Illinois Council of Health-System Pharmacists
Continuing Pharmacy Education Department

Speaker Handbook for Stand-Alone Presentations
# Contents

Podcasts on ACPE Presentation Requirements ................................................................. 3
Summary of Required Forms .............................................................................................. 3
  Single Topic with Multiple Speakers (excluding Pearl Presentations) ................................ 3
Standards of Practice ........................................................................................................ 3
  Content Validation ........................................................................................................... 3
Patient Care Process ......................................................................................................... 4
Bias Safeguards .................................................................................................................. 4
  Off Label Use ................................................................................................................... 4
  Financial Disclosure / Conflict of Interest ...................................................................... 4
    ACPE Guidelines on Non-Commercialism and Conflict of Interest Declaration ............. 5
    Moderator Confirmation of Non-Bias Form .................................................................. 5
  Flowchart for the Identification and Resolution of Personal Conflicts of Interest .............. 6
Creating a Learning Environment ....................................................................................... 7
  CPE Activity Definitions ................................................................................................. 7
  Needs Assessment & Gap Analysis .................................................................................. 7
Criteria for Learning Objectives ....................................................................................... 8
  Writing Learning Objectives ........................................................................................... 8
  Incorporating Interactive Learning .................................................................................. 8
    Active Learning Techniques .......................................................................................... 8
    Chart of Active Learning Verbs and Corresponding Teaching Techniques ...................... 9
    Tips for Stimulating Learning ...................................................................................... 10
    Summary of Best Practices: How to Make LIVE CPE Interactive ................................. 10
    Audience Response System ......................................................................................... 10
  Interactive Audience Participation Systems ..................................................................... 10
Guidelines for Writing Learning Assessment Questions .................................................... 11
  Question Writing Principles - The Do & Do Not List ....................................................... 11
Continuing Professional Development (CPD) ................................................................... 11
Preparing Your Presentation .............................................................................................. 12
  ACPE Policy Statement for “Use of Residents as Faculty” .............................................. 12
  Format of Presentation - Slides and Handouts ................................................................. 12
  Copyright Permission - Appropriate use of materials ..................................................... 12
    Compliance .................................................................................................................... 12
  Recording ........................................................................................................................ 12
  Guidelines for Presentation Slides ................................................................................... 13
    Sample Slides ................................................................................................................ 14
Supplemental Citation and Referencing Guidelines – AMA Style ...................................... 14
Speaker Checklist and Forms ............................................................................................ 16
  Faculty Worksheet .......................................................................................................... 17
  Needs Assessment ........................................................................................................... 19
  Gap Analysis ..................................................................................................................... 20
  Activity Planning Instruments ......................................................................................... 22
  Speaker Conflict of Interest ............................................................................................. 24
  Preceptor Mentor Conflict of Interest ............................................................................. 25
  Speaker Introduction Form ............................................................................................... 26
  Document of Understanding ........................................................................................... 27

---

## Contact Us

**ICHP Main Office**

Phone | 815-227-9292  
Fax | 815-227-9294  
4055 N. Perryville Road  
Loves Park, IL 61111

**Trish Wegner, BS, PharmD, FASHP**

Phone | 815-227-9292  
Cell | 630-335-4176  
TrishW@ichpnet.org

**Maggie Allen, PhD**

Phone | 815-227-9292  
Cell | 815-484-3670  
MaggieA@ichpnet.org

**Accounting**

Phone | 815-227-9292  
JanM@ichpnet.org
Podcasts on ACPE Presentation Requirements

In order to assist speakers in complying with ACPE requirements, the ICHP Continuing Pharmacy Education Department has created a series of five modules to review prior to preparing your educational piece. You may either download and listen to a podcast or view a video presentation.

Please go to the ICHP website at http://www.ichpnet.org/pharmacy_practice/pharmacy_education_and_cpe/acpe/ to view five short modules on meeting ACPE requirements for continuing pharmacy education.

Please read this Handbook and complete all of the required forms / activities located in the Appendix as soon as possible to ensure ACPE accreditation.

Summary of Required Forms

The Document of Understanding (attached to your confirmation letter, email or at the end of this handbook) must be signed and returned immediately upon receipt of the confirmation. The Faculty Worksheet provides the overview information on your presentation. The Needs Assessment, Gap Analysis, and Activity Planning Instrument forms will be of great benefit to you in developing your presentation. Additional forms include: Conflict of Interest form (required or you may not make a presentation – see Financial Disclosure and ACPE Guidelines below in Standards of Practice), Speaker Introduction information, and a copy of the required Document of Understanding form.

Single Topic with Multiple Speakers (excluding Pearl Presentations)

Each speaker should complete the Faculty Worksheet, Conflict of Interest Declaration, Speaker Introduction and a Document of Understanding. Only one Needs Assessment, Gap Analysis Form for Pharmacists and/or Pharmacy Technicians, and one Activity Planning Instrument for Pharmacists and/or Pharmacy Technicians is required. Forms may be found beginning on page 16.

Information and instructions to aid you in completing these forms may be found throughout the Speaker Handbook. Please refer to the Table of Contents on Page 2.

Standards of Practice

Content Validation

Our goal as clinicians is to base our recommendations on findings that are reported in adequately powered randomized and double blinded studies using an active comparator that reported meaningful improvements in clinical outcomes in intact human beings (usually classified as level 1 evidence). But the perfect study likely does not exist and it is necessary to make decisions about treatments that are based on weaker information. For example placebo comparisons, or observational studies, or basing recommendations on expert opinion, anecdotes, or even on laboratory results- as long as: a) this is the best information available; and b) the increased level of uncertainty is described.

Level 1 evidence has a lesser degree of uncertainty than information based on animal models, or human cell cultures, laboratory analysis, observational studies and even expert opinion.

At ICHP we ask speakers and authors to point out when information was not measured using level 1 evidence. For example “recent data from an animal model of kidney function has shed new light on the mechanism of action of drug X.” Or perhaps point out that an “antimicrobial dosing strategy is based on microbiological findings plus population pharmacokinetic data, but needs to be adequately tested in humans.”

Up to date information helps our learners stay current with new ideas, and by pointing out the limitations of your analysis you will remind your audience of the inherent uncertainty of the data.

