



# Presenter Handbook

for  
Educational Sessions

44th ASHP Midyear Clinical Meeting and Exhibition  
December 6-10, 2009  
Las Vegas, Nevada

Educational Services Division  
American Society of Health-System Pharmacists  
7272 Wisconsin Avenue  
Bethesda, Maryland 20814  
[educserv@ashp.org](mailto:educserv@ashp.org)

To access the **Presenter site**, as well as  
other helpful information, visit  
[http://www.ashp.org/Get\\_Involved](http://www.ashp.org/Get_Involved)

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## ACTIVE LEARNING – required

Attendees remember ...

**10%** of what they **hear**,  
**25%** of what they **see**, and  
**90%** of what they **hear and do!**

Active learning is now required by ACPE in all CE sessions. More information enclosed.



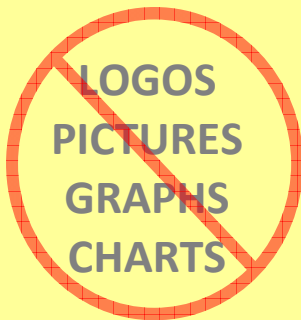
Before you leave for Las Vegas, make sure you have your MPA's **cell phone number...** and that s/he has yours.

# Items of Note

## \$ HONORARIA \$

- ★ All funds will be dispensed to presenters as honoraria only.
- ★ Payment will be made after January 1, **2010**.
- ★ Your W2 will be issued in January **2011**.

## Avoid **COPYRIGHT** **INFRINGEMENT**



on logos, images, graphs, and charts (esp. medical journals).

See your Copyright Handbook or more info .

### **SLIDES**

Use the slide template created by ASHP. It will be provided to you soon.

## **NO USBs** **NO CDs** **NO laptops**



All presentations will be pre-loaded onto computers within your session room.

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### **ATTENTION FEDERAL EMPLOYEES**

ASHP is aware of the many guidelines and restrictions regarding reimbursement for employees of the U.S. federal government. Please notify the Educational Services Division immediately if you have special needs regarding honoraria or reimbursement. See page 21 for more information.

# Presenter Deadline Checklist

## ASHP Midyear Clinical Meeting 2009

Educational Services Division | ASHP | 7272 Wisconsin Ave | Bethesda MD 20814

Fax: 301-634-5978

Email: [meetingmaterials@ashp.org](mailto:meetingmaterials@ashp.org)

URL for Presenter Site: [http://www.ashp.org/Get\\_Involved](http://www.ashp.org/Get_Involved)

Due Date	Item	How to Submit	Responsibility
June 8	<input type="checkbox"/> <b>Presenters submit to ASHP</b> ..... - Personal Details - Disclosures* - Recording Agreement - Biography - Copyright Agreement - W9 Download the W9 form: <a href="http://www.irs.gov/pub/irs-pdf/fw9.pdf">http://www.irs.gov/pub/irs-pdf/fw9.pdf</a> Send completed forms to: Fax: 301-634-5978 or Email: <a href="mailto:meetingmaterials@ashp.org">meetingmaterials@ashp.org</a>	⇒ Online (see URL above)	Speakers, Moderators and Panelists
June 30	<input type="checkbox"/> <b>ASHP confirms presenters and sends confirmation letters.</b> <b>ASHP WILL NOT SEND THE PRESENTER LETTER or CONFIRM A SPEAKER UNTIL ...</b> ⇒ <b>MPA</b> submits <b>Final Session Schedule</b> (due 5/17) ⇒ <b>Presenter</b> submits: <b>personal details, disclosure, recording agreement, W9, copyright agreement</b>	⇒ NA	ASHP
August 9	<input type="checkbox"/> <b>MPA submits to ASHP</b> ..... - A/V request	⇒ Online (see URL above)	MPA
September 28	<input type="checkbox"/> <b>Presenters submit to ASHP</b> ..... - PowerPoint slides - Abstract ( <b>one per presentation</b> ) - Any other presentation materials (i.e. supplemental educational resources)	⇒ Upload Online ( <b>no</b> PDFs) (see URL above)	Speakers

**\* If a presenter does not provide a disclosure of financial relationships, the presenter must be replaced.**

# INTRODUCTION

Congratulations on being selected as a presenter for ASHP's 2009 Midyear Clinical Meeting. Your participation is an important contribution to the profession and a great way to share your expertise with peers and colleagues.

