

Peer Review Document

As an important contributor to our accredited education, we would like to enlist your help to ensure that educational content is fair and balanced, and that any clinical content presented supports safe, effective patient care. This includes the expectations that:

- All recommendations for patient care in accredited continuing education must be based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.
- All scientific research referred to, reported, or used in accredited education in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation.
- Although accredited continuing education is an appropriate place to discuss, debate, and explore new and evolving topics, these areas need to be clearly identified as such within the program and individual presentations. It is the responsibility of accredited providers to facilitate engagement with these topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.
- Content cannot be included in accredited education if it advocates for unscientific approaches to diagnosis or therapy, or if the education promotes recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients.
- These expectations are drawn from the Standards for Integrity and Independence in Accredited Continuing Education.
- Please consider using these strategies to help us support the development of valid, high quality education.

Consider using the following best practices when presenting clinical content in accredited continuing education programs.

- Clearly describe the level of evidence on which the presentation is based and provide enough information about data (study dates, design, etc.) to enable learners to assess research validity.
- Ensure that, if there is a range of evidence, that the credible sources cited present a balanced view of the evidence.
- If clinical recommendations will be made, include balanced information on all available therapeutic options.
- Address any potential risks or adverse effects that would be caused with any clinical recommendations.

Although accredited CE is an appropriate place to discuss, debate, and explore new and evolving topics, presenting topics or treatments with a lower (or absent) evidence base should include the following strategies:

Peer Review Document

- Facilitate engagement with these topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.
- Construct the activity as a debate or dialogue. Identify other faculty who represent a range of opinions and perspectives; presentations should include a balanced, objective view of research and treatment options.
- Teach about the merits and limitations of a therapeutic or diagnostic approach rather than how to use it.
- Identify content that has not been accepted as scientifically meritorious by regulatory and other authorities, or when the material has not been included in scientifically accepted guidelines or published in journals with national or international stature.
- Clearly communicate the learning goals for the activity to learners (e.g., “This activity will teach you about how your patients may be using XX therapy and how to answer their questions. It will not teach you how to administer XX therapy”).

Use the document below to review the continuing pharmacy education material. Program content includes recorded lectures, required or supplemental readings, case scenarios, and assessment questions. Use a critical eye to determine if the content can be repurposed or whether new material should be developed. Indicate whether small edits would be appropriate to update the content to correct the issue. The goal of this document is to ensure high-quality, accurate, current, and evidence-based educational material is being provided to the learner.

- **Program Name:**
- **Lecture Name:**
- **Reviewed by:**
- **Date Reviewed by:**

Peer Review Document

Review Criteria	Yes	No	Notes
Are recommendations for patient care based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options? [Standards for Integrity and Independence, Guideline 5.1(1)]			
Does all scientific research referred to, reported, or used in this educational activity in support or justification of a patient care recommendation conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation? [Standards for Integrity and Independence, Guideline 5.1(2)]			
Are new and evolving topics for which there is a lower (or absent) evidence base, clearly identified as such within the education and individual presentations? [Standards for Integrity and Independence, Guideline 5.1(3)]			
Does the educational activity avoid advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning? [Standards for Integrity and Independence, Guideline 5.1(3)]			
Does the activity exclude any advocacy for, or promotion of, unscientific approaches to diagnosis or therapy, or recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients? [Standards for Integrity and Independence, Guideline 5.1(4)]			

Peer Review Document

Review Criteria	Yes	No	Notes
<p>All lecture content is current and refers to foundational knowledge, therapy, and practice approaches that are supported by the following:</p> <ul style="list-style-type: none"> • current guidelines • laws/practice standards • current literature <p>Tip: If majority of content is current but there are small sections that need updated please mark no and indicate which section(s) should be updated</p>			
<p>All imagery and websites are accurate and current with respect to the following:</p> <ul style="list-style-type: none"> • current guidelines • laws/practice standards • current literature <p>Imagery includes but not limited to the following: diagrams, screen grabs, tables, graphics, etc.</p>			
<p>Explanations of mechanisms of action, rationale, etc. are supported by current research.</p>			
<p>The video/slides do not cite date(s) that reveal(s) when initial taping occurred.</p>			

Peer Review Document

Review Criteria	Yes	No	Notes
<p>The quality of the video is consistent with COP current video-captioning quality.</p> <p>(Note: When it is anticipated that content has the potential to be “re-usable,” it is recommended that instructors record these presentations in a studio setting so they are of high quality.)</p>			
<p>The assessment questions (e.g., multiple choice questions) are appropriate, fair, and pulled from the educational material.</p> <p>Include a detailed analysis of assessment questions that should be updated and why.</p>			
<p>The case scenarios are appropriate, fair, and pulled from the educational material.</p> <p>Include a detailed analysis of case scenarios that should be updated and why.</p>			
<p>The readings include the most current literature and treatment guidelines associated with the program topic.</p> <p>Include a detailed analysis of readings that should be updated and why.</p>			

Peer Review Document

Review Criteria	Yes	No	Notes
<p>This educational content can be repurposed as is.</p> <p>If “yes” is selected please indicate a timeframe for when it will need to be reviewed again.</p> <p>By selecting “no” it is your recommendation that the educational item is no longer accurate and should be removed from the educational program.</p> <p>This educational content can be repurposed as is ONLY IF the items listed in the notes are edited or updated.</p>			
<p>The assessment questions can remain as is and are appropriate for the education content.</p>			
<p>The content is wholly owned, copyrighted or licensed by the UF College of Pharmacy and its Faculty</p> <p>(If content is from an external source, documentation has already been provided to the Ed Tech team noting that COP has permission to provide it to students digitally.)</p>			