Per ACPE requirements, you may not alter your slide presentation once it is submitted to and confirmed final by the ICHP office. If you have new information in the meantime, you may verbally include that during your presentation. Your slide presentation will be pre-loaded on the laptop provided at the meeting location.
Patient Care Process
Speakers are encouraged to prepare pharmacists to provide patient centered collaborative care as described in the Patient Care Process.

Pharmacists’ Patient Care Process
Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes.

Using principles of evidence-based practice, pharmacists:

Collect
The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient.

Assess
The pharmacist assesses the information collected and analyzes the clinical effects of the patient’s therapy in the context of the patient’s overall health goals in order to identify and prioritize problems and achieve optimal care.

Plan
The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective.

Implement
The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

Follow-up: Monitor and Evaluate
The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

Bias Safeguards
Off-label Use
ACPE requires that you indicate, either on the slide or verbally, when discussing off-label use of a medication or device. Education materials may not contain any commercial advertising, logos or product-group messages.

Financial Disclosure & Conflict of Interest

Every speaker must sign a Conflict of Interest (COI) form, outlining any conflicts, or stating there are no conflicts. Any fellow/resident/student presentation must include the preceptor mentor’s Conflict of Interest form as well. The preceptor mentor would be designated as the “Content Specialist” on the COI form. This form is located in the Appendix of the Speaker Handbook.

Any conflict must be resolved prior to the presentation, which may include peer review and ICHP staff review.

Every presentation must include a financial disclosure slide at the beginning, and the speaker is required to announce at the beginning if he/she has a conflict or does not have a conflict, and a statement that all conflicts were resolved, if conflict existed. Any fellow/resident/student slide presentation must also include the same information about conflict and resolution as above for each preceptor mentor. This is an ACPE accreditation requirement. Please see ACPE Guidelines on page 5.
ACPE Guidelines on Non-Commercialism and Conflict of Interest Declaration

• All continuing pharmacy education (CPE) activities should provide for an in-depth presentation with fair and full disclosure and equitable balance. Appropriate topics and learning activities shall be distinguished from topics and learning activities which are promotional or appear to be intended for purpose of endorsing either a specific commercial drug or other commercial product (as contrasted with the generic product/entity and its contents or the general therapeutic area it addresses), or a specific commercial service (as contrasted with the general service area and/or the aspects or problems of professional practice it addresses).

• Commercial interest is defined as any proprietary entity producing health care goods or services, with the exception of non-profit or government organizations and non-health care related companies.

• Presentations must give a balanced view of therapeutic options. Use of generic names will contribute to this impartiality. If the CPE educational material or content includes trade names, where available trade names from several companies should be used, not just trade names from a single company.

• An individual must disclose to learners any relevant financial relationship(s) prior to the beginning of the educational activity.

• Disclosure should be described in the slide presentation, usually the second slide (if live presentation) or in any handout.

• For an individual with no relevant financial relationship(s) the learners must be informed that no relevant financial relationship(s) exist.

• If there is a relevant financial relationship, the conflict must be resolved prior to the program using peer review, selection of alternative faculty, ending financial relationship or other mechanism described on the ICHP Conflict of Interest Form.

• Disclosure due to a relationship with a commercial interest is required if both (a) the relationship is financial and occurred within the past 12 months and (b) the individual has the opportunity to affect the content of CPE about the products or services of that commercial interest.

• Financial relationships are those relationships in which the individual benefits by receiving salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (e.g. stocks, stock options or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial benefits are usually associated with roles such as employment, management position, independent contractor (including contracted research), consulting, speaking and teaching, membership on advisory committees or review panels, board membership, and other activities for which remuneration is received or expected.

• ACPE considers relationships of the person involved in the CPE activity to include financial relationships of a spouse or partner.

• All individuals involved in an activity must sign a conflict of interest declaration, including those on a planning committee. Anyone who refuses to sign a conflict of interest declaration may not be involved in the activity.

Moderator Confirmation of Non-Bias Form

Moderators will complete a Confirmation of Non-Bias Form documenting if the presentation is free of commercial bias. Speakers will be contacted if bias is detected.

Please see the Flowchart for the Identification and Resolution of Personal Conflicts of Interest on page 6.
Flowchart for the Identification and Resolution of Personal Conflicts of Interest

(Flowchart for the Identification and Resolution of Personal Conflicts of Interest)

Use this flowchart at the beginning of your planning process for CE activities to ensure independence from ACCME-defined commercial interests. Start at A below. For step-by-step instructions for using this flowchart, visit www.accme.org/coiflowchart.

A
Is the content related to products or business lines of an ACCME-defined commercial interest?

No

Disclosure to Learners
Before the activity, disclose to learners that there are no relevant financial relationships with ACCME-defined commercial interests for anyone who was in control of the content of the activity.

Done!

Yes

For each person in control of content for the CE activity...

B
Is the person an employee/owner of an ACCME-defined commercial interest?

No

Disclosure to Learners
Before the activity, disclose to learners that the person(s) have no relevant financial relationship(s) with ACCME-defined commercial interests to disclose.

Done!

Yes

Does the person have a relevant financial relationship with an ACCME-defined commercial interest?

No

Is there a relevant financial relationship? If you can check all 4 boxes below, you’ve identified a relevant financial relationship with an ACCME-defined commercial interest that must be resolved before the activity occurs.

- Financial relationship between person in control of content (or their spouse/partner) and an ACCME-defined commercial interest
- Any amount ($)
- In the past 12 months
- Products/services of the ACCME-defined commercial interest (with which they have the financial relationship) are related to the content of the CE activity

Yes, there is a relevant financial relationship.

D
Does the person take an active role to resolve conflicts by:

✓ Recusing person from controlling aspects of planning and content with which they have a conflict of interest and/or
✓ Using peer-review of planning decisions (for planners) by person(s) that do not have conflicts of interest related to the content and/or
✓ Using peer-review of content (for authors/presenters) by person(s) that do not have conflicts of interest related to the content and/or
✓ Making sure to ensure that clinical recommendations are evidence-based and free of commercial bias (e.g., peer-reviewed literature, adhering to evidence-based practice guidelines) and/or
✓ Using other methods that meet ACCME’s expectations

Implement your process to resolve the potential conflict-of-interest arising from their relevant financial relationship.

Done!

Disclosure to Learners
Before the activity, disclose to learners the name(s) of the individual(s), name of the ACCME-defined commercial interest with which they have a relevant financial relationship(s) and the nature of the relationship.

Done!

