Newfoundland and Labrador Pharmacy Board
Policy

Accreditation of Professional Development Programs
Approved March 6, 2010
Revised February 12, 2016

1) Introduction

While the Canadian Council on Continuing Education in Pharmacy (CCCEP) is the national accrediting body for continuing pharmacy education programs in Canada, there are times where programs are developed and specifically intended for Newfoundland and Labrador pharmacy audiences and require accreditation through the Newfoundland and Labrador Pharmacy Board.

To address this need while recognizing the challenges associated with provincial accreditation, CCCEP developed guidance documents to assist the provinces in this process. This document is adapted from these guidance documents and is intended for presenters / program developers applying for accreditation in Newfoundland and Labrador.

2) General

The NLPB accreditation process is based on several fundamental principles:

a) **Only programs developed for Newfoundland and Labrador pharmacy audiences will be accredited**. Developers of programs advertised or provided to registrants outside of Newfoundland and Labrador should contact CCCEP (www.cccep.ca) for accreditation.

b) **Retrospective accreditation will not be granted**. Applicants should ensure the complete Application for Accreditation is received at the NLPB office at least ONE week prior to the proposed program date.

c) **All Applications are to be accompanied by the Accreditation Review Fee** (see *NLPB Schedule of Fees*). However, payment of this fee does not guarantee accreditation and the fee is non-refundable.

d) **Program accreditation is preferentially given to those programs that are pertinent to pharmacy practice**, as described in this policy.

e) **Programs may be accredited for up to a one year period.** While, generally, live programs are accredited for the day of presentation only, online programs may be accredited for up to one year unless they contain particularly time-specific material.

3) Program Content and Materials

a) Topics and content pertinent to contemporary pharmacy practice include but are not limited to:
   i) the properties and actions of drugs and dosage forms
   ii) the etiology, characteristics, therapeutics, and prevention of disease states
   iii) the monitoring and management of patient therapy
   iv) information unique to specialized types of pharmacy practice
   v) the social, ethical, behavioural, legal, economic, administrative, and managerial aspects of pharmacy practice and health care

b) In those instances where the topics or content are not exclusively specific to pharmacy (e.g. personnel management, computer applications, communications, motivation), the provider must take appropriate steps to assure that the core content is related to contemporary pharmacy practice. This may be addressed in such educational components as:

i) the definition of specific learning objectives,

ii) selection of authors/speakers and the provision of guidance to them, or

iii) development and/or modification of supplemental instructional materials.

c) Generic names should be used wherever possible in all instructional material and speaker visuals as well as verbally by the speaker, unless there is no practical way to identify products with multiple ingredients. When use of a proprietary name is required, all pertinent proprietary names must be used.

d) All programs must include learning objectives that specify the learning outcomes participants can expect to achieve as a result of the program.

i) Program providers, authors, and/or speakers should collaborate to identify the learning objectives prior to development of the program content.

ii) Learning objectives should be stated as a measurable action or behaviour.

iii) Learning objectives must be published in program promotional material as well as at the beginning of printed instructional materials and speaker visuals.

iv) Learner assessment and program evaluation should be related to the learning objectives specified for the program.

e) All programs should include instructional materials that are appropriate for the delivery method (e.g. handouts, outlines, background materials, selected bibliographies, and audiovisual aids).

i) All instructional materials must be of satisfactory quality, current in content, and designed to enhance the participants' understanding of the topic.

ii) For live programs, appropriate handout material to assist learning should be available to participants.

f) The participants of a professional development activity should be aware in advance of any potential conflict of interest that could influence the presentation.

i) A potential conflict of interest is to be understood as meaning any monetary benefit falling to the speaker in connection with the products and services of the sponsor which are the focus of the presentation. For example, if the speaker

- acts as a scientific adviser for a pharmaceutical company

- accepts an invitation, royalties, an honorarium or compensation for services rendered

- receives research funding from a sponsor or

- holds financial interest in a controlling company

ii) The purpose of disclosing potential conflicts of interest is not to prevent an speaker with a conflict of interest from taking the floor, but rather to openly inform the participants beforehand of possible affiliations or financial interest so that they can make an informed assessment of the presentation's content.

iii) Presenters must include a slide at the beginning of the presentation stating whether or not they have a conflict of interest to declare (See Appendix I for sample slides).

g) A full reference list must be provided in all instructional materials.

i) References must be current and relevant.

ii) For live programs, references must be included in the speaker audiovisuals, and in any participant handouts.

iii) Unpublished observations or personal communications should not be cited.

       iv)   Web sites may be cited as references providing the complete URL and date accessed are provided.

4) Authors/Speakers

a) The author/speaker must offer an unbiased, factual, evidence-based program. Any personal opinion/experience must be identified as such to the audience.

b) The author/speaker must sign and submit both the *Disclosure of Conflict of Interest* and *Speaker Acknowledgemen*t forms that are part of the *Application for Accreditation*.

c) The author/speaker for each program should be competent in the subject matter and qualified by experience and/or training in the methods of the program delivery.

d) Providers are strongly encouraged to have pharmacy practitioners as authors and speakers of their programs to ensure that the material is pertinent to pharmacy practice.

e) It is recognized that there may be significant educational value for pharmacy practitioners to share ideas and information with professionals from other academic disciplines. Therefore, authors and speakers who are competent and qualified in other disciplines (e.g., medicine, nursing, management, psychology) may author/present programs; however, material must meet the unique education needs of pharmacy practitioners.

5) Verification of Participation

a) At the completion of all programs the provider must provide each participant with the "Record of Participation" issued by the NLPB.

b) The provider must assure that Records of Participation are provided only to bona fide participants of the program.

c) Upon request, a provider must be able to confirm eligibility of any individual participant to have a Record of Participation (for example, by referring to the registration list).

6) Program Evaluation

a) The provider must implement a form of program evaluation (A sample Program Evaluation form is included with the accreditation approval letter sent by the NLPB).

b) Key components of program quality to be monitored and evaluated should include but are not limited to:
    i)   relevance of the content and learning experience to practice
    ii)   speaker's knowledge of subject matter
    iii)   suitability of instructional materials
    iv)   achievement of the learning objectives
    v)   speaker's declaration of conflict of interest
    vi)   actual or perceived content/speaker bias
    vii)   speaker responsiveness to participant questions
    viii) overall program satisfaction

Disclosure

❖ I have no conflict of interest to declare

Disclosure

❖ This program is sponsored by an educational grant from Company X

❖ I will receive an honorarium for the preparation and delivery of this program from Company X