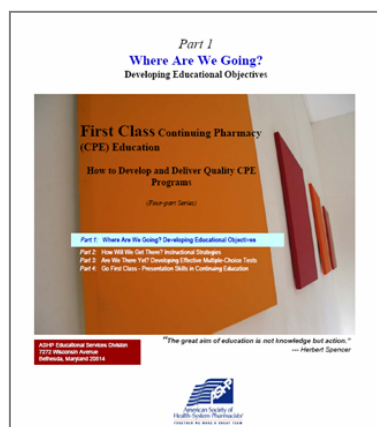
This handbook provides important instructions on preparing materials related to your presentation. Also included is a checklist to help guide you through the process. **If you have any questions, please call the Educational Services Division at 301-664-8682.** We are here to help you in any way we can, but it is important that you adhere to the deadlines printed in your confirmation letter and in this handbook.

skill-based,  
active learning

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. If you are presenter we would like you to keep this in mind as you plan your presentation.

Due to new ACPE standards effective 1/1/09, **all sessions must include active learning.** For ideas on how to meet this standard, view the webinar at [http://www.ashpmedia.org/video/webinar/2008-10-30\\_YIKES\\_%20Are\\_You\\_in\\_Compliance.wmv](http://www.ashpmedia.org/video/webinar/2008-10-30_YIKES_%20Are_You_in_Compliance.wmv).

webinar just  
for you !



You are also encouraged to complete the self-study CE program, *First Class Pharmacy Continuing Education: Developing and Delivering Quality Continuing Pharmacy Education Programs, Parts 1, 2 and 4* prior to developing your program.

This self-study is available at [www.ashp.org/web\\_CE](http://www.ashp.org/web_CE) → click on "Education".

Earn ACPE CE credit for successfully completing the online test.

If you require assistance with active learning strategies, please let us know.

## IMPORTANT REMINDERS

### SLIDES

- ▶ Final presentation slides **must** be received by the stated deadline.
- ▶ **To conform with ACPE guidelines, your slides will be reviewed for content bias.** ASHP will also remove any master slide template information that refers to a company or institution.
- ▶ **Changes** to your presentation after you've submitted them to ASHP are **strongly discouraged**. Your slides should be an **outline of your presentation – not a script**. If you do not have a piece of information by the time your slides are due to ASHP, use a less specific slide and announce the new information in the session.
- ▶ If for any reason you must change your presentation slides after submitting it to ASHP, please contact your Meeting Planning Associate **prior** to the meeting.
- ▶ Your presentation will be audio-recorded and synched in real time with your slide presentation. This recording will be offered for sale following the meeting. Because of this, **do not use any material (cartoons, reports, charts, etc.) in your presentation that you have not received copyrighted permission to use.**

### PRESENTATION CONTENT

- ▶ Our surveys have found that attendee satisfaction is tied to programming considered **high level**. Consult your MPA to review the demographics and level of expertise of those who might attend your presentation.
- ▶ Ensure that your program design and content correspond with the direction provided by your Meeting Planning Associate (MPA).
- ▶ 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.

### ABSTRACT

- ▶ **EACH speaker giving a presentation must have an abstract that includes learning objectives and self-assessment questions with answers.** You are responsible for preparing an abstract that conforms to the guidelines.
- ▶ If you have more than one presentation in a session, an abstract must be developed for each presentation.
- ▶ Following the meeting, your abstract will be published in the journal *International Pharmaceutical Abstracts (IPA)*. Abstracts will also be available through electronic information systems throughout the world.

### AT THE MEETING:

- ▶ ASHP will upload your presentation slides on to the provided computer in the session room. **You will not be able to use your own laptop or upload your slides onsite.**

## New ACPE Standards – All Sessions Must Comply

Accreditation Council for Pharmacy Education (ACPE) is the body that accredits ASHP as a provider of continuing pharmacy education. All sessions must meet all ACPE standards for Continuing Pharmacy Education, including those described below.

### ACTIVE LEARNING & LEARNING ASSESSMENT

*Standards for Continuing Pharmacy Education – Effective 1/1/09*

NEW

ACPE now requires all CE sessions to include **active learning strategies**, as well as **learning assessment** in each session. A webinar on how to do this can be found at ([http://www.ashpmedia.org/video/webinar/2008-10-30\\_YIKES\\_%20Are\\_You\\_in\\_Compliance.wmv](http://www.ashpmedia.org/video/webinar/2008-10-30_YIKES_%20Are_You_in_Compliance.wmv)).

You must also submit a completed post-test (see your letter for more details). Examples of strategies for meeting this standard:

Effective January 1, 2009, the Accreditation Council for Pharmacy Education (ACPE) **requires use of active learning strategies** in the Accreditation Standards for Continuing Pharmacy Education (CPE.) As stated in **Standard 7: Teaching and Learning Methods**: “The provider must assure that all CPE activities include active participation and involvement of the pharmacist and technician.”