Footnotes
1. The use of employees of ACCME-defined commercial interests as faculty and planners or in other roles where they are in a position to control the content of accredited CE is prohibited, except in specific situations. For more information, visit this Ask ACCME frequently-asked-question regarding commercial employees.

2. There are a range of approaches providers can use to resolve potential conflicts of interests. For more information, visit ACCME’s Provider Examples of Compliance and Noncompliance. ACPE-accredited providers can find examples and resources on the ACPE website.
Creating a Learning Environment

CPE Activity Definitions

- **Knowledge-based**: Designed primarily for pharmacists and technicians to acquire factual knowledge. The minimum credit for these activities is 15 minutes or 0.25 contact hour.

- **Application-based**: Designed primarily for pharmacists and technicians to apply the information learned in the time frame allotted. The minimum credit for these activities is 60 minutes or one contact hour.

- **Practice-based**: Designed primarily for pharmacists and technicians to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies. 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.

**ICHP accredits only knowledge-based and application-based CPE activities at this time.**

Needs Assessment and Gap Analysis

Speakers are required to provide the topic needs assessment and brief gap analysis forms. The required forms are on pages 19-21.

### Needs Assessment

Below is an outline of the components of the Needs Assessment.

**Needs Assessment Description:**
- A narrative description of how the practice gap was identified
- Explanation of what education is needed to help close the practice gap(s) identified
- Identification of target audience and geographic variations in needs

**Needs Assessment Components** (may include one or more of the following):
- Brief background of the therapeutic area/disease state
- Practice gaps
- Demographic/epidemiologic data (geographic variation)
- Consensus guidelines and well-designed clinical trials
- Current/emerging treatments, treatment strategies, barriers to treatment

**Needs Assessment Sources:**
- Primary evidence-based research
  - PubMed
  - Scientific publications
  - Meeting proceedings
- Published resources
  - Practice guidelines
  - Morbidity and mortality reports
  - Media coverage of new advances
- Review of trends in the profession
- Environmental scans
  - Review of past, present, and planned future initiatives in topic of interest

### Gap Analysis

Below is a list of the components of the Gap Analysis which aids in the development of the learning objectives.

- Current Practice
- Best / Better Practice
- Education Need
- Learning Objective

Identification of a gap: Determine the current results, articulate the desired results, and the distance between results (gap) and the actual need. Once a need is identified, then a solution can be selected that is targeted to closing the gap (learning objective).

Criteria for Learning Objectives
• Educational goals and specific learning objectives should reflect the relationship of the activity topic(s) or content to contemporary pharmacy practice.
• Performance objectives must be measurable and specific.
• Verbs for performance objectives must elicit or describe observable or measurable behaviors on the part of activity participants.
• Utilize verbs from the chart on page 9 when developing objectives. Do NOT use the verbs: appreciate, behave, believe, be aware of, enjoy, explore, grasp significance of, have faith in, know, learn, perceive, realize, or understand.

Writing Learning Objectives
Learning objectives must incorporate the appropriate verbs based on the activity type: knowledge-based or application-based - of the learning presentation. In some situations, ICHP will provide suggested learning objectives developed as part of the continuing pharmacy education (CPE) planning process and based on ICHP needs assessment surveys, as well as meeting and CPE evaluations forms.

ICHP welcomes the presenter’s input in developing learning objectives, or if provided, in reviewing and modifying the learning objectives based on the presenter's knowledge and experience of the selected topic.

Please refer to the Active Learning Verbs and Corresponding Teaching Techniques Chart on the next page for approved verbs for learning objectives.

Incorporating Interactive Learning
Interactive learning is now an ACPE accreditation requirement for all continuing pharmacy education presentations. Interactive teaching methods are also a common request of attendees, result in better program evaluations and stronger more identifiable learning outcomes. The Chart on page 9 indicates how to incorporate active learning into a presentation based on Activity Verb Type. Below are suggestions on interactive participation of learners.

Active Learning Techniques
According to educational research, adults learn best when there is interaction between the presenter and the learner; they participate in role-playing or when peer-to-peer dialogue takes place. Active participation encourages the audience to do more than passively listen to a lecture. Rather, participants are processing and applying knowledge gained during the lecture. Active participation requires the audience to talk and listen, reflect on and apply the material presented. The focus of education has shifted from how much you know and a recitation of facts, to how you actively explore and apply what you know.

Seven Characteristics of Adult Education
• Have a learning environment where the learner feels safe and supported. They are allowed to express themselves to others, feeling acknowledged and respected.
• Intellectual freedom and creativity are encouraged.
• Faculty need to treat the learner as an intelligent, experienced adult. They need to be viewed as a “peer”, where their opinions are encouraged and listened to.
• Self-directed learning is expected, where the student takes responsibility for what they learn. They work with the faculty to have specific activities designed to meet the needs they require to function to their fullest in their profession.
• The learner must be challenged appropriately, so they are pushed just beyond their current ability. If they are pushed too far, they may give up, while if not pushed enough they will become bored and not learn anything.
• Learners need to be actively involved, where they can talk and interact with each other, they can try out new ideas, and use exercises and experience to support facts and theory.
• There needs to be feedback mechanisms for faculty to know what the learners say works best for them and to know what else the student wants to learn. The faculty needs to listen to the student and make changes according to this feedback.
# Chart of Active Learning Verbs and Corresponding Teaching Techniques

## CPE Activity: KNOWLEDGE

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy</th>
<th>Suggested Active Learning Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge-type verbs</td>
<td>Lecture</td>
</tr>
<tr>
<td>Arrange</td>
<td>Define</td>
</tr>
<tr>
<td>Label</td>
<td>List</td>
</tr>
<tr>
<td>Name</td>
<td>Order</td>
</tr>
<tr>
<td>Relate</td>
<td>Recall</td>
</tr>
<tr>
<td>Repeat</td>
<td>Reproduce</td>
</tr>
<tr>
<td>Comprehension-type verbs</td>
<td>Test/Assessment</td>
</tr>
<tr>
<td>Classify</td>
<td>Describe</td>
</tr>
<tr>
<td>Explain</td>
<td>Express</td>
</tr>
<tr>
<td>Indicate</td>
<td>Locate</td>
</tr>
<tr>
<td>Recognize</td>
<td>Report</td>
</tr>
<tr>
<td>Review</td>
<td>Select</td>
</tr>
</tbody>
</table>

