



UNIVERSITY OF
**HEALTH SCIENCES
& PHARMACY**

in St. Louis

ST. LOUIS COLLEGE OF PHARMACY

Faculty CPE Guidance Document

St. Louis College of Pharmacy at UHSP
Continuing Pharmacy Education

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ABOUT CONTINUING PHARMACY EDUCATION

Introduction to Continuing Pharmacy Education (CPE/CE) – What is CPE?

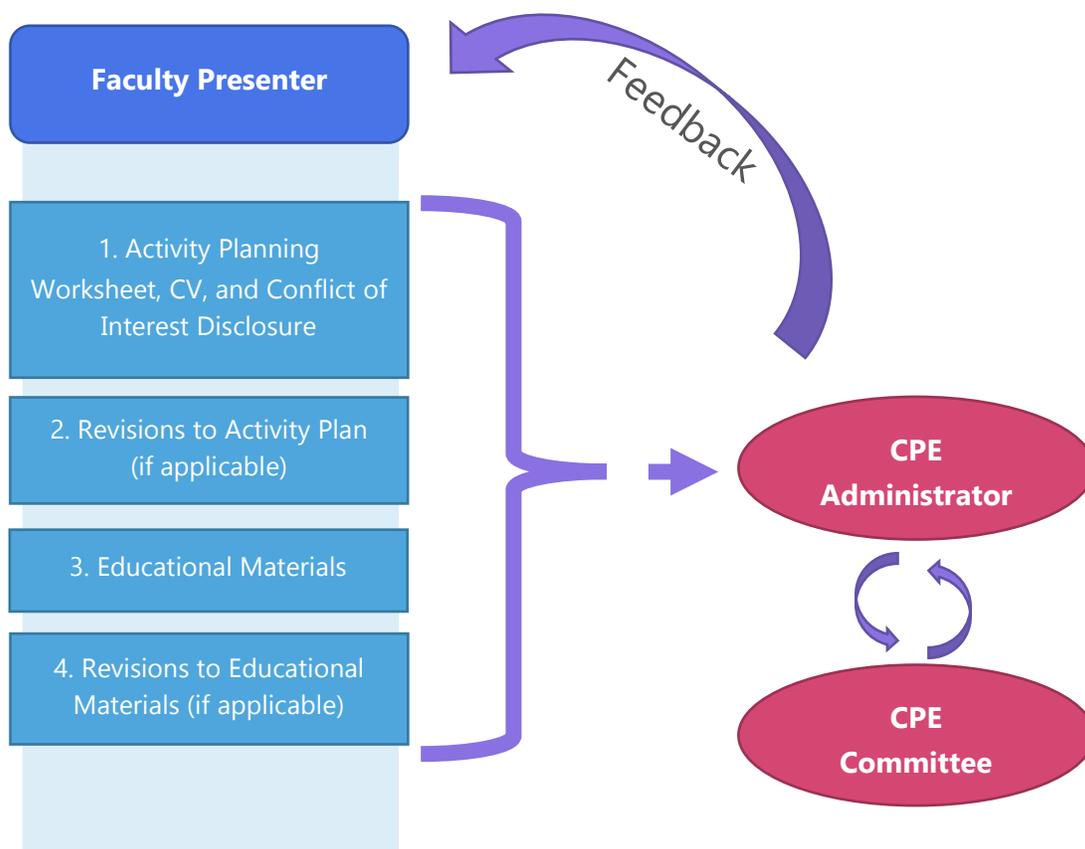
“Continuing education for the profession of pharmacy is a structured educational activity designed or intended to support the continuing development of pharmacists and/or pharmacy technicians to maintain and enhance their competence. Continuing pharmacy education (CPE) should promote problem-solving and critical thinking and be applicable to the practice of pharmacy.” – “ACPE²”

Accreditation Council for Pharmacy Education (ACPE)¹

ACPE is the national accreditor for CPE. St. Louis College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. To guide the College in this endeavor, ACPE has developed eleven standards and a number of policies and procedures to ensure both transparency and high quality educational content.