All the new standards may be accessed using this link: [http://www.acpe-accredit.org/pdf/CPE\\_Standards\\_Final\\_092107.pdf](http://www.acpe-accredit.org/pdf/CPE_Standards_Final_092107.pdf). In addition, active learning is a best practice in adult professional development whose value exists independent of the standard.

Some active learning strategies that have worked well in continuing pharmacy education programs include:

- Polling
- Self-Assessment
- Questions / Quizzes / Tests / Games
- Interactive Scenario
- Interactive Case Study
- Application Exercise

See the next page for descriptions and examples. To meet the standard, include an active learning strategy for each of your learning objectives.

In addition to active learning strategies, the new standard **requires assessment to be a part of CE sessions** as stated in *Standard 9: Assessment of Learning*: “The provider in collaboration with faculty must include learning assessments in each CPE activity to allow pharmacists and technicians to assess their achievement of the learned content.”

Luckily, if you have well-designed active learning strategies that provide participants with feedback on whether or not they completed the activity correctly, you are simultaneously providing a means of assessment. Assess each learning objective by giving feedback to participants on how they did on the active learning activities.

**ASSESSMENT**  
is also a  
requirement of all  
Continuing  
Pharmacy  
Education  
sessions.

# Types of 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.



tech"

## 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."

## 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 the person next to them or meeting the challenges listed.

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 list first steps they will take to apply something they have learned in the session with a small group. An advantage of working with others is that they can brainstorm together about strategies for.

## 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.

## 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?



**Polling** and use of **questions** are safe bets in large groups. In addition, some active learning strategies can be done in pairs or individually.

For example, participants can be asked to talk to the person beside them. Examples include asking attendees to discuss or jot notes to themselves about a case, scenario or other question or problem.

For more information on active learning, visit [http://www.ashp.org/get\\_involved](http://www.ashp.org/get_involved).



## COMMERCIALISM & BIAS

*Standards for Commercial Support – Effective 1/1/08*

ACPE also adopted a standard for commercial support. This standard states requirements for how CE providers must ensure that CE programs offer an independent, equitable view of the topic and are free from commercial bias and promotion. ASHP must comply with this standard in order to maintain accreditation. To do this, ASHP has changed its processes. Please note:

- ▶ **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.
- ▶ These reviewed materials (slides, etc.) will be pre-loaded onto the computer in your session room on-site.

An exception to the "no changes" rule is ONLY if late-breaking information has become available. In this case, please email [educserv@ashp.org](mailto:educserv@ashp.org) immediately with your justification. Changes will be allowed at the discretion of ASHP staff. Below are some **guidelines for ensuring your materials comply** (and for minimizing ASHP's changes to your slides):

### ▶ Copyrights

- Ensure information is properly referenced.
- **Avoid using copyrighted cartoons, images, graphs, charts, etc.**
- You must give ASHP copies of your copyright permissions. All copyright permissions must cover the audio synchronization of the Power Point presentations, display on our Website, and sale of the presentation to attendees.
- For more information, refer to the enclosed Copyright Handbook.

### ▶ Commercialism

- Ensure that your program offers an independent, equitable, and free-from-commercial-bias view of the subject.
- This includes use of trade names, logos, etc. - be sure if you include a trade name, you include all trade names the drug may be marketed as (you may exclude international trade names).
- Do not use headers or footers on your slides with the name of your company.

Thank you for your understanding as we comply with ACPE standards. Maintaining ACPE accreditation status is vital to ASHP's mission, and we are taking every precaution to protect that. If you would like more information, visit <http://www.acpe-accredit.org/standards/default.asp>.

# ITEMS FOR PRESENTERS TO COMPLETE

ASHP is using two sites to collect information for the Midyear Clinical Meeting: one for MPAs, and one for presenters (you). Almost all tasks will be completed or uploaded online. Follow these steps to successfully submit your information and materials.

## 1. Access the **Presenter Data Collection** site:

<http://www.ashp.org/Get Involved>

\* Having problems logging in?

Please contact:  
Vanessa Gripper at:  
[vgripper@ashp.org](mailto:vgripper@ashp.org)  
for assistance.