## CPE Activity: APPLICATION AND/OR PRACTICE

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy</th>
<th>Suggested Active Learning Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application-type verbs</td>
<td>Role play</td>
</tr>
<tr>
<td>Apply</td>
<td>Choose</td>
</tr>
<tr>
<td>Dramatize</td>
<td>Employ</td>
</tr>
<tr>
<td>Interpret</td>
<td>Operate</td>
</tr>
<tr>
<td>Schedule</td>
<td>Sketch</td>
</tr>
<tr>
<td>Use</td>
<td>Write</td>
</tr>
<tr>
<td>Analysis-type verbs</td>
<td>Case studies</td>
</tr>
<tr>
<td>Analyze</td>
<td>Appraise</td>
</tr>
<tr>
<td>Categorize</td>
<td>Compare</td>
</tr>
<tr>
<td>Criticize</td>
<td>Debate</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Discriminate</td>
</tr>
<tr>
<td>Examine</td>
<td>Experiment</td>
</tr>
<tr>
<td>Question</td>
<td>Research</td>
</tr>
<tr>
<td>Synthesis-type verbs</td>
<td>Problems</td>
</tr>
<tr>
<td>Arrange</td>
<td>Assemble</td>
</tr>
<tr>
<td>Compose</td>
<td>Construct</td>
</tr>
<tr>
<td>Design</td>
<td>Develop</td>
</tr>
<tr>
<td>Manage</td>
<td>Organize</td>
</tr>
<tr>
<td>Prepare</td>
<td>Propose</td>
</tr>
<tr>
<td>Write</td>
<td></td>
</tr>
<tr>
<td>Evaluation-type verbs</td>
<td>Case studies</td>
</tr>
<tr>
<td>Appraise</td>
<td>Argue</td>
</tr>
<tr>
<td>Attach</td>
<td>Choose</td>
</tr>
<tr>
<td>Defend</td>
<td>Estimate</td>
</tr>
<tr>
<td>Judge</td>
<td>Measure</td>
</tr>
<tr>
<td>Rate</td>
<td>Revise</td>
</tr>
<tr>
<td>Select</td>
<td>Support</td>
</tr>
</tbody>
</table>

Tips for Stimulating Learning

• Start the session with an overview of the content in the educational offering and why it is of value to the participants; end with a summary of key points.
• Break up information into “mini-lectures” (e.g. 10-15 minutes or smaller) followed by examples with opportunities to discuss, practice or reflect.
• Prepare a variety of examples from different sensory domains to reinforce new information:
  - Verbal – anecdotes, cases
  - Still images – drawings, photographs (ensure no copyright infringement)
  - Moving images – animations, videos (not too much)
  - Tactile examples – medical devices, models
• Develop activities that require participants to relate the new information to their own practice or personal experience:
  - Give participants a few minutes to write, discuss or think of ways that they could change their practice with the new information. This is the CPD concept of “reflect”
  - Have participants solve cases that were based on their own needs (e.g., through needs assessments).
  - Ask participants to share relevant issues for discussion.
• Design activities to get the maximum number of participants as possible to respond:
  - Ask participants to write or solve a problem individually.
  - Ask questions and poll the participants through a show of hands or through a polling system.
  - Have participants discuss an issue or work with the person next to them.
  - When possible and educationally beneficial, have participants work in small groups.


Summary of Best Practices: How to make Live CPE Interactive
(from ACPE Conference 2013 “Unchartered Territory” session)

• Reflective questions
• Case Studies
• Learner or faculty “pearls”
• Animation
• Polls (ARS devices, mobile apps…)
• Chats with audience
  - Live online webinars need more live interaction
• Structured Q & A
• Videos
• Group discussion or debate
• Team competition or games
• Free write with sharing
• Postcard idea – write on postcard what attendee plans to do upon returning to work site, or to further professional development…mail to them 3 months / 6 months later…
• Email reminders of what one promised to do – use the online evaluation comments for that.

Audience Response Systems
ICHP strongly encourages presenters to use audience response technology among other methods of interactive learning.

Interactive Audience Participation Systems
One example of technology which can be used for interactive audience participation is Poll Everywhere. This allows the audience to text open ended responses to questions to keep them engaged. This has been very popular with meeting attendees. You can create your own free account by going to http://www.polleverywhere.com/. It only allows for 25 to 40 responses (depending on the type of plan), but that is enough to get a sense of the audience. Internet access is needed for this system.

The Activity Planning Instrument Form in the Appendix of the Speaker Handbook is where you will outline your active learning techniques as related to each learning objective.
Guidelines for Writing Learning Assessment Questions

Questions interspersed throughout a presentation provide interactive opportunities for both learners and presenter to gauge the impact of the information. This self-assessment is a requirement for ACPE accredited continuing pharmacy education programs. Questions may be written as multiple choice with only one correct answer.

Multiple choice questions consist of a stem and four possible options.

- **Item Stem**: The item stem is the introductory statement or question that describes a situation or circumstance related to the knowledge being assessed. Item stems can be written in the form of an incomplete statement as well as in question form.
- **Key**: The key must reflect current practice. In some cases the key will be the only correct choice, while in other cases the key will be deemed to be the BEST choice when considered with the other choices provided.
- **Distractors**: Distractors are the incorrect options but should be plausible or possible correct answers to candidates who are not knowledgeable enough to choose the key.

Question Writing Principles – Do and Do Not List

- **DO** test only one testing concept or knowledge statement per item. Knowledge statements were developed for this purpose and items written from a knowledge statement will most likely result in higher quality, practically based items.
- **DO** ensure that the stem and all options are compatible with each other. For example, if your stem reads, “Which of the following audit procedures… “, then all options must be audit procedures.
- **DO** keep the stem and options as short as possible by avoiding the use of unnecessary text or jargon. Do not attempt to teach the candidate a concept or theory by providing too much information before asking the question.
- **DO** include common words or phrases in the item stem rather than in the key and distracters.
- **DO** write all options the same approximate length and format.
- **DO** write options that are grammatically consistent with the item stem and maintain a parallel grammatical format. For example if the key begins with a verb ending with “ing”, then all distracters must begin with a verb ending with “ing”.
- **DO** use only professionally acceptable or technical terminology in the item stem and options.
- **DO NOT** use a key word or phrase in the item key that appears in the stem. Experienced test takers will look for clues such as this that often identify the key.
- **DO NOT** use words such as “frequently”, “often”, “common”, or “rarely” as they introduce subjectivity into the item. If an item is subjective, it can be argued that more than one option is keyable.
- **DO NOT** use terms in the stem such as “always”, “never”, or “all” since very little is absolute and thus it makes it easier for candidates to eliminate distracters.
- **DO NOT** use terms such as “least”, “not” or “except” as they are negative and require a candidate to choose an incorrect or least preferred choice, rather than a correct or preferred choice. This is called a negative-type question. For example: Which of the following statements is not true?
- **DO NOT** use gender pronouns such as he, she, his, or her. Refer to individuals by their title.
- **DO NOT** use “all of the above”, “none of the above”, as options


Please note: All assessment questions must relate back to the learning objectives of the program! Each learning objective must be assessed with at least one test question or method of assessment.

