HANDBOOK

PRESENTER HANDBOOK

ASHP National Pharmacy Preceptors Conference
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INTRODUCTION

Congratulations on being selected as a speaker for ASHP’s National Pharmacy Preceptors Conference. Your participation is an important contribution to the profession and a great way to share your expertise with peers and colleagues.

This handbook provides important instructions on preparing materials related to your session. If you have any questions, please contact the Educational Services Division at EducServ@ashp.org. We are here to help you in any way we can, but it is important that you adhere to the deadlines.

ASHP WOULD LIKE TO STRESS SKILL DEVELOPMENT THROUGH SESSIONS FEATURING DYNAMIC, INTERACTIVE INSTRUCTIONAL STRATEGIES. Many meeting attendees have come to expect and look forward to this in our educational programming. As a presenter, please keep this in mind as you plan your presentation.

PREPARING YOUR PRESENTATION

ACPE Compliance

ASHP promotes quality education programs that are free from commercialism and bias. ALL CE PROGRAMS MUST INCLUDE AN ACTIVE LEARNING STRATEGY AND LEARNING ASSESSMENT FOR EACH PROGRAM OBJECTIVE in compliance with standards passed by the Accreditation Council for Pharmacy Education (ACPE). ACPE is the body that accredits ASHP as a provider of continuing pharmacy education. If you would like more information about the standards, visit: https://www.acpe-accredit.org/continuing-education-provider-accreditation.

ACTIVE LEARNING & MATCHING ACTIVE LEARNING STRATEGIES TO ACTIVITY TYPE

Active learning strategies engage the audience in the activity and should be appropriate for your session type as outlined in the table below. Below are ideas on how to incorporate active learning into your session. This list should serve as a guide and is not meant to be comprehensive.

<table>
<thead>
<tr>
<th>Active Learning Strategy</th>
<th>Knowledge-Based Activity</th>
<th>Application-Based Activity</th>
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<tbody>
<tr>
<td>Lecture with questions</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Games and quizzes to practice recall</td>
<td>✓</td>
<td>✓</td>
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<td>Demonstration</td>
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<td>Example with practice</td>
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<td>Simulation</td>
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<td>Application exercises</td>
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<tr>
<td>Practice exercises</td>
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For more details, see Appendix A.
**Assessment of Learning and Assessment Feedback**

Learning assessment involves feedback to learners on how well they have answered questions or completed a learning exercise, such as a case study.

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<thead>
<tr>
<th></th>
<th>Knowledge-Based Activity</th>
<th>Application-Based Activity</th>
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<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Must include assessment questions structured to determine the recall of facts based on the learning objectives. Techniques can be informal such as audience response systems, color cards, or the raising of hands.</td>
<td>Must include case studies structured to apply the principles learned based on the learning objectives.</td>
</tr>
<tr>
<td>Assessment of Feedback</td>
<td>Feedback may include the correct response to questions. For incorrect responses, communicate that a question was answered incorrectly and provide rationale for the correct response.</td>
<td>Feedback may include the correct evaluation of case studies. When responses are incorrect, explain the rationale for the correct response.</td>
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**Preparing Self-Assessment Questions and Answers**

To keep the learner engaged, best practices suggest assessment questions are asked every 12 minutes – 6 questions per hour. Develop one question/answer for each objective.

- Questions must be written either in multiple-choice or true/false format.
- Questions must be simple, clearly stated, and relate only to the educational objective for which they were designed.
- Pose the question in the affirmative; avoid the use of negative statements such as "not" and "except" because they often confuse the learner.
- Answer choices should be specific and distinct, and not overlap with the other answers.
- Avoid using the same or similar words in both the question and the correct answer as this may clue the learner to the correct answers.

**Commercialism & Bias**

CE programs must offer an independent, equitable view of the topic and be free from commercial bias and promotion. To comply with ACPE standards, ASHP processes are:

- Presented materials will be reviewed by ASHP and modified as needed to comply with the standard.
- The version that is reviewed and approved by ASHP is the final version to be presented and disseminated to attendees.
- Reviewed materials (slides, etc.) will be pre-loaded onto the computer in your session room on-site.
PowerPoint Slides

A PowerPoint slide template will be provided by ASHP; all presentations must be created using this template. The lead presenter for each session must combine all slides into one PowerPoint presentation for submission. Review Appendix B for tips.