**Login:** Email address  
**Password:** Last name (FIRST letter CAPITALIZED)

## 2. Enter your **PERSONAL DETAILS** (online by June 8):

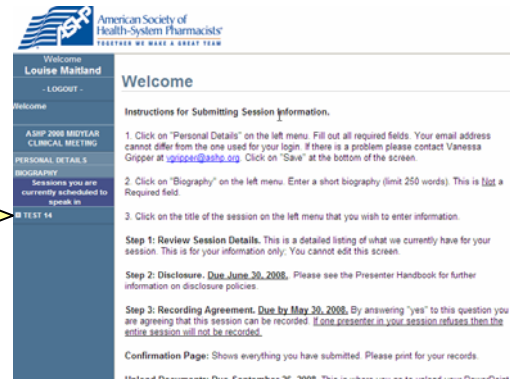
ASHP will not send your presenter letter or confirm you as a presenter until you complete your personal details, disclosure (step 2) and recording agreement (step 3).

- Don't forget to click on **"Save"** at the bottom of the screens.

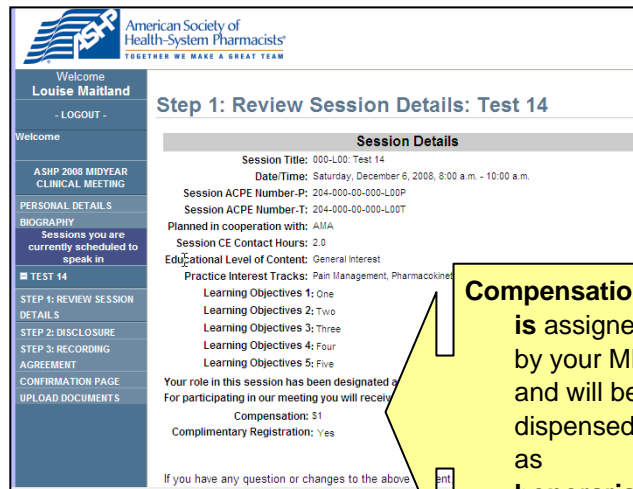
## 3. Submit your **BIOGRAPHY** (online by June 8):

**4. Review your SESSION DETAILS and BUDGET COMPENSATION (if applicable to your session):**

Click on your session



**Presenter Compensation**  
Your MPA will allocate funds to you as a presenter at the meeting if they received a budget for their session. The MPA will add any funds they allocate to you online and it will appear on this screen as compensation.



Compensation is assigned by your MPA and will be dispensed as honoraria only

**New!**

**All funds will be dispensed to presenters as HONORARIA** (not expense reimbursement as in previous years)

- Checks will be dispersed after January 1, 2010 **only if the presenter's W9 form** has been received.
- ASHP may allow for a presenter to receive his/her funds as **EXPENSE REIMBURSEMENT instead of HONORARIA**. This may be permitted only in special circumstances and only upon written request to JoAnn Harris ([jharris@ashp.org](mailto:jharris@ashp.org)) or Michelle Abalos ([mabalos@ashp.org](mailto:mabalos@ashp.org)).
- W2 will be mailed in January **2011**.

## 5. Submit your W9

(download, then mail/fax by June 8):

Based on IRS guidelines, ASHP must have a signed W9 form on file from each person who receives honoraria from ASHP (W9s are not required for expense reimbursement). If a check is to be made payable to a company, the W9 should be completed with the company information (i.e., tax ID number).

- Download the W9 form: <http://www.irs.gov/pub/irs-pdf/fw9.pdf>
- Send completed forms to: Fax: 301-634-5978 Email: [meetingmaterials@ashp.org](mailto:meetingmaterials@ashp.org)

## 6. Submit Your DISCLOSURE of Financial Relationship Information

(online by June 8):

## ABOUT DISCLOSURE OF FINANCIAL RELATIONSHIPS




**Note: Failure of any presenters to disclose relevant financial relationships in a timely fashion may result in your session **not being eligible** for Continuing Pharmacy Education (CE) Credit.**

- ACPE requires the MPA, all speakers, and anyone else who may influence the content of the program at ASHP Meetings, to disclose any relevant financial relationships.
- A potential conflict of interest is considered to exist if a presenter or an immediate family member, such as a spouse or partner, has a financial interest in or is affiliated with commercial organizations that may have a direct or indirect interest in the subject matter of the presentation.
- A “financial interest” is defined as being a shareholder in the organization, or having research supported, or honoraria paid by the organization.
- An “affiliation” is defined as a position on an advisory committee or some other role of benefit to the sponsoring organization.

ASHP must resolve any potential conflicts of interest and notify the audience about the relationship before the presentation. It is intended that financial interests or affiliations be openly identified so that, with the full disclosure of the facts, the attendees may form their own judgments about the presentation. This information will be published for Meeting attendees and retained on file at ASHP.