Process for Accreditation

As a Provider of CPE, St. Louis College of Pharmacy adheres to a multi-stage review process to ensure all requirements for accreditation are met.



Description of ACPE Accreditation Standards³ & Associated Requirements

Standard	Description	Documentation from Presenter
1. Mission and Goals of the CPE Program	The purpose a Provider has for creating accredited learning opportunities. Also defines specific and measurable goals a Provider hopes to achieve and documentation that they have done so.	n/a
2. Gap Analysis	Answers the questions: Why do pharmacists need this course? What evidence do I have to support this claim?	Activity Planning Worksheet
3. Continuing Pharmacy Education Activities	Types of activities for accreditation: Knowledge, Application, and Practice.	Activity Planning Worksheet, Educational Materials
4. CPE Activity Objectives	Learning objectives are goals for the participants, written for each CPE activity. Learning objectives must be appropriate for audience type, activity type, and length of activity.	Activity Planning Worksheet, Educational Materials
5. Standards for Commercial Support	Guidance for handling use of external commercial funds in providing CPE activities and resolving potential sources of bias.	Conflict of Interest Disclosure Form, Presenter CV, Educational Materials
6. Faculty	It is the Provider's responsibility to ensure that presenting faculty are adequately qualified to educate on the topic and free from bias.	Presenter CV, Conflict of Interest Disclosure Form
7. Teaching and Learning Methods	The CPE activity should follow sound educational principles. The activity planning worksheet walks presenters through the creation of a lesson plan. Ensures that CPE activities engage the audience in a manner consistent with the target audience and activity type.	Activity Planning Worksheet, Educational Materials
8. Educational Materials	Educational materials, such as handouts, must be provided to all participants. These educational materials must support the learning objectives and serve as a meaningful reference for participants.	Educational Materials
9. Assessment of Learning	Documentation that learning has occurred and that the learning objectives have been achieved.	Activity Planning Worksheet, Educational Materials, Written Assessments
10. Assessment of Feedback	Documentation that the faculty has provided adequate feedback to participants. Participants should also know that they have met the objectives.	Educational Materials, Written Assessments
11. Evaluation of CPE Activities	Documentation that CPE activities are successful and offer high-quality educational experiences that enhance the knowledge of the participants. Participants are given an opportunity to evaluate the quality and satisfaction with CPE activities.	n/a

ACTIVITY PLANNING WORKSHEET & REQUIRED DOCUMENTATION

As a faculty presenter, a great deal of documentation is required from you. The next few sections will walk you through the required activity planning worksheet and supporting documentation as well as additional requirements for the educational materials.

FACULTY SELECTION & CONFLICT OF INTEREST

To best comply with standards related to faculty presenter selection and conflict of interest, all presenting faculty are required to submit an up-to-date CV or résumé as well as a conflict of interest disclosure statement. The CV or résumé serves as documentation of the faculty's qualifications and expertise in the area. A biography is not sufficient. The conflict of interest disclosure form serves to meet the standard surrounding independence from commercial interests. ACPE defines a "commercial interest" as any entity producing, making, reselling, or distributing health care goods or services consumed by, or used on, patients. Providers of clinical services directly to patients are not "commercial interests." For the purposes of ACPE accreditation, ACPE has adopted ACCME's standards⁴ surrounding commercial support and independence.

All faculty are required to make a statement regarding all real or potential conflicts of interest for themselves and their spouse/partner from within the last 12 months at the beginning of their activity. If there are no conflicts of interest to report, the faculty should state: *There are no relevant financial interests to disclose for myself or my spouse/partner from within the last 12 months.*

If the faculty refuses to disclose any interests as required, they are disqualified from contributing content to any CPE activities.

NOTE: Students and residents can deliver continuing pharmacy education activities; however, both are required to have mentor oversight throughout the design and development process. Furthermore, student presenters must list their mentor as an additional author on their educational materials (slides, handout, etc.).

Mentor requirements include the following:

- Must be a currently practicing pharmacist or health care professional.
- Must be actively licensed.
- Must provide a current CV, contact information, and a signed conflict of interest disclosure form.
- Must have read and agreed to the standards and expectations as set out in the faculty guidance document.
- Must commit to providing mentorship and full oversight throughout the development and design processes of the activity.
- Must appear on the materials as an author/contributor (students only).