For Learning Assessment Exercise examples, please go to: https://www.acpe-accredit.org/continuing-education-provider-accreditation/. Refer to Standard 9 and click on “Learning Assessment Exercises.”

Continuing Professional Development (CPD)

In addition, ICHP supports pharmacists’ and technicians’ use of continuing professional development (CPD). To foster CPD, you can ask the audience to turn to a partner and discuss with them what one aspect of the presentation enhanced their knowledge on the topic. This serves as the “reflect” portion of the “Plan-Act-Evaluate-Reflect” method of CPD. For more information on CPD to assist you with incorporating this method of learning, please go to: www.acpe-accredit.org/continuing-professional-development/ or www.ichpnet.org/pharmacy_practice/cpd/.
Preparing Your Presentation

ACPE Policy Statement For: “Use of Residents as Faculty”

If fellow/resident/student, please note the additional requirement based on the following ACPE Policy: “If residents are selected as faculty for a CPE activity, the provider should ensure a preceptor mentors the resident during development of the activity. Guidance should address the expectations of adult learning principles as outlined in the ACPE Standards for Continuing Pharmacy Education including identification of an educational gap; development of measurable learning objectives; inclusion of independent, balanced, and evidence-based content; use of active learning techniques; and incorporation of learning assessment methods.”

Format of Presentation — Slides and Handouts

The preferred slide format is PowerPoint. Please use the provided template for your presentation. Please notify ICHP staff liaison if you have a different format.

Handout materials (i.e. print of 6 slides per page or other supporting documents) should be limited to 10 single-sided pages for a one-hour presentation and should include a post-test (4-6 multiple choice questions or a case study review is acceptable for a one hour presentation), a bibliography of relevant articles and resources. Please refer below for detailed information on how to do proper referencing.

Copyright Permission — Appropriate use of materials

To comply with copyright issues, you are responsible for obtaining copyright on any material you use in your presentation or as a handout and forwarding copies of the permissions to us for our ACPE files. Handouts should not contain any journal articles for reprint unless they are accompanied by written permission from both the author(s) and publisher. Most items from the internet such as photos, videos, cartoons, etc. require copyright permission (ex. Google, Bing). Any federal sources usually do not require copyright release as they are considered public domain (ex. CDC, NIH).

Copies of published materials will require permission from the author and/or publisher. Refer to the inside cover of the journal or text for requirements. We will need a copy of the permission for our files.

Websites that provide royalty-free images include:
www.pixabay.com
www.freedigitalphotos.net

Any information that does not meet these requirements will be excluded from the presentation.

By serving as a speaker for any ICHP accredited presentation, you give ICHP copyright permission to post your slides to our website, if applicable. Please note that anyone conducting an internet search on your presentation topic may be able to see your slides if they come up on the search as this portion of the ICHP website is not restricted to members only.

Compliance

Please note the following compliance issues:

• ICHP will revise your slides to comply with copyright or HIPAA requirements. **Materials used without copyright permission are removed from the presentation and/or handout.**
• Slides are reviewed for commercial bias. ICHP staff may contact you about modifying the slide.
• Cartoons, comics, photos of famous paintings, and pictures of celebrities or other famous people are removed from the print and electronic copies of your education materials.
• Photographs that show individual faces, or other identifying information, will have these blocked out unless you inform ICHP staff that you have the individual’s permission to use the photo.
• A snapshot of the first page of a published article is permissible; a table from an article must be appropriately cited.

Recording

ICHP may record presentations for home study or for informational only purposes on the ICHP, Facebook or YouTube websites. You will be notified and asked to sign a release form prior to the presentation. Speakers may decline to be recorded. All notifications must be in writing.
Guidelines for Presentation Slides

What is my time frame?
- Consider that an average of 1-2 minutes per slide should be used.
- Do not use more than one topic per slide.

What text should I use?
- Use bullets, not numbers.
  - When using bullets, it implies there is no significant order.
  - Only use numbers to show rank or sequence.
- Each bullet should have 6 words or less.
- Each slide should have 6 lines or less.
- Keep font size and style easy to read.
  - Consider using sans serif font without curly feet.
  - Adhere to a minimum of 36 point for titles.
  - Use at least 24 point for body text.
  - Try to Avoid ALL CAPS.

Can I use transitions?
- Sure! If transitions are used, use only one transition for all slides. For example, try to keep sounds, graphics, and animations consistent. One caveat to this is if you are using a special subscription for webinars which may not allow transitions.

Can I use graphics?
- Sure! If you choose to use graphics, make sure those graphics add to the message of the slide.
- Ideally, graphics should face the middle of the slide and not distract from the text of the slide.
- Any graphics used must either be public domain or you must have copyright permission.

Can I use animations?
- Maybe! If you choose to use animation, use no more than three different effects on bulleted text.
- Do not use animation effects on graphics copied from the internet.
- Please Note: Ready Talk does not support animation at this time, which impacts recording a webinar presentation for home study through Ready Talk.

Do I need to include any Conflict of Interest Declaration?
- Yes, this should be either on your 1st slide with title or on the 2nd slide.

Do I need references or a bibliography?
- Yes, references should be numbered consecutively in the order in which they are first mentioned in the presentation or text; or put the citation(s) for information contained in the slides at the bottom of each slide.
- Use an acceptable reference format such as the American Medical Association.
- Please refer to supplemental documents for further referencing info.

What else?
- Always proofread!
- Introduce yourself to the moderator, if applicable, prior to your presentation.
- Stay on time. Work with your moderator, if applicable, to keep track of time.
- Repeat questions asked by the audience.