**7. Submit your RECORDING AGREEMENT (online by June 8):**

 **Presenters are not required to be recorded; however, if **one** presenter in your session refuses, then the **entire session will not be recorded.** In addition, **all presenters must agree to the Copyright Agreement in order to present.****

ASHP intends to audio record all of the presentations at the Midyear Clinical Meeting.

- Audio recordings may be used for any of the following applications:
- Archival purposes
  - Sale to meeting attendees
  - Sale to members and others unable to attend the meeting
  - Posted on ASHP Website
  - Other media as outlined in the agreement

**8. Submit your SESSION MATERIALS (online by September 28)**

Login as usual.

- Click on Session title to see the link to Upload Documents on the left navigation.

**Session Materials include:**

- Abstract (one per speaker giving a presentation – NOT one per session)
- PowerPoint slides
- Any other presentation materials (i.e. supplemental educational resources)

**Note: You may upload new materials to replace what was already submitted by clicking on “browse” button to overwrite your earlier submission.**

**Confirmation Page**

- Click on this link to print a record of what you've submitted online along with your session details.
- Keep this page in case there is a problem with your submission.

# ABSTRACT

## SUBMIT ONE ABSTRACT FOR EACH PRESENTATION.

- **You may not submit one abstract for the entire session.**
- If you have more than one presentation in a session, an abstract must be developed for each presentation.
- **The abstract must include learning objectives and self-assessment questions with answers.**

- |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Type your abstract in Word.</li> <li>• Use Times New Roman (10 or 12 point) font.</li> <li>• <b>Do not include graphs, tables, or illustrations.</b></li> <li>• Do not use special functions such as tabs, underline, trademarks, subscripts, and superscripts in the abstract.</li> </ul> | <ul style="list-style-type: none"> <li>• Special symbols, such as Greek letters, degree signs, and plus/minus symbols, must be spelled out.</li> <li>• Proofread your abstract carefully, particularly doses, numerical values, and drug names.</li> </ul> <p><b>ASHP will not edit your abstract.</b></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<b>Title</b>	Type your presentation title. Capitalize only the first letter of the first word in the title; all other words must be in lowercase letters, except in the case of a trade name or proper name (countries, etc.).
<b>Primary Presenter</b>	Type the primary presenter's name: last name first, first initial, and middle initial. Do not include titles or degrees
<b>Mailing Address and Email Address</b>	Type the primary presenter's complete business mailing address (including country). After the mailing address, type "Email" followed by a colon and the primary speaker's email address. Address must be included an institution or organization. <b>IPA will not accept abstracts using home addresses.</b>
<b>Additional Presenters</b>	If there are other presenters, type each name on a separate line: last name first, first initial, and middle initial. Do not include titles or degrees. List up to four co-presenters (maximum)
<b>Abstract Content</b>	Limit abstracts to 400 words; one paragraph is preferred. Outlines and tables will not be accepted.
<b>Learning Objectives</b>	Type three learning objectives for the presentation, each learning objective on a separate line.
<b>Self-Assessment Questions</b>	Type three multiple choice or true/false self-assessment questions based on the learning objectives, each question on a separate line.
<b>Answers</b>	Type the answers on a single line. Keep answers brief.

## LEARNING OBJECTIVES

Please prepare three learning objectives for your presentation and include them in your abstract. Without these objectives, ACPE does not permit ASHP to offer CE credits. Consider:

- A learning objective describes what you want the *learners* to be able to do as a result of participating in your educational program. Do not describe what the *program* will do or say.
- Identify the behavior (by name) that will be accepted as evidence the learner has achieved the objective. The behavior may be verbal or nonverbal; however, it must be observable.
- Do not use abbreviations or acronyms in learning objectives (e.g. VTE). Instead, spell it out.
- Write observable, measurable, objectives.

**Measurable**

Describe  
Explain  
List  
Identify  
Compare

**Not Measurable**

Know  
Understand  
Learn  
Grasp the significance of  
Become familiar with

## SELF-ASSESSMENT QUESTIONS AND ANSWERS

Develop one question/answer for each objective. Consider:

- 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.

### Sample Abstract

**Developmental stages of advancing technician practice: technician residency programs**

Jensen, M. F.

University of Texas Medical Branch, 301 University Blvd., Galveston, TX 77555, USA. Email: mkilodpd@uzxy.edu

Thompson, R. W.