CPE ACTIVITY TYPE

The following provides guidance to two types of CPE activities available for credit: knowledge and application-based education*. You will be asked to identify the type of activity you will be presenting.

Knowledge-Based CPE Activity:

- Participants will be able to recall facts or understand concepts to be later applied in practice.
- This information must be based on evidence as accepted in the literature by the health care professions.
- The minimum credit for these activities is 15 minutes or 0.25 contact hour.
- This is the most common CPE activity. Roughly 90% to 95% of the activities accredited by St. Louis College of Pharmacy are knowledge-based CPE.

Application-Based CPE Activity:

- Participants will demonstrate a behavior during the CPE activity using learned facts or concepts.
- The information must be based on evidence as accepted in the literature by the health care professions.
- The minimum credit for these activities is 60 minutes or one contact hour.

***Certificate Programs (formerly known as practice-based activities):**

- Participants learn a skill or set of skills that they will demonstrate as part of the CPE activity and apply later to practice.
- The information must be based on evidence as accepted in the literature by the health care professions.
- Must include a combination of both didactic and experiential opportunities. Participants are also typically required to submit a project or other home study work as evidence of learning. For example, pharmacists participating in a medication therapy services (MTS) certificate program might be required to write and submit a sample MTS protocol.
- The minimum credit for these activities is 15 contact hours and must include a combination of both didactic and experiential opportunities.

Presentations vs. CPE Activities

Keep in mind that CPE activities are different from other types of presentations. In CPE activities, you will certainly synthesize and present information, but you are also expected to:

- Guide your participants' learning and set learning goals (i.e., learning objectives) for them.
- Engage your participants with learning activities.
- Assess your participants' learning and determine whether they have achieved the learning goals within the set time frame.
- Provide timely feedback to your participants with respect to the learning objectives and assessment methods.

**St. Louis College of Pharmacy does not currently offer certificate programs (formerly known as practice-based activities) for external accreditation.*



EDUCATIONAL JUSTIFICATION & GAP ANALYSIS

The educational justification section should address the need for your proposed CPE activity (see standard 3). This section should answer the following questions: *Why do pharmacists (and/or pharmacy technicians) need to participate in this CPE activity? What do they need to know? What evidence do I have to support this knowledge or practice gap?* Educational justifications should be referenced. Additional sheets can be attached as needed.

In general, CPE activities, especially those related to drug or disease state management, are expected to be based upon current or recent guidelines or other evidence, ideally from primary peer-reviewed sources. Other sources can be acceptable, depending on the content and overall goals of the CPE activity.

PRESENTATION ABSTRACT

Provide a summary (250 words or less) of what the Faculty Presenter will review during the CPE Activity. The summary should include the overall scope of the presentation as well as general goals for the audience. This abstract will also be used as the description on our website. The summary should be concise, but clear enough that a participant unfamiliar with your content should have a good understanding of the presentation's outline to help them determine if your activity is a good fit for them before they register to attend.

LEARNING OBJECTIVES

Learning objectives must be developed for each CPE activity, these objectives state what the participant should be able to do upon completion of each CPE activity. Learning objectives are critical to the educational activity development because they: (1) reflect input from learners relative to educational needs, (2) determine the selection of content and teaching methods, and (3) provide a guide in the assessment phase. The St. Louis College of Pharmacy Continuing Professional Development Committee recommends no more than 4 learning objectives per 60 minutes. **Approved learning objectives cannot be adjusted** without additional review by the Continuing Professional Development Committee. Separate learning objectives for pharmacists and pharmacy technicians are required.

Learning objectives MUST:

- Describe the main goal(s) of the CPE activity.
- Describe what the *learner* will do (NOT the faculty).
- Be appropriate for your target group (pharmacists vs. pharmacy technicians).
 - If you are writing for both pharmacists and pharmacy technicians, separate learning objectives for each group are required.
- Contain only one action or goal.
 - Exception: “Compare & Contrast” as this term connotes one action.
- Be measurable AND measured within the time frame of the activity (see standard 9).
- Be addressed by an active participation method.
- Be appropriate to the activity’s type (knowledge vs application) and duration.
- Be appropriate for the activity’s length (no more than 4 objectives per 60 minutes).

