CE Pearls: ACPE Spring Education Conference
May 14-15, 2019

Better Continuing Education by Design

Barbara Jolly, RPh, MPA, LDE
Professor & Director, Office of Lifelong Professional Development
Sullivan University College of Pharmacy and Health Sciences

Amber Cann, PharmD, MBA
Director, Drug Information Center & Academic Informatics
Sullivan University College of Pharmacy and Health Sciences

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

Disclosure

The presenters have no relevant financial relationships to disclose.

Learning Objectives

After completing this activity, participants should be able to:

1. Describe strategies to use educational technology to support learning
2. Discuss categories of technology available for activity content delivery and assessments
3. Examine methods used in designing effective live and home study educational interventions
4. Identify approaches to incorporate application-based activities into your CPE program

Before Building Your Activity…

- **Analysis** –Why will this help?
- **Design** - Who is your audience, how do you want them to use it?
- **Development** – Plan, plan, plan. Use tools to fit the project.
- **Implementation** – Try it on friends, students, focus group
- **Evaluation** – Follow up with surveys and monitoring improvement.

Short Course in Design Using Technology-rich methods

- Begin with the end in mind
- Consider software, time, and budget
- Match measurable objectives to knowledge or skills gap
- Delivery menthod consideration - home-study vs. live
- How much technology? – completely tech vs tech-enhanced?
- Development – Create storyboard/plan/script
- Testing – assure technology works
- Implementation – Consider pilot/focus group

Short Course in Design continued

- **Evaluation – How will you measure success?**
  - Assessment scores improved?
  - Competence increased?
  - Intent to change?
  - Learner satisfaction?
  - Did it meet your activity goals?
  - Did it meet your organizational mission/goals?

Early Planning

- Gap analysis completed
- Audience size – synchronous, asynchronous
- Audience learning preferences
- Live vs. home study vs. remote
- Budget
- Development time available
- Knowledge vs. application

Early Planning

- Presenter's skill with tech
- Participant's skill with tech
- Logistics of presentation room – wifi, table setup, audio, power outlets
- Logistics of home-study – minimum tech requirements on users' devices, firewalls

Learning to Speak the Same Language

- Terminology varies among providers and technology platforms.
- Define your terms to avoid confusion.
- Avoid the Tower of Babel effect

Many Options for Format & Platforms

- Distinguished by size and purpose
- Can be used in multiple media sources including LMS, websites, print, webinars
- Software costs can range from $6 a year to >$1500 yearly
- Do you need to collect revenue on your site?
- Integrated testing vs post-tests

Technology for Delivery

- Audience response – PollEv, Kahoot, text voting
- Level of technology insertion – all or bits and pieces
- Old tech – PowerPoint, Keynote, Prezi, Webinars
- Newer tech – Storyline, Captivate, Rise, Lectora, etc.
- Platform for synch remote delivery – Zoom, Skype, GoToMeeting, etc.
- LMS posting vs. web vs. paper vs. live seminar
  - Canvas, Blackboard, Thinkific, Chalktalk, etc.

Technology for Assessment

- Ideal - satisfies requirements for both assessment and active learning
- Ability to charge for access if remote or asynchronous; live vs. archived
- Software costs if using separate testing system
- Remote skills testing? Recorded video? Case studies?
- Embedded cases or knowledge-check questions?
- Capture and follow-up on “commitment to change”
- Follow up on outcomes

Technology for Assessment

Assessment doesn't need to be multiple choice!

- Skills checks
- Cases
- Embedded quiz questions
- Team-based learning
- Think-pair-share
- Drag and drop

What about Application-Based Learning?

Basic truths

- More effective in making long-term change
- Consider setting a goal for % of application-based activities

Format

- Doesn't need to be fancy
- Think about live vs home study
- Synchronous vs asynch
- Clinical vs management, etc.

What about Application-Based Learning? Some options

- Insert a patient case then pause the recording/module
- Require the learner to evaluate the case and recommend a course of action
  - Counseling intervention
  - Dose recommendation
  - Solve the case
- Use of stepped case progression or branching-logic
- Traditionally used for live activities, but is possible to do remotely
- Ask the learner to perform a skill on video, then submit for feedback
- Provide feedback and discussion on possible solutions

Technology for Monitoring

- Data collection – surveys, forms, report generation (CE mgmt. software – homegrown or commercial, etc)
- Reporting capabilities – CPE monitor, evaluations, quality improvement
- "Closing the loop"

Conclusion

- Start with the end in mind
- Budget
- Skills
- Time
- Synchronous vs. asynchronous
- Allow time for editing and more editing
- Ask for help if you need it
- More tech isn't always "more better"
- Have fun!