

# Today's Technician

**Manuscripts.** All manuscripts should be sent electronically, as a *Microsoft Word* file, to [art@asyntria.com](mailto:art@asyntria.com) Manuscripts will be reviewed with the understanding that their content is unpublished and not being submitted for publication elsewhere. A manuscript will be judged on the basis of style as well as content. Clarity, conciseness and careful attention to syntax and grammar will be considered virtues. Manuscript submission does not constitute acceptance for publication. All parts of the manuscript, including the title page, abstract, tables, etc. must be typewritten in English and double-spaced. Allow margins of at least one inch on all sides of the typed pages. Number manuscript pages consecutively through the paper.

- **CPE Programs**

Excluding post-exam questions, references, tables, and figures, CPE programs should not exceed 7,500 words (25 typed pages double-spaced); under exceptional consideration, longer articles may be considered for publication. CPE programs must adhere to STAT Educational Service's CPE Guidelines and Standards.

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Excluding references, tables, and figures, articles should not exceed 2,500 words (10 typed pages double-spaced); under exceptional consideration, longer articles may be considered for publication.

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Excluding references, tables, and figures, articles should not exceed 750 words (5 typed pages double-spaced); under exceptional consideration, longer articles may be considered for publication.

**Titles.** Authors should submit titles of fewer than 12 words. Sub-titles should be submitted when appropriate. Titles are subject to approval and/or change by Asyntria.

**Affiliation.** On a title page, include full name(s) of author(s); academic and/or other professional affiliations, as well as academic or professional titles/licenses; and the complete mailing address, e-mail address, telephone and fax number for the author to whom correspondence should be sent. A two to three sentence author bio must also be submitted for publication.

**Abstract.** Each manuscript should be summarized in a structured abstract of not more than 250 words.

**References.** All references should be numbered consecutively in the order of first mention and listed at the end of every manuscript. In the text, references should be cited consecutively by the corresponding superscript number. Please use MLA formatting.

**Figures.** All figures must be discussed or mentioned in the text and numbered in order of mention. Each figure must be provided with a brief, descriptive legend. Figures should be saved as .tif or .eps files at a minimum width of 3 inches or 100% of size desired with 1200 dpi resolution (line art) or 300 dpi (photography). Files should be submitted on CD-Rom along with printed proofs.

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**NPTA – National Pharmacy Technician Association, Inc.**

By: \_\_\_\_\_  
Mike Johnston, Publisher

# Today's Technician

## **1.0 TARGET AUDIENCE**

### **1.1 Definition**

The target audience for this program has been defined as pharmacy professionals, including certified pharmacy technicians and/or pharmacists working in contemporary pharmacy practice settings. It is crucial that your program is designed with your specific target audience in mind.

### **1.2 Educational Needs Assessment**

As a provider of continuing education, it is crucial that our organization provide programs based on the educational needs of our target audience. STAT Educational Services, hereafter referred to as STAT, engages in multiple methods of scanning and assessing the educational needs of the target audience. This program has been selected to be offered based on these efforts.

## **2.0 LEARNING OBJECTIVES**

### **2.1 Definition**

Continuing education programs must include written educational goals and learning objectives that are specific and measurable and which may serve as a basis for an evaluation of the program's effectiveness; they should reflect the relationship of the program topic(s) or content to contemporary pharmacy practice.

### **2.2 Development**

It is your responsibility to develop the specific learning objectives for this program. The number of learning objectives should be appropriate for the amount of time allocated for the program, with a minimum of three. The learning objectives are to be submitted to STAT for review and approval. For assistance in developing learning objectives, refer to Exhibit A.

### **3.0 TEACHING METHODOLOGY**

#### **3.1 Active Learning**

STAT expects the teaching methodology of all programs to include active learning. Active learning can be implemented in a variety of manners, regardless of the program format and/or audience size. For assistance on selecting an active learning exercise refer to Exhibit B.