- Slides must be received by the stated deadline.
- All slides will be reviewed for commercial bias and edited by ASHP to conform to ACPE guidelines.
- The slides that are submitted to ASHP are considered final and changes are strongly discouraged. Presenters should contact the Educational Services Division prior to the meeting if any changes are needed. **Changes onsite will be made ONLY if late-breaking information has become available, and will be made at the discretion of ASHP staff.**
- Presentations may be audio-recorded and synched with the PowerPoint slides, unless a copyright agreement was not received. This recording may be offered for sale following the meeting. Therefore, do not use any material (cartoons, reports, charts, etc.) in presentations where copyright permission was not obtained. We expect that you will read the Copyright Handbook located on the presenter data collection site.
- **All videos that will be used during the session must be received by the stated deadline.** Please send an email to the program manager for your session indicating in which slides the videos are to be embedded. Acceptable video file formats include .avi, .mpg, .mp4.

Supplemental Educational Materials

PDFs of your session’s PowerPoint slides and supplemental educational materials will be available online for attendees. The Lead Presenter for each session will upload this information electronically:

- Supplemental material (such as work sheets, forms, checklists, policies, charts, etc)
- Bibliography or reference list
- One PowerPoint™ presentation for the whole session

Delivering Your Presentation

**Begin with a “grabber.”** Think of an attention-getting opening for your portion of the program. Some ideas for doing this include presenting an interesting or unusual fact, thought-provoking quote or cartoon related to your topic. A personal experience illustrating the need for the information to be presented may work well.

**Volume:** Your goal should be to speak loudly enough to be easily heard but not so loud as to make it uncomfortable for participants to listen.

**Pace:** If your pace is too fast, your material will be hard for learners to absorb. If it is too slow, their attention may wander.

**Pitch:** Listeners favor lower-pitched voices so keep this in mind and aim for lower part of your range while remaining natural.

**Variety:** As you know, a monotone can induce boredom so strive for a range of vocal variety to keep learner interest.

**Clarity:** Enunciate clearly so participants can easily understand you.

**Try this:** Sometime when you are alone (while driving for example), try reciting the alphabet in many different ways. Say some letters loud, some soft and all the variations in between. Say them fast and slow, high and low. While you may feel silly, this will acquaint you with your range of possibilities in using your voice during presentations.

**Avoid vocal fillers:** “Ah”, “um”, “you know”, “so”, throat-clearing, etc.

**End with a “bang”**: People remember best what they hear first and last. You’ve already done your “grabber” at the beginning. Make your ending count, too. Summarize the points
you want your audience to leave with. Incorporate a way to make these points memorable, such as with an illustrated story.

REMEMBER

- Rehearse your presentation carefully and do not speak longer than your allotted time.
- Ensure the learning objectives and content correspond with the direction provided in this packet.
- The key to an effective presentation is selecting material that meets the needs and level of the audience. You may consult an ASHP Program Manager to review the demographics and level of expertise of those who might attend your presentation.
- The best presentation provides your audience with state-of-the-art information; what attendees want most are practical insights, tips, and strategies to take home and apply in their practices.

REQUIRED ELEMENTS

The following items must be signed or completed according to the deadlines given in your confirmation email: disclosure agreement, W-9 form, recording agreement, and copyright agreement.

Disclosure of Financial Relationships

ASHP requires that all presenters and others in a position to control content for continuing education activities disclose all relevant financial relationships with commercial entities whose products and/or services will be discussed during the session.

- A "relevant financial relationship" exists if you (and/or your spouse/partner) are an employee, consultant, clinical investigator, author, shareholder, board member, speaker, or receive research support or other financial benefit in any amount, from an organization whose products and/or services are to be discussed in the session. You must disclose all such relationships that have existed within the past twelve months.

- A “relevant financial relationship” also exists if your institution or hospital received support or other financial benefits in an amount equal to or greater than $5000 from an organization whose products and/or services are to be discussed.

- The financial relationship information you give here will be for all sessions you are participating in at this meeting. Prospective faculty members who refuse or fail to disclose their information in a timely manner may result in a session being ineligible for continuing education credit.

W-9

ASHP must have a recent W-9 on file for all presenters receiving honoraria. If you have not submitted a W-9 in the past 18 months, have moved, or have had a name change, ASHP will need a new W-9. If you are uncertain when you last submitted a W-9 to ASHP, please submit a new one. Visit: http://www.ashp.org/ForPresenters.aspx

- Send completed coversheet and W-9 form to fmdw9@ashp.org.
- Use the tax ID number if honorarium will be made payable to a company.