The history of hospital pharmacy practice and the evolution of the roles of both pharmacists and technicians are described. Over the past few decades, leaders in pharmacy have been moving toward the concept of pharmaceutical care, which is the realization that pharmacists must use their cognitive skills while delegating the technical aspects of pharmacy to technicians. Barriers that prevent the prompt advancement of technician practice must be addressed and/or eliminated for the survival of future pharmacy practice. The development and implementation of technician residency programs is presented to prepare technicians for the 21st century.

**Learning objectives:**

1. Describe at least two strategies to prepare technicians for future practice.
2. Explain how the roles of pharmacy will continue to develop in the 21st century.
3. Describe the benefits of a multi-step process in building technician training, use, and recognition.

**Self-assessment questions:** (True or False)

1. Pharmacy practice continues to evolve and now requires more cognitive services.
2. It is crucial that technicians realize that the patient is the ultimate justification/reason for pharmacy services.
3. The main components in building a multi-step technician program are training, education, utilization, and recognition.

**Answers:** 1. (T); 2. (T); 3. (T).

## TIPS FOR PRESENTERS



**REMEMBER:** ASHP will pre-load presentation slides on to the provided computer in the session room. Presenters will not be able to use own laptops / upload slides onsite.

### ASHP Presenter Confirmation

ASHP will send presenter confirmation to each presenter once each presenter has submitted their information online (personal details, disclosure, and recording agreement). This letter also describes the financial arrangements, specific information regarding hotel and travel arrangements, requirements for supplemental educational resources, AND timetable by which all items need to be completed.

### Hotel and Travel

Presenters are responsible for making his/her own travel and hotel arrangements. ASHP's confirmation letter to each presenter specifies whether or not the presenter will be receiving complimentary registration and/or honorarium. Please keep in mind that presenters who are receiving full meeting compensation as an honorarium are responsible for his/her own expenses. (Expense reimbursement will be granted in lieu of honorarium as a special exception; presenters must email JoAnn Harris or Michelle Abalos for more details.)

## SLIDES and AV

### HIGH LEVEL

- ★ Our surveys have found that attendee satisfaction is tied to programming considered **high level**.
- ★ Consider **skipping or minimizing** basic / background information.



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.

### PRACTICAL, APPLICABLE

At the meeting, a roving AV technician will be available to assist you as needed in the session room. A presenter-ready room will also be available for presenters to preview visuals before the session. Please refer to the on-site Program Book for presenter-preview room location.

At the meeting, a roving AV technician will be available to assist as needed. An audiovisual preview room will also be available for presenters to preview visuals before the session. Please refer to the on-site Program Book for AV preview room location.

ASHP will provide educational session presenter with the following equipment:

- Computer with remote control to advance slides. All presenters must use the computer provided in the session room.
- LCD projector with screen(s) of appropriate size.
- Podium microphone
- Laser Pointer
- Floor microphone(s) for audience questions
- Table microphone for presenter's table (if applicable.)

AV requests CANNOT be accommodated onsite. Additional audiovisual equipment for your session may have already been requested by your MPA. Please consult your MPA if you have any special AV needs. **All AV requests must be submitted by your MPA by August 9.**

- |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Final presentation slides <b>must</b> be received by the stated deadline.</li> </ul>                            | <ul style="list-style-type: none"> <li>If for any reason slides must be changed after submitting it to ASHP, presenters should please contact the Meeting Planning Associate <b>prior</b> to the meeting.</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li><b>Changes</b> to presentations after submission to ASHP are <b>strongly discouraged</b>. Slides should be an outline of the presentation – not a script.</li> </ul>                                        |
| <ul style="list-style-type: none"> <li><b>To conform with ACPE guidelines, all slides will be reviewed for commercial bias.</b></li> </ul>             | <ul style="list-style-type: none"> <li>Presentations will be audio-recorded and synched in real time with your slide presentation (unless a Recording Agreement is not obtained from the presenter). This recording will be offered for sale following the meeting. Because of this, <b>do not use any material (cartoons, reports, charts, etc.) in presentations where copyright permission was not obtained.</b></li> </ul> | <ul style="list-style-type: none"> <li>If <b>late-breaking</b> information is released after submission of slides to ASHP, presenters should use a less specific slide and <b>verbally announce</b> the new information in the session.</li> </ul> |
| <ul style="list-style-type: none"> <li>ASHP will also remove any master slide template information that refers to a company or institution.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Do not put the CE Session Code on any slides.</li> </ul>                                                                                                                                                    |

Remember...