### **4.0 INSTRUCTIONAL MATERIALS**

#### **4.1 Specifications & Requirements**

STAT expects the inclusion of suitable and appropriate supportive and supplemental materials. Instructional materials may include, but is not limited to,,: syllabus, handouts, outlines, background materials, bibliographies, slides, PowerPoint® presentations, transparencies, charts, graphs, case studies and video/audio tapes. Instructional materials are to be submitted to STAT for review and approval. For specifications on creating and submitting instructional materials refer to the official CE INSTRUCTIONAL MATERIALS GUIDELINES.

### **5.0 EQUITABLE & FAIR BALANCE**

#### **5.1 Faculty Selection**

Continuing education faculty are selected based on their expertise, experience, training and/or preparation to the tasks and methods of delivery; programs accredited by STAT reflect directly upon our organization and its reputation for presenting quality education.

#### **5.2 Professional Responsibility**

Occasionally, faculty may mention an unethical or questionable practice without clearly stating the applicable ethical guidelines or considerations. If you do not clarify the ethical context of the practice that you are describing, some participants may assume that you (or STAT) approve of the practice. To avoid any possible misinterpretation of your remarks, be sure to remind the attendees of their ethical responsibilities.

### 5.3 Nondiscriminatory Language and Behavior

When preparing both oral presentations and written materials, faculty are expected to be sensitive to the concerns of all members of the audience in their use of language, hypothetical examples and anecdotes. For example, routinely assuming that lawyers and judges are male and that secretaries and legal assistants are female, or portraying any gender or minority group in an unfavorable light, is simply inappropriate. Speakers are to avoid offensive, racist or sexist remarks. Please use inclusive language wherever possible. We encourage you to scrutinize both written materials and oral remarks carefully for stereotypes that might offend program participants.

### 5.4 Non-Commercialism

Faculty must avoid content that focus so specifically on one product or service that they become commercials. Such "selling from the podium" can create significant conflict of interest problems and put STAT in an awkward position. We ask all faculty to refrain where possible from focusing on one specific commercial product or service in their presentations. Where possible, competing products should be identified and their strengths and weaknesses discussed. Programs should never be advertisements for your, or anyone's, products or consulting services. In fact, faculty should avoid any appearance of impropriety or inordinate promotion of a product or service they sell or provide.

### 5.5 Full Disclosure

Faculty must disclose any interests, financial or otherwise, they may have in the products they are recommending or are comparing with others in a program or speech by completing a Faculty Disclosure Form. As a result of their special situation, consultants and vendors should always identify themselves as such, indicating their interests in any product or service. Significant relationships must be disclosed to program participants either verbally and/or in writing.

## **6.0 LEARNING ASSESSMENT**

### **6.1 Definition**

Continuing education programs must include an evaluation mechanism designed to allow participants to assess their achievement in accord with the program's stated learning objectives. It is also expected that the learning assessment is used in the program to provide feedback to participants.

### **6.2 Development**

It is your responsibility to develop the specific learning assessment(s) for this program. The learning assessment(s) are to be submitted to STAT for review and approval. For assistance in developing learning assessments, refer to Exhibit C.

## **7.0 PROGRAM EVALUATION**

### **7.1 Post-Analysis**

All programs approved by STAT require post-evaluation. Our organization will develop a specific and measurable program evaluation focusing on key components related to the participants, the instructor(s), the topic and the general context. STAT will send you a copy of the evaluation data for your program [and a copy of any recorded media, if available] for your review within 6-8 weeks after the program.



STAT Educational Services, a division of National Pharmacy Technician Association Inc., is accredited by the Accreditation Council for Pharmacy Education (ACPE) as a provider of continuing pharmacy education.



When developing learning objectives for your continuing pharmacy education program, focus on establishing specific and measurable goals in the following areas: acquisition of knowledge, enhancement of thinking skills, development of psychomotor skills and/or changes in attitudes, values, or feelings.