Examples of Learning Objectives for Knowledge-Based Activities:

Upon completion of the CPE activity, pharmacist participants will be able to:

- Explain the required elements for designing a Medication Therapy Services protocol.
- Identify blood pressure goals for adults with hypertension.

Examples of Learning Objectives for Application-Based Activities:

Upon completion of the CPE activity, pharmacist participants will be able to:

- Demonstrate the ability to obtain a blood pressure measurement.
- Prepare a hypertension Medication Therapy Service protocol.

Examples of verbs appropriate for knowledge-based and application-based learning objectives are included on the following page.

Recommended Verbs for Learning Objectives by Activity Type⁵

KNOWLEDGE-BASED CPE ACTIVITIES		APPLICATION-BASED CPE ACTIVITIES
Knowledge <i>Remember previously learned information</i>	Comprehension <i>Demonstrate an understanding of facts</i>	Application <i>Apply knowledge to actual situations</i>
<ul style="list-style-type: none"> • Arrange • Define • Describe • Identify • Label • List • Match • Name • State 	<ul style="list-style-type: none"> • Classify • Compare and contrast • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Indicate • Predict • Select • Summarize 	<ul style="list-style-type: none"> • Analyze • Apply • Arrange • Assess • Compare • Compose • Contrast • Create • Demonstrate • Design • Develop • Differentiate • Distinguish • Evaluate • Judge • Plan • Prepare • Select • Use

This is a sample towards meeting the requirements of CPE standards and is not all-inclusive. Additional verbs and assessments are still allowed, if appropriately matched.

Avoid using words that describe responses that cannot be measured; verbs that describe what the faculty rather than the participant will do; and terms that are broad, vague, and difficult to measure, and permit a variety of interpretation.

Verbs to Avoid		
<ul style="list-style-type: none"> • Appreciate • Be acquainted with • Be aware of • Be familiar with • Believe • Comprehend • Develop conceptual thinking • Explore 	<ul style="list-style-type: none"> • Gain a working knowledge of • Grasp the significance of • Have knowledge of • Increase interest in • Know • Learn • Outline • Perceive 	<ul style="list-style-type: none"> • Realize • Recognize • Recall • Remember • Review • Think • Understand

ACTIVE LEARNING METHODS

Active Learning Methods:

Each CPE activity must include a plan for active learning in both live and home study instructional methods. Active learning methods encourage the audience to do more than passively listen to a presentation. Rather, participants are processing and applying knowledge gained during the presentation and greater comprehension and better retention of the material is achieved. This can be accomplished by integrating self-assessment questions throughout a presentation or using another active participation style.

Examples of Active Learning Strategies⁶

- **Immediate feedback questions:** Using this technique, faculty presenters pose a question and use a voting method (show of hands, scratch card, clickers) indicating agreement with possible responses. The faculty member will review the correct response and explain why others are incorrect.
- **Think-Pair-Share:** The faculty presenter poses a question, gives participants time to think about a response, and then asks participants to share their thoughts with a partner, and then potentially to the entire audience.
- **Minute paper:** At the midpoint, the faculty presenter asks participants to answer a variation of the following 1) what is the most important thing you learned? 2) What important questions remain unanswered? This technique allows the faculty presenter to collect feedback on learning and decide if any areas need follow-up.
- **Simulation:** Participants form groups and are presented a scenario and allowed time for discussion of the problem. Follow-up with a discussion within the small group or with the whole class.
- **Demonstration:** Participants practice physical techniques that have been taught.

Examples of active learning methods for knowledge-based and application-based CPE activities are included on the following page.