See page 14 for sample slides!
Sample Slides

The following examples show the guidelines required for presentation slides.

**Must be on the first slide:**
- **Presentation Title**
- **Speaker, Credentials, Work Title, Work Site**
  *Preceptor Mentor Name, Credentials, Work Title, Work Site* (*for any fellow/resident/student presentations)*

**Must be on first or second slide:**
- **Speaker Conflicts**
  (if any and how resolved) or
- **Statement saying no conflicts**
- **Preceptor Mentor Conflicts**
  (if any and how resolved) or
- **Statement saying no conflicts**
  (* for any fellow/resident/student presentations)*

**Recommended for second or third slide:**
- **Learning Objectives**
  1. Learning Objective 1
  2. Learning Objective 2
  3. Learning Objective 3
  4. Learning Objective 4

**Throughout Presentation:**
- References on slides as appropriate
- Interactive learning activities
- Assessment activities
- Copyright permission information for images
- Indicate any off-label use
- No commercial logos

**Last Slide:**
- Bibliography or Resource list and/or Reference List

---

**Supplemental Citation and Referencing Guidelines – AMA Style**

**Print Journals**

Author(s). Article title. Journal Name. Year; volume: inclusive page numbers.

Names of Journals — Journal names are always abbreviated and italicized. Initial letters are capitalized. If you’re unsure how to abbreviate a journal title, consult previous issues of *American Journal of Public Health* or the National Library of Medicine’s List of Journals Indexed in Index Medicus.

**Example 1:**


**Example 2:**


**Reference to Books**

Author(s). Title of book and subtitle (if any). Volume number and volume title (when there is more than 1 volume). Edition number (do not indicate first edition). Place of publication: Name of publisher; Year of copyright.

Referencing an entire book —

**Example:**


Referencing a chapter in a book — Capitalize the chapter title as you would a journal article’s title (sentence style). Do not use quotation marks, but do give the chapter’s inclusive page numbers (separated by an en-dash).
Example:

Editors — Names of editors, translators, translator-editors, or executive and section editors are given.

Example 1: single editor

Example 2: translator-editor

Example 3: multiple editors:

Reference to a Web Site

Example 1:

Example 2:

Paper Presented at a Meeting

Example:

Law/Statutes

If you wish to cite a law that was enacted by the US Congress and therefore contained in the US Code (USC), use the following format in this order:
1. Official name of the act.
2. Title/chapter number.
3. Abbreviation of the code.
4. Section number (designated by §).
5. Date of code edition.

Citing state statutes varies by state. The Bluebook: A Uniform System of Citation contains examples from each state.

Example 1:
Section 222 of Florida Statues: Fla Stat §222.

Example 2:
Section 100 of Revised Code of Washington: Wash Rev Code §100

For a more detailed explanation of the American Medical Association style, see American Medical Association Manual of Style 9th Edition.
**Speaker Checklist and Forms**

- Upon review of confirmation letter, sign and return the Document of Understanding immediately
- Listen to podcasts on ACPE requirements: [http://www.ichpnet.org/pharmacy_practice/pharmacy_education_and_cpe/acpe/](http://www.ichpnet.org/pharmacy_practice/pharmacy_education_and_cpe/acpe/)
- Curriculum Vitae – Please forward an up to date CV to the ICHP office.
  - Curriculum Vitae of Preceptor Mentor (if Fellow/Resident/Student presentation)
- Faculty Worksheet (pages 17-18)
  - Review Criteria for Objectives (page 8)
  - Separate learning objectives required for pharmacists and technicians
- Include needs assessment and gap analysis (pages 19-21)
- Activity Planning Instrument (pages 22-23)
  - Include active learning techniques (description on page 8)
  - Include learning assessment tools
  - Separate activity planning instrument required for pharmacists and technicians
- Conflict of Interest Declaration (page 24)
  - Conflict of Interest Declaration of Preceptor Mentor (if Fellow/Resident/Student presentation) (page 25)
- Presentation
  - Review Guidelines for Presentation Slides (page 13)
  - Incorporate principles of continuous professional development (CPD) (description on page 11)
  - Include reference list, resource list and/or bibliography
    - Refer to Supplemental Citation and Referencing Guidelines for correct AMA format and style (pages 14-15)
  - Create handout (may be a copy of your slides or submit a separate handout for audience)
- Post-test questions (with answer key). See page 11 for guidance on writing assessment questions.
  - 4-6 questions per hour of CE
  - Must relate back to each learning objective
- Speaker Introduction Form (page 26)
- Document of Understanding (page 27) *(Sign and return immediately to TrishW@ichpnet.org)*

**Email all documents to the ICHP Continuing Pharmacy Education Department at TrishW@ichpnet.org, with the exception of the signed Conflict of Interest Declaration which should be faxed or mailed to us (see page 2 for fax and address). We do accept electronic and digital signatures in our Adobe fillable PDFs.**

Please note: Required forms vary based on single topic presentations with single or multiple speakers (excluding pearl sessions). Please see page 3 for details.

**Please honor the deadlines provided to you by ICHP.**
Faculty Worksheet – page 1 of 2

Project/Event Title (ex: Annual Meeting): _____________________________________________

Presentation Date/Time (for live activity): __________________________________________

Presentation Location (for live activity): ____________________________________________

Focus Session (if applicable; ex: Clinical Session): ____________________________________

Presentation/Activity Topic Title: __________________________________________________

Hours of Learning (exclude break time): ______

Speaker Name (Include credentials, i.e. R.Ph., Pharm.D., BCPS, etc.): ____________________

Speaker Title: __________________________________________________________________

Preceptor Mentor Name if speaker is a Fellow/Resident/Student (Include credentials/title/work site):

Speaker Institution/Employer: ______________________________________________________

Speaker Mailing Address: ________________________________________________________

Speaker E-mail Address: _________________________________________________________

Speaker Daytime Telephone: ___________________ Speaker Fax #: ____________________

Honorarium: ______ Commercial Support: Yes ☐ No ☐ Pending ☐

Travel arrangements (if needed): __________________________________________________

Audience:  Pharmacists ☐  Technicians ☐  Other ☐

CPE Activity:  Knowledge-based ☐  Application-based ☐  Practice-based ☐

☐ (see definitions on pg 7)

Will off-label uses be discussed? Yes ☐ No ☐

If you marked YES, you must indicate in the slides or verbally state when you are discussing off-label use.