- Do **not** use **charts, graphs, photos, cartoons, videos, or recorded music** unless you have obtained copyright permission to do so. If the session is to be recorded, make sure that the copyright includes the recording and sale of the material within the context of the presentation. Please send ASHP copies of all copyright permissions for our files
- Spell-check your slides before submitting to ASHP

Other things to keep in mind:

- Keep it simple
- Make it large enough for everyone to see (do not use a font smaller than 28 points)

ASHP encourages presenters to **avoid error-prone abbreviations, symbols, and dose designations** as prescribed by the **Institute for Safe Medication Practices**. By using and promoting safe practices, we can better educate our peers and protect our patients.

For a list of error-prone abbreviations, symbols, and dose designations to avoid in your presentation, please visit <http://www.ismp.org/tools/errorproneabbreviations.pdf>

## ENSURING YOUR SLIDES COMPLY ACPE Standards for Commercial Support

The Accreditation Council for Pharmacy Education (ACPE) -- the body that accredits ASHP as a provider of continuing pharmacy education -- adopted a new standard for commercial support in 2007. This standard states requirements for how CE providers must ensure that CE programs offer an independent, equitable view of the topic and are free from commercial bias and promotion.

ASHP must comply with this new standard in order to maintain accreditation. To do this, ASHP has changed its processes. Please note:

- ◆ **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.
- ◆ These reviewed materials (slides, etc.) will be pre-loaded onto the computer in your session room on-site.

An exception to the "no changes" rule is ONLY if late-breaking information has become available. In this case, please email [meetingmaterials@ashp.org](mailto:meetingmaterials@ashp.org) immediately with your justification. Changes will be allowed at the discretion of ASHP staff.

Thank you for your understanding as we comply with this ACPE standard. Maintaining ACPE accreditation status is vital to ASHP's mission, and we are taking every precaution to protect that. If you would like more information, visit <http://www.acpe-accredit.org/standards/default.asp> and click on "NEW Standard for Commercial Support - Standard 17".

### You and PowerPoint™

As you prepare your slides for your presentation, we encourage you to keep in mind that

#### **YOU'RE the presenter – not PowerPoint.**

This way of thinking about your presentation has big implications – the first of which would be that PowerPoint should *serve rather than control* you. When PowerPoint becomes like a straitjacket, it can force mediocrity even on a good presenter.

But you're an excellent presenter; even so, PowerPoint could hijack your presentation. You don't want that to happen. With that in mind, here are a few ideas we hope will liberate you to give your best presentation ever.

1. Your audience consists of bright, well-educated people; they can read the words on your slides much faster than you can speak them. Because of this, **you'll never need to read your slides to your audience.** In fact, if you do read your slides to them, the difference between your speaking speed and their reading speed only serves to jumble your information in their brains – resulting in them remembering less of it.
2. Since you should avoid reading your slides to your audience, it follows that every **slide should have only a very few words.** How few?
  - Some experts advise never putting more than **30** words on a slide
  - Others insist on never having more than **15** words per slide
  - Other experts say you should never have more than **6** lines of text
  - Still others recommend only **5** or **6** words per slide

## What ?? Are these “experts” crazy?

Maybe not! Here’s why their suggestions make sense:

- However many words you put on your slides, every word should be readable to everyone there – even to the people at the very back of the room. If your audience can’t read the words because they are too small, why put them on a slide ?
- This means you’ll want the point size to be **large**. Many experts insist that in a conference hall room, the size of your words – depending on font - should be from **30 to 40 points!** (And *never* less than **24** points regardless of font type.)
- If your point size is that large, you won’t be able to fit more than **15-20** words (at most) on a page.
- If you want more words than that, you should be questioning why you need to give a live presentation at all; if all your information is on your slides, you don’t actually need to be there.
- Your slides do not convey the passion and enthusiasm you have for your subject; because of this, you don’t want to place all the content of your presentation on your slides; leave most of it for yourself to present.

### Remember: PowerPoint is not the presenter – YOU are.

▪ Use slides merely as **indicators** of what you have to present – to let your audience know where you are in a program. Use them like stepping stones to go from one topic to another; they are place holders in your presentation. Your slides could include

- The agenda – what will be addressed
- Key points – use topic headers at the top of your slides
- Full-screen titles to announce major presentation transitions
- A conclusions slide – what was addressed; it would be especially good if this can tie in to the theme of the meeting
- The more you help an audience know where you’re going, the more they stay with you and learn.

▪ Avoid text colors and background colors that have a low contrast ratio, such as red text on a dark blue background, or pale yellow text on a white background. These are nearly impossible to read, and they don’t print well in handouts, either. Things that may look good on a small PC may not project well in a conference room.