KNOWLEDGE-BASED CPE ACTIVITIES	
Knowledge-Type Verb	Active Learning Techniques
Define	<ul style="list-style-type: none"> Multiple choice question Matching question Fill in the blank
List	<ul style="list-style-type: none"> Create list
Comprehension-Type Verb	Active Learning Techniques
Discuss	<ul style="list-style-type: none"> Participant presentation Participant group discussion
Describe Explain	<ul style="list-style-type: none"> Presentation Report Participant group discussion Essay Multiple choice question
Identify	<ul style="list-style-type: none"> Multiple choice question Matching questions/answers

APPLICATION-BASED CPE ACTIVITIES	
Application-Type Verb	Active Learning Techniques
Apply	<ul style="list-style-type: none"> Case example
Use	<ul style="list-style-type: none"> Case example
Demonstrate	<ul style="list-style-type: none"> Simulation Demonstration Report
Analysis-Type Verb	Active Learning Techniques
Analyze Differentiate Distinguish	<ul style="list-style-type: none"> Case study Case-based problem exercise Pro/Con Grid Discussion
Compare Contrast	
Synthesis-Type Verb	Active Learning Techniques
Arrange Compose Create	<ul style="list-style-type: none"> Case study Case-based problem exercise Develop plan Project Simulation
Design Plan Prepare	
Evaluation-Type Verb	Active Learning Techniques
Assess Evaluate	<ul style="list-style-type: none"> Case study Case-based problem exercise Project Simulation
Judge Select	

LEARNING ASSESSMENT & FEEDBACK

The presenter **must** include learning assessments in each CPE activity to allow pharmacists to self-assess their achievement of the learned content. Completion of a learning assessment is required for CPE credit. Self-Assessment Questions can be used as active participation if they are integrated in the CPE activity and answers are reviewed and explained. Alternatively, a separate post-CPE activity assessment can be used to assess participant knowledge. Home study CPE activities must include a separate post-CPE activity assessment.

Requirements for Assessment Questions:

Knowledge-based CPE Activity

- Each CPE activity in this category must include an assessment question for each learning objective.
- Assessment questions should be structured to determine **recall of facts**.
- **Feedback must be provided to participants including the correct response to questions with an explanation.**

Application-based CPE Activity

- Each CPE activity in this category must include an assessment question for each learning objective.
- Must include **case studies** or other application activities structured to address application of the principles learned.
- **Feedback must be provided to participants including the correct response to cases with an explanation.**

Home Study CPE Activity (Knowledge or Application-Based)

- Must include a separate handout with answers to self-assessment questions including explanations
- Participants must pass a post-activity knowledge assessment (test). It is recommended that participants score at least 70% on post program assessment
- Only single-choice multiple choice or true/false questions can be accepted by our system at this time.
- Cases must include text only. Images, tables, charts, etc. cannot be accepted by our system at this time.
- **A minimum of 10 questions is required for home study activities.**

Tips for Assessments:

- Ensure that each question is similar in length, complexity and grammatically consistent with the question stem.
- Each choice for the answer should be specific and distinct and not overlap with the other answers.
- Pose the question in the affirmative; avoid the use of negative statements such as “not” and “except.”
- Avoid “all of the above” and “true or false” questions.

When Assessment is Active Learning

Occasionally, assessment questions may also fill the role of active learning. Typically, this occurs when assessment questions are embedded within the live activity, such as in the PowerPoint slides, as a quick participant check. Feedback is given immediately to participants. This method is often encouraged. When using this technique with home study activities, it is advisable to include a pause in the recording to allow participants an opportunity to reflect AND include that question as part of the post-test so that assessment can be documented.

Examples of Active Learning Methods

Example 1: Knowledge-based CPE activity where a separate active learning method is used in addition to an assessment question.

