

Creating an ACPE-Compliant Slide Presentation for a

Continuing Pharmacy Education Learning Activity

This document provides guidance on how slide presentations should be created as a component of the [Program Planning Application](https://cpe.pharmacy.ufl.edu/ce-accreditation-application/) for the UF College of Pharmacy Office of Continuing Pharmacy Education.

The slide presentation you create for a planned learning activity will be evaluated according to a checklist that our office established to meet Accreditation Council for Pharmacy Education. All of the requirements within that checklist are addressed in this document. (See page five to review this checklist.)

Broadly, the requirements for slide presentations fall into three categories:

* **Legal/ethical** – avoiding issues that could lead to copyright or other violations
* **Formatting** – creating a legible, visually appealing presentation for learners
* **Content** – aligning your presentation with stated learning objectives

Additionally, you must incorporate active learning strategies in your presentation that are based on the learning activity’s [objectives](https://cpe.pharmacy.ufl.edu/program-planning-application-guidance/#course-objectives) and [activity category](https://cpe.pharmacy.ufl.edu/program-planning-application-guidance/#activity-category). You must also [assess learner comprehension and provide feedback](https://cpe.pharmacy.ufl.edu/program-planning-application-guidance/#assessment-feedback) to learners on their performance.

Legal/Ethical Requirements

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| **Overall idea:** Your presentation must comply with ACPE requirements, avoid commercial bias, and respect copyright law. |

Your presentation must include three specific slides:

* **Slide 2** must be used to disclose any financial relationships the speaker has that are relevant to the learning activity.
* **Slide 3** must be dedicated to displaying the ACPE logo and accreditation statement.
* **Slide 4** must list the learning objectives of the presentation.

Additionally, be sure that your presentation does not convey commercial bias in any way. For example, the generic names of a drug must always accompany any mention of a brand name drug.

For ease of reference, the ACPE logo and accreditation statement are required on Slide 3 as follows.

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| Image result for acpe logo | The University of Florida College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. |

Use only images, graphics, or other media that you’ve obtained permission to use. If you’ve obtained permission to use a copyrighted work as part of the presentation, include a brief statement to that effect as a caption to that image. For example, “Chart included courtesy of the University of Florida.”

For images that are in the public domain or available under a Creative Commons license, include a caption such as “Image available under a Creative Commons license.”

Formatting

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| **Overall idea:** You must design your presentation to be easy to read and convey a professional standard. |

Broadly, make formatting choices that will create presentations that are [visually appealing and legible to learners](https://support.office.com/en-us/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b).

Be sure to determine the number of slides that is most appropriate for the depth of subject matter and the time frame within which the presentation will take place. Edit long presentations down to avoid rushing. Expand on relevant subject matter for presentations that are too short.

Use a font that is easy to read and professional, and make sure the font size is large enough to be clearly seen from the back of a classroom.

Content

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| **Overall idea:** You must organize and explain concepts in a way that best fits the subject matter of the presentation. |

Your presentation should be organized in a way that is mindful of the needs of learners, paying special attention to the learning activity’s target audience (pharmacists, pharmacy technicians, or both). Every concept that is important to your learning activity should be explained clearly in your presentation. Your presentation must be evidence based and, accordingly, use current, appropriate references throughout. It must also contain educational content that corresponds with all of the presentation’s learning objectives.

There are specific content requirements that must be met:

* Satisfy the primary purpose of the presentation’s [activity category](https://cpe.pharmacy.ufl.edu/program-planning-application-guidance/#activity-category) (i.e., knowledge, application, or practice)
* Meet the [learning objectives](https://cpe.pharmacy.ufl.edu/program-planning-application-guidance/#course-objectives) stated on slide 4 of the presentation
* Include two to three active learning questions

Also be sure to proof your presentation thoroughly to avoid spelling and grammar mistakes.

Active Learning & Learning Assessment

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| **Overall idea:** You must:* + engage learners by incorporating appropriate active learning strategies in the presentation
	+ assess learner comprehension and notify learners of their performance on the assessment
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Faculty are required to incorporate active learning strategies into presentations in an effort to engage the learner. It is important for the learner to be able to assess their achievement of the learned content.

Speakers may select formal or informal learning techniques. Formal techniques such as tests and quizzes are typically individualized, written, and graded. The assessment must be consistent with the [activity category](https://cpe.pharmacy.ufl.edu/program-planning-application-guidance/#activity-category) (knowledge, application, or practice) and with the [learning objectives](https://cpe.pharmacy.ufl.edu/program-planning-application-guidance/#course-objectives).

Table 1 matches the appropriate learning assessment format with the activity type. Table 2 identifies specific learning assessment strategies with the activity category.

**Table 1: ACPE Assessment of Learning Questions**

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| --- | --- | --- | --- | --- |
| Activity | Activity Purpose | Objectives | Learning Assessment | Assessment Feedback |
| Knowledge(minimum 15 minutes or .25 contact hours) | Transmit knowledge | Define, list, describe, identify | Questions, recall of facts | **Must be provided to all learners.** |
| Application(minimum 60 minutes or one contact hour) | Apply information | Apply, calculate, compare, analyze, differentiate, relate | Case studies, application of principles |
| Practice(minimum 15 contact hours) | Instill knowledge, skills, attitudes | Plan, design, measure, prepare, demonstrate | Demonstration simulation |

**Table 2: Learning Assessment Strategies by Activity Category**

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| --- | --- | --- | --- |
|  | Knowledge BasedActivity Type | Application-BasedActivity Type | Practice-BasedActivity Type |
| Instructional Strategies: |  |  |  |
| Lecture with questions | X | X | X |
| Games and quizzes to practice recall | X | X | X |
| Demonstration |  | X | X |
| Example with practice |  | X | X |
| Interactive case study |  | X | X |
| Interactive scenario |  | X | X |
| Role play |  | X | X |
| Simulation |  | X | X |
| Application exercises |  | X | X |
| Practice exercises |  | X | X |

You are required to [provide feedback to learners](https://cpe.pharmacy.ufl.edu/program-planning-application-guidance/#assessment-feedback) based on how they performed on the learning assessment. The feedback you provide could be verbal or written, and it should be consistent with the activity category and learning objectives.

The table below will be used to assess presentations submitted as part of a proposed learning activity. These requirements were established by ACPE.

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