*Important: Do not upload your W-9 online or send it anywhere other than the email address or fax number provided. This email address and fax number are secure and go directly to the ASHP Finance department.
Recording Agreement

ASHP may audio record all presentations at the meeting. Audio recordings may be used for any of the following:

- Archival purposes
- Sale to meeting attendees and those unable to attend the meeting
- Posting to the ASHP Website
- Other media as outlined in the agreement

Note:
- The agreement covers all audio and video throughout a presentation.

Copyright Agreement

Presenters have a personal, legal, and ethical responsibility to comply with copyright law. ASHP requires that all presenters agree to the following statement:

_I have the full authority to enter into this agreement and will obtain all necessary copyright permission or licenses from any individuals or organizations whose material is excluded or used in my presentation. I agree to indemnify and hold harmless ASHP against any claims, losses, expenses or damages that may be incurred by ASHP as a result of my presentation. In particular, I agree that the use of any materials prepared by me will not expose ASHP to liability for breach of confidence for infringement of copyright or similar liability._

See your Copyright Handbook for guidelines on how to comply with copyright law.

Hotel and Travel

You are responsible for your own hotel and travel fees/arrangements.

Make your own hotel reservations.

ASHP has reserved a block of rooms for conference attendees at the Washington Hilton Hotel. Located in the heart of Washington DC, the Washington Hilton hotel is situated in the capital’s most sought after neighborhoods. Enjoy the best entertainment and nightlife Washington has to offer at the nearby Adams Morgan, Woodley Park and the U Street Corridor. This Washington hotel is one mile from the Smithsonian National Zoo and only four blocks from Dupont Circle Metro. Discover iconic Washington attractions including the White House, National Monument and Lincoln Memorial. Room rates are $184 per night for single and double occupancy plus 14.5% tax. To make reservations, call 202-483-3000; be sure to mention the ASHP Pharmacy Preceptors Conference, to receive the special group rate. You can also visit the personalized website [https://aws.passkey.com/event/49047711/owner/1813/landing](https://aws.passkey.com/event/49047711/owner/1813/landing) and book your room online. To ensure this rate and availability, reservations must be made by Tuesday, July 25, 2017. After this date, reservations will be accepted on a space and rate availability basis. Cancellations must be received 72 hours prior to the scheduled date of arrival; deposits are not refunded for cancellations made fewer than 72 hours prior to arrival date.

Make your own travel arrangements.

Three major airports serve the Washington DC region. They are the Reagan National Airport, Baltimore/Washington International and Dulles International Airport. Getting to the Washington Hilton Hotel from any of these three airports on your own is completely manageable.
BUDGET AND COMPENSATION

Your confirmation letter specifies whether or not you will be receiving complimentary registration and/or honorarium. ASHP retains final approval for all budget allocation. Justification for proposed variations or exceptions from the honoraria guidelines must be sent to educserv@ashp.org.

Honoraria

All funds will be dispensed to presenters as HONORARIA.

- Checks will be dispersed approximately three weeks after the meeting.
- Checks will be dispersed only for those presenters who have submitted a W-9 or who have them on file with ASHP. Checks will be made payable and sent to the name and address on the W-9 form.
- A 1099 will be distributed in January, following the meeting.
- Under special circumstances, ASHP will allow a presenter to receive their funds as expense reimbursement. A written request must be sent to: EducServ@ashp.org
- To comply with federal income tax regulations, all presenters receiving honoraria must submit their Social Security number or Tax ID number to ASHP on an IRS W-9 form.

Attention Federal Employees

ASHP is aware of the many guidelines and restrictions regarding reimbursement for employees of the U.S. federal government. Although submission of meals and incidental expenses receipts may not be required by your particular agency, ASHP REQUIRES YOU TO SUBMIT ORIGINAL RECEIPTS FOR ALL ITEMS YOU WISH TO BE REIMBURSED. This includes all meals, hotel, transportation, and parking. Since ASHP is NOT a federal agency, ASHP is subject to external auditors who require original receipts for all items for reimbursement. ASHP will only issue reimbursement for those items for which an original receipt has been submitted. Regarding maximum daily reimbursement rates, ASHP will adhere to guidelines per the U.S. General Services Administration ("G.S.A. Per Diem Rates") if required by your agency.

