

The Methodist Hospital Post-graduate Pharmacy Residency

Learning Experience Description



Learning Experience Name: Continuing Pharmacy Education (CPE) Activity

Resident Training Level: PGY1 and PGY2

Learning Experience Duration: Longitudinal

Learning Experience Preceptor: Julie T. Won, PharmD, BCPS
CPE Board, Chair
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Part-time schedule: Monday-Thursday 7am-4pm

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CPE Board, Vice-Chair
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Learning Experience Evaluations: Final Evaluation of resident post CPE presentation
Resident self-evaluation
Resident evaluation by CPE preceptor
Resident evaluation of CPE preceptor

Learning Experience Summary: This experience allows the resident to develop an ACPE-approved CPE activity after learning and understanding ACPE standards for CPE program accreditation. During the course of this longitudinal experience, the resident will work under the guidance of a preceptor while independently proposing, developing, and delivering an ACPE-approved CPE activity. The resident will also work closely with TMH's CPE Board to ensure the program meets ACPE standards for program accreditation. The resident's responsibilities will include, but are not limited to, reviewing results of departmental surveys identifying the Pharmacy department's CE needs, proposing / selecting topics for CPE consideration, developing activity content outlines, draft materials, activity objectives, and learning assessment strategies. Populations served will include all pharmacists and pharmacist technicians. The preceptor's responsibilities will include, but are not limited to, overseeing the CPE planning and development process, providing input / guidance toward program content, and providing both informal and formal feedback on resident progress. As administrators, the CPE Chair / Vice-Chair will be responsible for providing formal feedback to resident regarding the longitudinal CPE process.

Rotational Educational Goals

Goals to be TAUGHT and FORMALLY EVALUATED:

PGY1 Goals and Objectives		Activities to Facilitate Professional Growth
Outcome R4	Demonstrate excellence in the provision of training or educational activities for health care professionals and health care professionals in training	Outcome R4
Goal R4.1	Provide effective education and/or training to health care professionals and health care professionals in training	Prepare a Continuing Education activity applicable to the practice of pharmacy
OBJ R4.1.1	(Application) Use effective educational techniques in the design of all educational/training activities	1. Develop the topic, learning objectives and appropriate slides to create a CE program in collaboration with the preceptor to provide education on a specific area
OBJ R4.1.2	(Synthesis) Design an assessment strategy that appropriately measures the specified objectives for education or training and fits the learning situation	1. Compose and expand on each learning objective of the presentation
OBJ R4.1.3	(Application) Use skill in the four preceptor roles employed in practice-based teaching (direct instruction, modeling, coaching, and facilitation)	N/A
OBJ R4.1.4	(Application) Use skill in case-based teaching	1. Audience to apply information to answer case study questions appropriately and understand rationale for correct answers
OBJ R4.1.5	(Application) Use public speaking skills to speak effectively in large and small group situations	1. Speaker to support the educational needs of all members of the audience
Outcome R5	Provide medication and practice-related education/training	
Goal R5.1	Provide effective medication and practice-related education, training, of counseling to patients, caregivers, health care professionals, and the public.	Prepare a Continuing Education activity applicable to the practice of pharmacy
OBJ R5.1.1	(Application) Use effective educational techniques in the design of all educational activities.	Develop the topic, learning objectives and appropriate slides to create a CE program in collaboration with the preceptor to provide education on a specific area
OBJ R5.1.2	(Synthesis) Design an assessment strategy that appropriately measures the specified objectives for education or training and fits the learning situation.	Compose and expand on each learning objective of the presentation
OBJ R5.1.4	(Application) Use skill in case-based teaching.	Audience to apply information to answer case study questions appropriately and understand rationale for correct answers
OBJ R5.1.5	(Application) Use public speaking skills to speak effectively in large and small group situations.	Speaker to support the educational needs of all members of the audience

OBJ R5.1.6	(Application) Use knowledge of audio-visual aids and handouts to enhance the effectiveness of communications.	Utilize turning point or learning assessment tool effectively to enhance audience understanding
Outcome E7	Demonstrate additional competencies that contribute to working successfully in the health care environment.	
Goal E7.4	Manage time effectively to fulfill practice responsibilities.	Schedule all drafts and practice sessions to meet deadlines in a timely manner
OBJ E7.4.1	(Application) Use time management skills effectively to fulfill practice responsibilities.	Arrange all materials to be turned in by the designated due dates and comply with CPE Board standards, and collaborate professionally with CE preceptor, CPE Board, and all other parties involved
Goal E7.2	Communicate effectively.	
OBJ E7.2.1	(Analysis) Use an understanding of effectiveness, efficiency, customary practice and the recipient's preferences to determine the appropriate type of, and medium and organization for, communication.	Prepare to perform mock presentation in final form; Meet educational needs of all members of the audience; Be recognized as an authority on the CE topic and disseminate information at an appropriate level for the audience

For PGY2 programs: Goal R5.1 reflects a different number according to the program e.g. IM R5.1= R3.1