The following are examples of verbs commonly used in developing learning objectives in each of the aforementioned categories:

Acquisition of Knowledge	Enhancement of Thinking Skills	Development of Psychomotor Skills	Changes in Attitudes, Values or Feelings
To identify	To reflect	To demonstrate	To challenge
To list	To compare	To produce	To defend
To define	To contrast	To assemble	To judge
To describe	To catalogue	To adjust	To question
To state	To classify	To install	To accept
To prepare	To evaluate	To operate	To adopt
To recall	To forecast	To detect	To advocate
To express	To formulate	To locate	To bargain
To categorize	To investigate	To isolate	To cooperate
To chart	To modify	To arrange	To endorse
To rank	To organize	To build	To justify
To distinguish	To plan	To conduct	To persuade
To explain	To research	To check	To resolve
To outline	To study	To manipulate	To select
To inform	To translate	To fix	To dispute
To label	To differentiate	To lay out	To approve
To specify	To analyze	To perform	To choose
To tell	To compute	To sort	To feel
	To devise	To construct	To care
	To review	To draw	To express

Adopted from  
Caffarella RS. Planning Programs for Adult Learners, San Francisco, Jossey Bass, 1994.

Active participation encourages the participant to do more than passively listen to or read a lecture. Rather, participants are processing and applying knowledge gained during the program. Active participation, or active learning as it is more often referred to as, requires the participants to talk, listen, and or reflect on the material being presented.

Some examples of techniques that promote active learning are listed below.

- Ask what questions participants would like addressed during the lecture [for live CE]. The information may then be used to guide the talk. This strategy may be done at the beginning or end of the topic, close of a discussion or in the middle.
- Include several two minute pauses during a live lecture. During the pauses, speakers should encourage participants to review and reflect on the information presented.
- Provide immediate feedback. Using this technique, speakers pose a question and ask for a show-of-hands indicating agreement with possible responses.
- Allow the audience to think-pair-share. The speaker asks the audience to first, think about a question or case study for one minute, and then has them discuss the case or question with the person next to them. Finally the faculty can randomly select one or two groups to respond to the entire audience.
- Create a forum through which participants can communicate following the program. For example, chat rooms can allow participants to discuss their incorporation of the knowledge gained at their respective practice sites.

These examples can be modified and used for both live and home-study based programs.

Listed below is a *small* sample of different learning assessment techniques. Any of these techniques may be used in live or home study programs, with small or large audiences. Remember that there are two components to learning assessment:

1. the learning exercise itself, and
2. the feedback given to the participant

- **Memory Matrix**

A 2-dimensional diagram, divided into rows and columns, to organize information and illustrate relationships. Row and column headings are given, but cells within are left empty.

Example:

Characteristic	Type 1	Type 2
Age of Onset		
Weight		
Use of Insulin		

- **The Minute Paper**

A quick and simple way to collect written feedback on participant learning. For 1-2 minutes ask, “What was the most important thing you learned...” or “What important questions still remain unanswered for you?” The responses may be collected and discussed.

- **The Muddiest Point**

The most efficient strategy to find what participants find least clear or most confusing about a particular topic. Ask, “...what question would you still like answered...” and discuss.

- **Pro and Con Grid**

An analysis of the pros and cons, costs and benefits, or advantages and disadvantages of a topic. This learning strategy forces participants to search for two sides to the issue in question.

- **Problem Recognition Tasks**

This involves presenting a few examples of common problem types. The participants are to recognize and identify the particular type of problem each example presents.

- **Directed Paraphrasing**

The participant translates information into terms they will understand. “In one or two sentences, explain, in your own words, how...”

- **Opinion Polls**

Indicates agreement or disagreement with a particular statement. It can provide anonymity for the participants and allows the faculty to understand the level of their audience.

Information adopted from Angelo TA and Cross KP. Classroom Assessment Techniques, A Handbook for College Teachers. (2<sup>nd</sup> Ed.) San Francisco: Jossey-Bass, 1993. and ACPE Administrator Workshop Handbook 2003