Complimentary Registration

- Your confirmation letter from ASHP will indicate if you are eligible to receive a complimentary meeting registration. If you are receiving a complimentary registration, do not register yourself. ASHP will complete the paperwork, and you will receive your confirmation prior to the meeting.
- Complimentary registrations are for this meeting only.
- Complimentary registrations are non-transferrable.
- All presenters must be registered for the meeting to participate in the session.

AT THE MEETING

When You Arrive

- All educational sessions, exhibits, and activities will be held at the primary meeting location unless otherwise specified. You may pick up your badge at Registration.
- Arrive at the session room 30 minutes before the start of the session for a briefing with the faculty and staff monitor. Use this time to orient yourself to the podium, microphone, etc. The lead presenter will introduce the speakers, facilitate questions, answers and discussion, and keep the session on schedule. An ASHP staff monitor will also be assigned to assist with problems.
- Business casual dress is suggested for attendees for all meeting sessions, although presenters usually wear business attire. Since room temperatures in the convention center may be difficult to regulate, we suggest that you dress in layers to ensure your comfort at all times.
- You may preview your visuals in the Speaker Preview Room (details provided at registration).
Audiovisual Equipment

At the meeting, ASHP staff will be available to assist you as needed in the session room. A Speaker Preview Room will also be available for presenters to preview visuals before the session. All educational sessions will be equipped with a standard audiovisual (AV) set. This set includes:

- Computer*
- LCD Projector
- Screen
- Laser Pointer/Slide Advancer
- 1 Podium Mic
- 1 Wireless Handheld Mic

*Presenters are not permitted to use their own laptops. AV requests cannot be accommodated onsite.

Room Sets

All educational session rooms will have a standard room set. This room set includes:

- Classroom, roundtable, and/or theater seating as determined by ASHP
- Raised podium with lectern
- Head table with chairs on podium

ADDITIONAL RESOURCES

http://www.ashp.org/forpresenters
The spot every presenter should visit for tools, resources, and guidance on how to develop a quality educational program reflective of ACPE Standards and ASHP’s educational guidelines.

http://www.ashp.org/menu/Meetings/PresenterResources/Educational-Sessions.aspx
Everything you need to plan a great educational session.

http://www.ashp.org/menu/Education/OnlinePrograms/ACPE-204-000-11-030-H04P.aspx
On-demand webinar that will assist you in incorporating active learning into your presentation. Earn CE credit too!

https://www.acpe-accredit.org/continuing-education-provider-accreditation
ACPE Standards for educational activities.

CONTACT US

ASHP Educational Services Division
4500 East-West Highway, Bethesda, MD  20814
EdcServ@ashp.org
“We bring CE to life.”
APPENDIX A: ACTIVE LEARNING STRATEGIES

Polling
Get to know your learners by asking about who is in the audience. Examples: “By a show of hands, how many clinical specialists are in the audience?

- How many directors?
- How many from small/rural hospitals?
- How many from the west coast?
- How many have implemented an informatics program before?
- How many have some experience with medication reconciliation?”

Choose factors about the audience that are relevant to your topic and poll so that you and your learners can see who is there. Polling can ask questions about what the learners are doing related to the material. Relate the responses to the polling questions to the session topic.

Examples:
- “How would you describe your level of implementation of medication reconciliation processes? High? (show of hands) Medium? Low? Today you’ll learn how to increase the implementation of these programs.”
- “How many of you have an emergency pharmacist in your ED?” How many are full-time? How many are more than half-time? How many are less than half-time? In today’s session we’ll show you how to get support for increasing pharmacist time in the ED.”

This method can be used with an electronic Audience Response System (ARS) or with the “low-tech” version: hand-raising.

Questions / Quizzes / Tests / Games
Ask multiple-choice or true/false questions. Have participants raise their hands for the different response options or simply have them note their answer privately, then provide the answer. Questions can be used at the beginning, during and/or at the end of a session. Pre- and post-test questions can be used to start and end a session. Questions can be turned into a game such as “Jeopardy” by giving the answer and asking participants to identify the question. An example of a question used at the 2008 Summer Meeting Joint Commission session by speaker Darryl Rich was:

“For MM.2.20 – Medication Storage, which of the following was the top compliance issue scored on 2007 surveys:

A. Refrigerator temperature checks
B. No policy on how medications handled from removal/dispensing to medication administration and returned if not used.
C. Medication Security
D. Narcotic Control & Wastage”

A “Jeopardy” question in a session on active learning strategies was:

The answer is: “A hand-raising activity good for engaging an audience at the beginning of a session.”