General Rotation Scheduling and Events

- Prior to developing program, please review the following policies and handouts:
 - Policies: G.1.19, G.1.21, G.1.24, G.1.26, G.1.27 (see handouts or website www.methodistpharmacy.org)
 - Learning Objectives guide
 - ACPE Standards 4-10
 - Contact CPE preceptors (content and style) and inform them of your CE deadlines and discuss deadlines for drafts. Have them review your program materials and sign off and complete the CPE Preceptor Feedback form prior to submitting them to the CPE Board
 - Detailed planning document and outline of CPE program due at least 4 months before scheduled presentation. For residents scheduled in October-November, a specific date will be given to turn this in. The outline should include the different sub topics to be discussed. Please see examples.
 - **Materials to turn in 7AM on the due date** via email to Julie T. Won (jwon@houstonmethodist.org) **AND** Joe Murillo (jmurillo@houstonmethodist.org) Please go by the CPE schedule on the shared drive for specific deadlines.
(All forms available on the website)
 - Powerpoint slides in Turning Point (TP) unless another type of learning assessment activity will be utilized e.g. post program quiz
 - Additional handouts
 - CPE application
 - Speaker forms
 - CV
 - CPE Preceptor Feedback Form (resident gets preceptor(s) to sign this and turns this in together with the rest of the CE materials)
 - Materials submitted to the CPE Board should be in **final draft** and reviewed for:
 - Learning objectives comply with handout provided
 - Spelling/grammar errors
 - Consistently and appropriately formatted
 - References appropriately cited
 - Identify all abbreviations
 - Case studies utilized as required for an application-based CE program
 - Learning assessment questions are not all simple recall and require the audience to apply information learned in the presentation
 - If program has significant deficiencies, speaker will be asked to revise program before full review is conducted
 - In the event that a resident turns in their CE program materials after their deadline, the following will occur:
 - The program presentation date will be postponed with the date to be determined by the CPE Board
 - The resident will receive an “Needs Improvement” on their evaluation for the respective time management goal e.g. for PGY1- E7.4 Managing time effectively to fulfill practice responsibilities
 - If a second deadline is not met, the resident will need to provide an additional CE presentation experience. The first CPE activity will still be presented as well as a unique second CPE activity will have to be planned.
 - Decision of CPE Board review will be communicated to speaker. List of recommended changes will be provided to speaker with a date for next draft due. Should address each suggested change with what was done and if not changed, provide rationale.
 - **Due by 7am 2 days prior to your presentation date:**
 - Final draft of slide presentation to be projected with name of CPE preceptor(s) on title slide
 - Final draft of slide presentation handout (delete title and learning objectives slide along with any other slide that includes answers to TP questions or have graphics that don't print well in a handout version)
 - Any other additional handouts
- Mock Presentation(s):**
- Should be scheduled at least 2 weeks in advance of the presentation **by the resident**. Invitees should include the resident's CPE preceptor and mentor (if PGY1), Julie T. Won, and Joe Murillo. Please try to schedule these M-Th. Room reservations should be made for at least 1.5 hrs in a room with a laptop and projector. Please bring enough handouts of presentation for all attendees.

Live Presentation(s):

- Please use a microphone to project your voice
- When asking a learning assessment question, please use the Correct Answer Indicator to clearly display the correct answer onscreen.
- Please discuss the rationale behind each incorrect and correct response given as options. If a large percentage of the audience chooses incorrect answers, this would be an indication to spend more time clarifying the responses.
- At the end of the presentation, please save the TP session on the jump drive and later to the shared drive so that we have documentation of individual responses to the learning assessment questions.

Audio Recording of Presentation

- Resident will record the audio to their powerpoint slides to provide an online CE course before the live presentation. A microphone is available for this and this version should have "recording" in its title and be saved to the CPE folder on the shared drive (Common>Clinical QA>CPE Board>Year programs>Your folder.
- Please remove all turning point questions and animation. The turning point questions will be used as a post-test for the online version. Please send these questions on a separate email to jwon@houstonmethodist.org which will also inform me that the recording is complete.
- To record, first ensure that the speaker and microphone settings are in the appropriate recording mode. After connecting the microphone, you have to change the default microphone and speaker settings. To do so, go to 'Control Panel' > Sound > 1. Recording > Microphone option should be "Samson GoMic" or the mic that you plugged in and 2. Playback > Speaker option should be computer's speakers rather than "Samson GoMic" device. If the speaker option is left as "Samson GoMic," this creates a lot of the background noise. Then go to "Properties" and click "Levels" and set the mic at 34% (if you set it too high, you will get more background noise) and then click "Advanced" and select the option for CD quality.
- Go into Powerpoint and open your presentation. Go to the Slide Show tab, click on Record Slideshow. It will ask you if you want to record slide and timing and narrations, click "ok." This will take you to the current slide to start recording. You can re-record any individual slide without having to record the entire presentation over again. If you want to stop the recording at the end of a slide, right click and click on Pause Narration.
- Please ensure that you have listened to your final recording with the slides. You may need to rerecord your slides if the recorded version needs improvement.
- Once you are done recording, please return the microphone to Julie.