Learning Objectives for Pharmacists: (Refer to Criteria for Objectives (pg 8) and add to Activity Planning Instrument (pg 22)

1. _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

2. _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

3. _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________
Learning Objectives for Technicians: (Refer to Criteria for Objectives (pg 8) and add to Activity Planning Instrument (pg 23) **NOT**: Separate technician objectives require separate activity plan.

1. 
2. 
3. 
4. 
5. 

(To be completed by ICHP Office)

ACPE Number: ________________________________ Contact Hours: _____

Commercial supporter: ______________________________________________________

Contact Person: ____________________________________________________________

Address: ___________________________________________________________________

Telephone: ___________ Fax #: ___________ Email: ____________________________

Amount of grant: ____________

PLEASE RETURN THE COMPLETED FORM TO:

ICHP Continuing Pharmacy Education Department
4055 N. Perryville Rd • Loves Park, IL 61111
(815) 227-9292 Phone • (815) 227-9294 Fax •
trishw@ichpnet.org
Needs Assessment

See page 7 for guidance

Directions: Provide a narrative of how the practice gap was identified; what education is needed to close the practice gap identified. (This can include a brief background of the therapeutic area/disease; consensus guidelines and well-designed clinical trials; current/emerging treatments, treatment strategies, barriers to treatment).

PLEASE RETURN THE COMPLETED FORM TO:
ICHP Continuing Pharmacy Education Department
4055 N. Perryville Rd • Loves Park, IL  61111
(815) 227-9292 Phone • (815) 227-9294 Fax •
trishw@ichpnet.org
### Gap Analysis Form – Pharmacists

**See page 7 for guidance**

**Directions:** Please complete this form by describing current practice compared to best practice, thereby identifying the gap in practice and need for education.

<table>
<thead>
<tr>
<th>Activity Title:</th>
<th>Universal Activity Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Practice</th>
<th>Best/Better Practice</th>
<th>Educational Need</th>
<th>Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> An estimated 70-80% of patients undergoing chemotherapy experience nausea and vomiting</td>
<td>Only 10% of patients undergoing chemotherapy should experience nausea and vomiting</td>
<td>Pharmacists should know that poorly controlled CINV can result in weakness, weight loss, electrolyte imbalance, dehydration, or anorexia among chemotherapy patients</td>
<td>Describe the consequences of CINV on patient outcomes.</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

4. 

5. 

---

**Return to:** Continuing Pharmacy Education Department • Illinois Council of Health-System Pharmacists • 4055 N. Perryville Rd. • Loves Park, IL • 61111

815/227-9292 (phone) • 815/227-9294 (fax) • trishw@ichpnet.org

ICHP Speaker Handbook 20
Gap Analysis Form – Pharmacy Technicians
See page 7 for guidance

**Directions:** Please complete this form by describing current practice compared to best practice, thereby identifying the gap in practice and need for education.

<table>
<thead>
<tr>
<th>Current Practice</th>
<th>Best/Better Practice</th>
<th>Educational Need</th>
<th>Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> An estimated 70-80% of patients undergoing chemotherapy experience nausea and vomiting</td>
<td>Only 10% of patients undergoing chemotherapy should experience nausea and vomiting</td>
<td>Pharmacists should know that poorly controlled CINV can result in weakness, weight loss, electrolyte imbalance, dehydration, or anorexia among chemotherapy patients</td>
<td>Describe the consequences of CINV on patient outcomes.</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

4. 

5. 

Return to: Continuing Pharmacy Education Department • Illinois Council of Health-System Pharmacists • 4055 N. Perryville Rd. • Loves Park, IL • 61111 815/227-9292 (phone) • 815/227-9294 (fax) • trishw@ichpnet.org
**Activity Planning Instrument – Pharmacists**

See Page 8 for guidance

**Directions:** Please complete this form by defining the learning objectives and providing documentation for how the activity development process (instructional materials, learning methods and learning assessment) supports the activity’s learning objectives.

<table>
<thead>
<tr>
<th>Activity Title:</th>
<th>What instructional materials were utilized to meet this objective? (i.e. outlines, slides, case studies, computer-assisted techniques, etc.)</th>
<th>What active learning methods were utilized to meet this objective? Please indicate those methodologies that fostered active participation in learning (i.e. group-based learning, workshops, demonstrations, etc.)</th>
<th>What learning assessment activities were utilized to enable participants to assess their achievement? (i.e. case studies, problem solving activities, post-tests, multiple choice questions, hands-on demonstration, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Activity Number:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example:** Explain the differences between NPH and regular insulin

<table>
<thead>
<tr>
<th><strong>1.</strong></th>
<th>Table listing the pharmacokinetic properties of the insulin agents</th>
<th>Two patient case study presentations</th>
<th>First case was assessed by participant individual and then group discussion. Second case was presented as the post-test with multiple choice responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Return to: Continuing Pharmacy Education Department•Illinois Council of Health-System Pharmacists•4055 N. Perryville Rd. • Loves Park, IL• 61111•815/227-9292•815/227-9294 (fax)*
### Activity Planning Instrument – Pharmacy Technicians

**See page 8 for guidance**

**Directions:** Please complete this form by defining the learning objectives and providing documentation for how the activity development process (instructional materials, learning methods and learning assessment) supports the activity’s learning objectives.

<table>
<thead>
<tr>
<th>Activity Title:</th>
<th>Universal Activity Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please list the activity’s learning objectives below</strong></td>
<td><strong>What instructional materials were utilized to meet this objective?</strong> <em>(i.e. outlines, slides, case studies, computer-assisted techniques, etc.)</em></td>
</tr>
<tr>
<td></td>
<td><strong>What active learning methods were utilized to meet this objective?</strong> Please indicate those methodologies that fostered active participation in learning <em>(i.e. group-based learning, workshops, demonstrations, etc.)</em></td>
</tr>
<tr>
<td></td>
<td><strong>What learning assessment activities were utilized to enable participants to assess their achievement?</strong> <em>(i.e. case studies, problem solving activities, post-tests, multiple choice questions, hands-on demonstration, etc.)</em></td>
</tr>
</tbody>
</table>

*Example: Explain the differences between NPH and regular insulin*

| 1. | Table listing the pharmacokinetic properties of the insulin agents | Two patient case study presentations |
|    | *First case was assessed by participant individual and then group discussion.* | *Second case was presented as the post-test with multiple choice responses.* |

2.  