The question is: “Polling.”

Self-Assessment
Have the participants complete a self-assessment tool that gives them insight into their current knowledge or skill level and helps them identify their need for the information the session will be covering. The tool can be formal (a commercially available instrument, such as the “Insight Inventory” for leadership skills [Insight Institute, Inc.] or an informal self-created scale that may, for example, ask participants several questions about their level of skill or experience in different aspects of your topic. For example, an informal self-assessment of presentation skills asks participants to rate their level of agreement with statements such as, “I make appropriate use of gestures when appropriate.” and “I make eye contact with audience members.”

Interactive Scenario
A scenario describes a situation to be effectively resolved, requiring the skill(s) being taught in an educational program. The participants discuss what they think should be done in the situation. An expert gives feedback to participants. Participants can discuss in small groups, then report their ideas to the whole group. You, as the expert, give feedback on whether or not their ideas are likely to be effective. In addition, fellow participants can share experiences and feedback.

For example, for a program for supervisors on performance appraisal skills, describe a problem employee and ask how they can be most effectively managed during their performance review.

Application Exercise
In an application exercise, participants are asked to apply, or think about how they will apply, what they have learned. Participants may do this type of exercise independently, such as by filling out a worksheet designed beforehand for this purpose, or they can be asked to discuss it with others near them.

For example, participants can be asked to list challenges and obstacles they may face and strategies for overcoming the obstacles when implementing an informatics project, or they could form small groups and list steps they will take to apply something in practice that they have learned in the session. An advantage of working with others is that participants can brainstorm together and hear different perspectives.

Interactive Case Study
Present a case in which you ask the participants to answer questions about the patient and their treatment. For example, what information do they need about the patient? What treatment do they recommend? How would they handle new developments in the case that you describe to them?
APPENDIX B: POWERPOINT AND YOU

PowerPoint and You

Your slides should serve rather than control you. You’re an excellent presenter; even so, PowerPoint can hijack your presentation. You don’t want that to happen. With that in mind, here are a few ideas to liberate you to give your best presentation ever.

- Your audience consists of bright, well-educated people. Never read your slides to your audience. They can read the words on your slides much faster than you can speak them. This difference only serves to jumble your information in their brains, resulting in them remembering less of it.
- Every slide should have very few words – that can be read from the back of the room.
  - Use between 15 – 30 words per slide
  - Use 6 lines or less of text per slide
  - Your point size should be large. In a large conference room, the size of your words – depending on the font – should be from 30 to 40 points! Never less than 24 points regardless of the font type.
  - Avoid text and background colors that have a low contrast ration, such as – red text, dark backgrounds, or pale yellow text on a white background.
- Use slides merely as indicators of what you have to present – to let your audience know where you are in the program. Use them like stepping stones to go from beginning to topic to another.
  - The agenda of your activity
  - Full-screen title slides to announce major presentation transitions
  - Headings and titles at the top of your slides
  - Active learning activities – questions (polling, multiple choice), brief case scenarios, and the answers
  - Summary and Conclusion slide(s) – what was addressed and overall points to take away.
- Additional Pointers:
  - A good use of slides is for displaying graphical information – the kind that is difficult to describe – but that is large enough to be seen by your audience.
  - Incorporate pictures when appropriate – to add interest, reinforce themes, or incorporate humor.
  - Effective use of a figure or picture – rather than words – keeps your audience engaged. Show in a few seconds what could take minutes to explain.
  - Obtain copyright permissions as appropriate.
  - Spell check the slides

In spite of all this – if your charts are too detailed and tiny for your audience to read, Please ask yourself, “Why am I showing them?”

Summary

Your PowerPoint presentation is finished and ready to submit to ASHP. Now, ask yourself these last two questions:

1. Do my slides contain just the right amount of information to guide the audience through my session?
2. Will the person in the back third of a packed convention room be able to see the information I have on my slides?

If you have answered “Yes” than you are on your way to an optimizing the educational experience for your attendees! Please remember to share your PowerPoint slides with all presenters in your session. If you have any questions or need further information, do not hesitate to contact the Educational Services Division at EducServ@ashp.org