3. A good use of slides is for displaying graphical information – such as charts, tables, graphs, and pictures – the kind of information that is difficult to describe in words.

- The old adage **that a picture is worth a thousand words** has never been truer than with PowerPoint presentations.
- Pictures add interest, reinforce themes, add humor, and can show in a few seconds what could take minutes to explain.
- Some presenters use screenshots or thematic clipart on nearly every frame.
- Using **symbols or pictures** instead of words on as many slides as possible stimulates your audience to formulate meanings and listen more attentively to your words. It also enables you, the presenter, to be persuasive and authentic instead of mechanical.
- Some creative and bold presenters have successfully wowed audiences by not putting **any** words on slides, projecting nothing but pictures, which completely liberates - and compels - them to talk to the audience instead of reading a script. These bold presenters do provide handouts, however, so that audience members have access to your data.

In spite of all this . . . if your charts are too detailed and tiny for your audience to read, you should be asking yourself why you are showing them.

#### Summary

Do your slides contain too much of your presentation? Are they, rather than YOU, the presenter? To find out, try giving your presentation without your slides. If you can do this successfully, you are probably an excellent presenter; you’re using slides to serve you rather than control you – to enhance your presentation rather than to straitjacket it.

\*\*\* Remember to get copyright permission as required.

## SUPPLEMENTAL EDUCATIONAL RESOURCES

In response to requests from meeting attendees for resources that provide more in-depth information about each educational presentation in an easy-to-use format, ASHP posts **Supplemental Educational Resources** on the ASHP MCM website approximately two weeks in advance of the meeting. We'd like **your** presentation to be part of this important resource as it will enhance attendee satisfaction for your session and the overall meeting.

**YOU will upload this information *electronically*, no later than [September 28, 2009](#):**

- Presenter biography if not already submitted (one paragraph not to exceed 250 words)
- Additional handout material (Such as work sheets, forms, checklists, policies, charts, etc)
- Bibliography or reference list
- PowerPoint Slides

## PAPER HANDOUTS

**Think GREEN**, but if you still want to distribute paper handouts at your session, you are responsible for copying and shipping an appropriate number. ASHP does not provide copying services at the convention center, nor can ASHP print additional copies if the amount you provide is insufficient.

## AT THE MEETING

- All educational sessions, exhibits, and activities will be located at the Venetian Hotel. You may pick up your badge and Program Book at Registration.
- 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. It is highly recommended that you bring a sweater or jacket.
- Rehearse your presentation carefully and do not speak longer than your allotted time.
- If necessary, you may preview your visuals in the Speaker Ready Room (location will be published in the Program Book).



### REMEMBER:

**ASHP will pre-load your presentation slides on to the provided computer in the session room. You will not be able to use your own laptop or upload your slides onsite.**

## DELIVERING YOUR PRESENTATION

1. **Arrive at your 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. An ASHP staff monitor will also be assigned to each session to assist with problems.
2. **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, a thought-provoking quote, or a cartoon related to your topic. A personal experience illustrating the need for the information to be presented often works well.
3. **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.
4. **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.
5. **Pitch:** Listeners favor lower-pitched voices; aim for the lower part of your range while remaining natural.
6. **Variety:** As you know, monotone voices can induce boredom; strive for a range of vocal variety to keep learner interest.
7. **Clarity:** Enunciate clearly so participants can easily understand you.
8. **Avoid distractions:** Increase your awareness of, and attempt to avoid, these behaviors that can distract participants from your message: fidgeting with clothing, hair, jewelry or other objects, shifting from foot to foot, excessive use of “um” and “ah” within your speech (if you need to pause to think, a silent pause is preferable). A steady but natural stance, while making eye contact with different audience members, if possible, is most effective.
9. **Avoid vocal fillers:** “Ah”, “um”, “you know”, “so”, throat-clearing, etc.
10. **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, anecdote, or picture.

*Refine your presentation skills by taking advantage of opportunities to participate in presentation skills workshops. Check out your local Toastmasters Club at [www.toastmasters.org](http://www.toastmasters.org).*

Also remember.....

- ◆ **It is important that you do not exceed your time limit.** When rehearsing your presentation, keep track of the time.
- ◆ Project your completed slides under conditions similar to those likely to be encountered in the meeting room. Again, examine each one critically and impartially.
- ◆ Rehearse your presentation with slides.

### 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.

[Click Here to Link To U.S. General Services Administration Per Diem Rates](#)

Please notify the Educational Services Division immediately if you have special needs regarding honoraria or reimbursement

## CONTACT US

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**See You in Las Vegas!**