

University of California, San Diego
Skaggs School of Pharmacy and Pharmaceutical Sciences
Guidelines for Hosting a Pharmacy Continuing Education Course

❖ OVERVIEW COURSE OFFERINGS

At this time, only full-time salaried faculty with appointments in the Skaggs School of Pharmacy and Pharmaceutical Sciences may offer continuing education (CE) courses through this program. These individuals are referred to in these guidelines as “Faculty Providers”.

Faculty Providers may offer CE courses to other faculty, students, preceptors, and other non-salaried or voluntary faculty in the School.

❖ DESCRIPTION OF THE PROCESS

Using the CAPE SSPPS Checklist, compile and collect all necessary documents and submit them to both pharmacy@ucsd.edu and Douglas Humber (dmhumber@ucsd.edu) at least 30 days in advance of the initial presentation of the proposed CE course.

❖ 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.

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- 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.

❖ 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?

❖ METHODS UTILIZED FOR DETERMINATION OF HOURS

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.

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,

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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.

❖ 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.

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❖ DEVELOPING EDUCATIONAL OBJECTIVES

Objectives are used to convey specific learning outcomes. 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.”

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 thinks 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

To operate
To list
To group
To name
To administer

Non-Educational Objectives

To understand
To know
To appreciate
To imagine
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...”

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.

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Specific Conditions

Without the use of references
From a list provided by the presenter
Using the adult manikin

Performance Required

List the signs of heart attack
Answer the questions on the exam
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.

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

To perform CPR accurately and without error
Given a list of 20 factors, give 5 factors of heart disease that can be controlled

Unclear Measurability

Perform CPR
List 5 factors of heart disease that can be controlled

❖ PROGRAM SYLLABUS AND SUPPORTIVE MATERIALS

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.

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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.

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.