
- ✓ perceptions of bias or commercialism; if yes, please explain

Our office will provide these evaluations to you upon receipt of responses to activity assessments. For questions, please contact our Office.

Other Important Activity Reminders:

Consider Implementing the Pharmacists' Patient Care Process (PPCP) into CE Activities: The "Pharmacists' Patient Care Process," endorsed by ACPE as well as the other professional organizations, relates to documenting patient care activities. ACPE recommends and encourages faculty to incorporate aspects of the PPCP into their presentation(s). (See: <https://www.pharmacist.com/sites/default/files/files/PatientCareProcess.pdf>)

Fees: If the *Application* is approved, charges for co-sponsorship or a working relationship and issuance of statements of CE credit for all participants will be mutually agreed upon prior to an *Agreement* being executed. The charges are either a flat fee for all aspects of pharmacy co-sponsorship or a one-time administrative fee plus a per CE statement issued charge. These fees will be negotiated prior to finalizing the *Agreement*.

Proof of Participation: Prior to issuance of CPE credit, the UTHSC COP must be assured that each person requesting credit, did, indeed, participate in and complete the activity.

For **live on-site** activities, this can be accomplished by asking each person to submit the completed **activity evaluation** form and a **post-test participant assessment** form. Each participant is also required to provide their signature on a "signature log" attesting to their participation prior to and/or at the conclusion of the activity.

For **enduring materials**, each participant is required to submit a completed **activity evaluation** form and a **post-test participant evaluation** form.

If statements of CE credit will be available online, we require that this process be as fraud-proof as possible and must be pre-approved by the UTHSC COP. In addition, a listing of all completions must be provided to the UTHSC COP 30 days from the date of the activity.

In order to issue a statement of CPE credit, the UTHSC COP requires each person's name, address, NABP e-Profile number and date of birth (month and day) in a legible form. For the majority of activities, learners can claim credit and submit evaluations through our learning management system Learning Express. Staff will send instructions on how to claim credit as a part of the approval process. Pharmacists or pharmacy technicians with questions regarding their NABP e-Profile or CPE Monitor should refer to the FAQ section on the NABP website (www.nabp.net/programs/cpe-monitor/cpe-monitor-service) or contact **NABP Customer Service: custserv@nabp.net or telephone 847-391-4406.**

Put the Activity All Together Now: Needs Assessment, Implementation, Evaluation

CPE Planning Document					
NEEDS ASSESSMENT / GAP ANALYSIS				IMPLEMENTATION	EVALUATION
Current Practice (What is)	Best Practice (What should be)	Resulting Gap	Type of Gap	Learning Objective	Assessment
<p>Key Point: Research suggests pharmacists may be hesitant to provide buprenorphine to patients with opioid use disorder, citing stigma, provider distrust, DEA caps, and more.</p> <p>Source: Cooper H, et al. When prescribing isn't enough—Pharmacy-level barriers to buprenorphine access. <i>N Engl J Med.</i> 2020;383:703-705.</p>	<p>Key Point: Pharmacists should support patients access to the gold standard treatment for OUD, which includes medication such as buprenorphine.</p> <p>Source: Bach, P., Hartung, D. Leveraging the role of community pharmacists in the prevention, surveillance, and treatment of opioid use disorders. <i>Addict Sci Clin Pract</i> 14, 30 (2019).</p>	<p>Pharmacists may lack knowledge about current, evidence-based best practices to treat patients with opioid use disorder.</p>	<p>K</p> <p>A</p> <p>C</p>	<p>Describe the gold standard treatment for OUD.</p>	<p>What medications are first-line options to manage OUD?</p>
<p>Key Point:</p> <p>Source:</p>	<p>Key Point:</p> <p>Source:</p>		<p>K</p> <p>A</p> <p>C</p>		
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