A. Learning Objective 1 – Complete the following sentence in the white space below: <i>At the end of this activity, the participant will be able to...</i>													
Identify blood pressure goals for adults with hypertension.													
B. Assessment 1 – Enter at least one assessment question in the white space below. DOCUMENTATION OF ASSESSMENT IS REQUIRED. By answering this question, you and your participant should be able to determine if they met your learning goal as described in your objective. Be sure to include the correct answer as well as justification (i.e., why that answer is correct).													
A 45-year-old Caucasian man presents to clinic for hypertension management. His history is significant for HTN, CKD (GFR 48). Labs obtained today include Na 140, K 4.0, MAU:Cr 50 mcg/mg, SCr 1.7. Which of the following is the blood pressure goal for this patient?													
A. < 150/90 mmHg B. < 140/90 mmHg C. < 130/90 mmHg D. < 130/80 mmHg	Don't forget to include the correct answer and a justification!												
C. Active Learning 1 Will you incorporate your assessment as part of your slides and audience discussion to promote engagement as part of your CE activity? (Choose one): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO													
If you answered "NO" above, leave a brief description of how you will promote engagement with your participants in the white space below.													
Matching question of comorbid conditions and BP goals, answers and explanations reviewed with participants during the CPE activity. Match the appropriate blood pressure goal and comorbid condition in a patient with hypertension.													
<table border="1"> <tr> <td style="width: 50px; height: 20px;"></td> <td>Diabetes</td> <td>A. < 150/90 mmHg</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td>Chronic Kidney Disease (positive MAU:Cr)</td> <td>B. < 140/90 mmHg</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td>Coronary Heart Disease</td> <td>C. < 130/90 mmHg</td> </tr> <tr> <td></td> <td></td> <td>D. < 130/80 mmHg</td> </tr> </table>		Diabetes	A. < 150/90 mmHg		Chronic Kidney Disease (positive MAU:Cr)	B. < 140/90 mmHg		Coronary Heart Disease	C. < 130/90 mmHg			D. < 130/80 mmHg	For home study activities, this section is where the required post-test questions should appear.
	Diabetes	A. < 150/90 mmHg											
	Chronic Kidney Disease (positive MAU:Cr)	B. < 140/90 mmHg											
	Coronary Heart Disease	C. < 130/90 mmHg											
		D. < 130/80 mmHg											

Example 2: Application-based CPE activity where the assessment will also be used as the active learning method.

A. Learning Objective 1 – Complete the following sentence in the white space below: <i>At the end of this activity, the participant will be able to...</i>	
Integrate knowledge of antihypertensive pharmacotherapy and practice guidelines into the development of antihypertensive regimens.	
B. Assessment 1 – Enter at least one assessment question in the white space below. DOCUMENTATION OF ASSESSMENT IS REQUIRED. By answering this question, you and your participant should be able to determine if they met your learning goal as described in your objective. Be sure to include the correct answer as well as justification (i.e., why that answer is correct).	
An 82-year-old African American woman has a past medical history of hypertension and gout. Current medications include allopurinol 100 mg daily, amlodipine 10 mg daily, lisinopril 40 mg daily and aspirin 81 mg daily. Her vital signs include a BP of 145/85 mmHG and HR of 82 bpm. Laboratory values obtained today are within normal limits. Which is the best recommendation to achieve blood pressure control?	
a. Add hydrochlorothiazide 25 mg daily to achieve a SBP goal of < 140 mmHg b. Increase lisinopril to 80 mg daily to achieve a SBP goal of < 130 mmHg c. Add atenolol 50 mg daily to achieve a SBP goal of < 140 mmHg d. No changes indicated as patient has achieved SBP goal of < 150 mmHg	Don't forget to include the correct answer and a justification!
C. Active Learning 1 Will you incorporate your assessment as part of your slides and audience discussion to promote engagement as part of your CE activity? (Choose one): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
If you answered "NO" above, leave a brief description of how you will promote engagement with your participants in the white space below.	
n/a – Assessment used as active learning method	

EDUCATIONAL MATERIALS

Educational materials include any materials you will use for your CE activity, including PowerPoint slides, handouts, worksheets, visual aids, etc. Educational materials should be developed to enhance the participants' understanding of the content and foster applications to pharmacy practice. Educational materials should serve as a guide, provide additional sources of information, and include reference tools usable in practice. All educational materials must be submitted and approved by the committee prior to their use. **Per accreditation standards, educational materials MUST be provided to all participants for every CPE activity.**

Required documentation for your slides and handouts are included in the checklist below. The most common reason educational materials are not approved for CPE use is that one or more of the following are missing or incorrect:

Checklist for CPE Educational Materials

- The title appears.
- The title is *exactly* the same as what was approved and submitted to ACPE.
- A conflict of interest disclosure statement appears, even if there are no relevant financial interests to disclose
If none, the following statement must be used: *There are no relevant financial interests to disclose for myself or my spouse/partner from within the last 12 months.*
- The learning objectives appear. If applicable, the separate learning objectives for pharmacy technicians also appear.
- The learning objectives are *exactly* the same as what were approved and submitted to ACPE.
- An active participation method is documented for each learning objective.
- Assessment is documented for each learning objective.
- Each assessment includes a documented opportunity for feedback to the participants.
- References are present and are written in such a way that it is easy for participants to find.
- Educational materials, such as slides or a handout, are available for participants.
- Materials are free of any undue bias.
- The materials do not violate Copyright law or other intellectual property laws or policies.
- Patient confidentiality is maintained where applicable.

Visual Aids

Although not required, most presentations will also include a visual aid for use during the presentation. This most often includes PowerPoint slides, and do not have to be different than the handout. Visual aids must be submitted with the presenter application and approved prior to use.

Tips for Visual Aids:

- Should support your narration without making the speaker superfluous (use the handout to provide details)
- If using power point slides
 - Keep it simple, limit slides to 6-7 lines per slide
 - Avoid using full sentences, keep text precise with bullets or outlines
 - One idea per slide
 - Limit animations
 - Slides of visuals (graphs and diagrams) engage participants and avoid text overload
 - Light colors on dark background are easier to view in a dark room, a white background with black or dark texts works better in a bright room
 - Large enough font so slides are visible at the back of the room: titles Verdana 40 point, subtitles Verdana 32 point, content no smaller than Verdana 24 point. Smaller fonts are okay for references (minimum size 16-18pt), provided they can still be read.
 - Avoid all caps

Copyright & Intellectual Property

All educational materials must adhere to laws pertaining to Copyright and intellectual property. In the digital age, sensitivity to Copyright and Privacy laws are imperative. Two important points to remember are:

- Just because the resource can be found online does not mean it is within the public domain.
- Referencing does not constitute permission to use the material.

Copyrighted materials can include items such as: information from studies, photographs, stock images, etc. **Additional guidance regarding copyright can be found in the copyright guidance document, available for download on our website.**

Generally OK to Use:	Generally NOT OK to Use:
<ul style="list-style-type: none"> • Information within the public domain, such as from a government entity (CDC, NIH, etc.) • Images or information under a common license • Common visual representations, such as line drawing of anatomy or physiological processes • Presentation of data, such as graphs, tables, etc. • Information you own or have permission to use (Proof of ownership or permission required). 	<ul style="list-style-type: none"> • Artistic representations that are unique to the content originator (example: Netter anatomical images). • Proprietary formulas, algorithms, or other information. • Patient Identifying Information (names, birth dates, photos of faces, etc.)

QUESTIONS

For questions regarding the accreditation standards, review process, or general expectations, please do not hesitate to reach out to the continuing pharmacy administrator, listed on our website at <https://stlcp.edu/practice/ce/deliver-cpe.html>.

REFERENCES & CITATIONS:

1. Accreditation Council for Pharmacy Education: www.acpe-accredit.org
2. ACPE. *Definition of Continuing Education for the Profession of Pharmacy*. <https://www.acpe-accredit.org/pdf/DefinitionofCE.pdf>. Accessed April 30, 2019.
3. Accreditation Standards for Continuing Pharmacy Education, ACPE, July 2017. https://www.acpe-accredit.org/pdf/CPE_Standards_Final.pdf. Accessed April 30, 2019.
4. Accreditation Council for Continuing Medical Education, *Standards for Commercial Support*. <https://www.accme.org/accreditation-rules/standards-for-commercial-support>. Accessed April 30, 2019.
5. Vanderbilt University for Teaching. *Summary of Bloom's Taxonomy*. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>. Accessed April 30, 2019.
6. ACPE. *Suggested Active Learning Strategies for Use with ACPE's CPE Activity Types and Bloom's Taxonomy Levels*. https://www.acpe-accredit.org/pdf/Active_Learning.pdf. Accessed April 30, 2019.