3.  

4.  

5.  

---

Return to: Continuing Pharmacy Education Department • Illinois Council of Health-System Pharmacists • 4055 N. Perryville Rd. • Loves Park, IL • 61111 • 815/227-9292 • 815/227-9294 (fax)
Speaker Conflict of Interest Declaration
See pages 4-6 for guidance

Presentation/Activity Title: __________________________________________________________

Speaker Name: ___________________________________________________________________

☐ Planner  ☐ Speaker/Faculty  ☐ Content Specialist  ☐ Moderator

PART 1: TO BE COMPLETED BY PARTICIPANT (read ACPE guidelines on non-commercialism)

☐ I or my spouse/partner have no actual or potential conflict of interest in relation to this activity.

☐ I or my spouse/partner have a financial interest/arrangement, affiliation or relationship with one or more organizations that could be perceived as a real or apparent conflict of interest in the context of the subject of this activity, including but not limited to:

Consultant/Clinical investigator: ________________________________________________________

Grant/research support: _______________________________________________________________

Stockholder: _________________________________________________________________________

Speaker's Bureau/governing board: ______________________________________________________

Other financial/material interest: _________________________________________________________

I understand the above information will be disclosed to the audience in advance of the activity verbally (for live activities) and in print. My disclosure provided above is accurate for the past 12 months. All recommendations involving clinical medicine in my presentation are based on evidence that is accepted within the health profession as adequate justification for their indications and contraindications in the care of patients. All scientific research referred in, reported, or used in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, and analysis.

I understand that I must submit activity material (i.e. slides, handout, home study program) at least 4 weeks in advance of the event so that it may be reviewed for conflict of interest/potential bias. By signing this document I have read and agree to all the set requirements and guidelines set forth by the provider.

_____________________________________  ______________________
Signature                                     Date

PART 2. TO BE COMPLETED BY COURSE DIRECTOR

If conflict of interest are present, the conflicts were resolved by the following process (check one):

☐ Peer review  ☐ Individual ended relationship  ☐ Selected an alternative person

☐ Other __________________________________________________________

☐ In room monitor found bias: YES ☐ NO ☐

PLEASE RETURN THE COMPLETED FORM TO:
ICHP Continuing Pharmacy Education Department ● 4055 N. Perryville Rd. ● Loves Park, IL  61111
(815) 227-9292 Phone ● (815) 227-9294 Fax

This form must be returned before your presentation / document can be accredited.
Your cooperation in complying with these guidelines is appreciated.

ICHP Speaker Handbook 24
Preceptor Mentor
Conflict of Interest Declaration
See pages 4-6 for guidance

Presentation/Activity Title: _____________________________________________________

Preceptor Mentor Name ____________________________________________________

☐ Planner  ☐ Speaker/Faculty  ☑ Content Specialist  ☐ Moderator

PART 1: TO BE COMPLETED BY PARTICIPANT (read ACPE guidelines on non-commercialism)

☐ I or my spouse/partner have no actual or potential conflict of interest in relation to this activity.

☐ I or my spouse/partner have a financial interest/arrangement, affiliation or relationship with one or more organizations that could be perceived as a real or apparent conflict of interest in the context of the subject of this activity, including but not limited to:

Consultant/Clinical investigator: ____________________________________________

Grant/research support: ___________________________________________________

Stockholder: _____________________________________________________________

Speaker's Bureau/governing board: _________________________________________

Other financial/material interest: ___________________________________________

I understand the above information will be disclosed to the audience in advance of the activity verbally (for live activities) and in print. My disclosure provided above is accurate for the past 12 months. All recommendations involving clinical medicine in my presentation are based on evidence that is accepted within the health profession as adequate justification for their indications and contraindications in the care of patients. All scientific research referred in, reported, or used in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, and analysis.

I understand that I must submit activity material (i.e. slides, handout, home study program) at least 4 weeks in advance of the event so that it may be reviewed for conflict of interest/potential bias. By signing this document I have read and agree to all the set requirements and guidelines set forth by the provider.

____________________________________   ________________________________
Signature                              Date

PART 2. TO BE COMPLETED BY COURSE DIRECTOR

If conflict of interest are present, the conflicts were resolved by the following process (check one):

☐ Peer review   ☐ Individual ended relationship   ☐ Selected an alternative person

☐ Other ________________________________

☐ In room monitor found bias:  YES ☐   NO ☐

PLEASE RETURN THE COMPLETED FORM TO:
ICHP Continuing Pharmacy Education Department • 4055 N. Perryville Rd. • Loves Park, IL  61111
(815) 227-9292 Phone  •  (815) 227-9294 Fax

This form must be returned before your presentation / document can be accredited. Your cooperation in complying with these guidelines is appreciated.
SPEAKER INTRODUCTION FORM

The information on this form will be used to write the script for your session. ICHP would like to introduce you as you prefer. If you do not complete and return this form, your introduction will be based on your curriculum vitae and will be very concise.

I would like to introduce ____________________________________________________________________________________ (speaker’s name)

___________________________________________ (preferred name/prefix) obtained his / her

______________________________________________________________________________________ (degree)

from __________________________________________________________________________________________ (college or university);

and __________________________________________________________________________________________ (degree) from

_________________________________________________________________________________________ (college or university).

He/She also completed ________________________________________________________________________ (residency or certification)

at/from ____________________________________________________________________________________

He/She is ____________________________________________________________________________________ (current employment position).

at _______________________________________________________________________________________

(Please list any other special information about you which you would like mentioned, for example: Awards, Committees and Organizations with which you have served, etc)

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

The title of ___________________________________________________________________’s (speaker’s name)

presentation is ______________________________________________________________________________.

PLEASE RETURN THE COMPLETED FORM TO:
ICHP Continuing Pharmacy Education Department
4055 N. Perryville Rd • Loves Park, IL  61111
(815) 227-9292 Phone • (815) 227-9294 Fax
trishw@ichpnet.org
By signing below, I acknowledge that I have read my confirmation letter or email and all supporting documents such as the Speaker Handbook and podcasts and understand my requirements for presenting a continuing pharmacy education program.

Name:

Presentation title:______________________________________

____________________________________________________

(written signature)

Date:_________

Please sign and fax to the ICHP office upon receipt of the confirmation letter or email. Fax: (815) 227-9294. Or you may scan and email to TrishW@ichpnet.org.