Guidelines PR-01-01: CCCEP Accreditation Guidelines

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Guideline A: **Expert Review Options**

Reference: Standard 3 – Balanced, Evidence-Based, Fair and Objective

The program provider may conduct the expert review by one of two methods: external expert review or expert panel.

Option 1: External Expert Review

1. The learning activity will be reviewed by two external expert reviewers who complete, sign and submit the Expert Review Release Statement (Independent External Expert Reviewers).
   1.1. One expert reviewer will be a Canadian pharmacy professional, unless an exemption is granted by CCCEP.

2. The external expert reviewer may not be:
   2.1. An author or presenter of the learning activity;
   2.2. An employee of the program provider or sponsor within the past two years;
   2.3. An individual with a financial or other relationship with the provider or sponsor within in the past two years; or
   2.4. An individual who works closely with the author or who works at the same facility or institution. Exceptions may be granted by CCCEP.

Option 2: Expert Panel (or Scientific Committee) Review

Option 2 may be used for learning activities in which there is a Planning Group which is composed primarily of experts in the subject matter of the learning activity.

This option may not be used if the provider uses the Alternate Review for Large Programs (Guideline I: Alternate Review Option for Larger Activities or Multiple Accreditations). The expert review will be conducted by two external experts.

1. The expert panel (scientific committee) will have two pharmacists with advanced knowledge in the subject matter.

2. The members of the expert panel will complete, sign and submit the Expert Reviewer Release Statement (Expert Panel, Activity Planning Group) form.

3. The expert panel (scientific committee) will be involved in all stages of the development of the learning activity.

4. An expert panel (scientific committee) member may not be:
   4.1. An author or presenter of the learning activity;
   4.2. An employee of the program provider or sponsor within the past two years; or
   4.3. An individual with a financial or other relationship with the provider or sponsor within the past two years.

Guideline B: **Generic, Brand and Company Names**

Reference: Standard 3 – Balanced, Evidence-Based, Fair and Objective

1. Generic names will be used in accredited learning activities.

2. Brand, trade or proprietary names will not be used except when approved by CCCEP. The use of a trade, product or proprietary name will only be approved in exceptional cases:
   2.1. Where patient safety is at risk;
   2.2. Where it is necessary to avoid confusion between products with substantive differences in therapeutic results or effects; or
   2.3. When there is no generic name.

3. If a brand, trade or proprietary name is used:
   3.1. The brand name will appear in parentheses after the generic name;
   3.2. The brand name of all similar or equivalent products will be used;
   3.3. Every drug mentioned should be referred to in a consistent and similar manner.

4. For products with long generic names (such as compounds), the full generic name is to be used at least once. A shortened generic name may be used, provided it is first used in brackets after the full generic name.

5. Company names will not be used, except that the company name of a sponsor may be used once at the beginning or end of a learning activity.

Guideline C: **Promotion and Advertising**

Reference: Standard 3 – Balanced, Evidence-Based, Fair and Objective

1. Learners are able to easily access information about the learning activity that assists them in making an informed decision about registering in the learning activity. This information includes:
   1.1. The learning objectives,
   1.2. Abstract or description,
   1.3. Number of CEUs,
   1.4. CCCEP accreditation information,
   1.5. Completion requirements, and
   1.6. Delivery mode and timing.

2. Promotional activities will be separated from educational activities by being situated in a different room, physical space, or website from the location where educational activities are taking place, or occur at a different time than educational activities.

3. Product or service promotional materials may be distributed at a booth or exhibit that is located separately from educational activities.

   3.1. Product or service promotional materials may not be distributed in the same space used for learning activity delivery during or within 15 minutes before the start of or after the conclusion of a learning activity.

   3.2. Printed learning materials will not include promotional information or references to promotional materials on the same pages as the educational content, which includes the pages containing the table of contents, learning objectives, activity content, learner assessment and learner evaluation.

   3.3. Websites will not include promotional information, or links or references to promotional materials, on the same pages as educational content, which includes the pages containing the table of contents, learning objectives, activity content, learner assessment and learner evaluation.

4. Corporate names, logos, slogans, branding and product images of commercial enterprises will be used in accordance with Standard III, with the exception that a Full Privileged program provider may use their logo and corporate name on any content, promotion or other materials of a learning activity.

Guideline D: **Accreditation of a Learning Activity focusing on a Unique Product**

1. Definitions

1.1. Product. A product is a drug, device, technology or service.

1.2. Single or Unique Product. A Single or Unique Product may be:

1.2.1. A product that is the only product in a new class of drug or device;

1.2.2. A drug or device that is the only one of its class licensed for use in Canada;

1.2.3. A device or technology that has unique capabilities from other similar devices or technologies available in Canada; or

1.2.4. A product deemed eligible as a single or unique product by CCCEP.

1.3. Continuing Pharmacy Education Learning activity. A learning activity objectively providing in-depth, balanced information on a topic or subject matter pertinent to contemporary pharmacy practice such as:

1.3.1. The properties and actions of drugs and dosage forms;

1.3.2. The etiology, characteristics, therapeutics, and prevention of disease states;

1.3.3. The pharmaceutical monitoring and management of patient therapy;

1.3.4. Information unique to specialized types of pharmacy practice;

1.3.5. The social, ethical, behavioural, legal, pharmacoeconomic, administrative, and managerial aspects of pharmacy practice and health care.

1.4. Product Information Learning activity. A learning activity focusing on information about a specific product, its applications or how to use the product.

2. Scope and Application

2.1. This guideline applies to any learning activity that involves a single or unique product.

2.2. A Continuing Pharmacy Education Learning activity is eligible for accreditation under the Standards and Guidelines for CCCEP accreditation.

2.3. A Product Information Learning activity is deemed equivalent to product promotion and is therefore not normally eligible for CCCEP accreditation. However, a learning activity on a single or unique product may be considered a continuing education learning activity, and therefore eligible to be considered for accreditation, if it meets the conditions outlined in this Guideline.

3. Accreditation of Learning activities with Information about a Single or Unique Product

3.1. CCCEP believes it is important that pharmacy professionals are able to access continuing pharmacy education learning activities about treatments and procedures that involve unique products.

3.2. A learning activity that contains information on a single or unique therapeutic product (i.e., related to the treatment or care of a patient) may be considered for accreditation provided every effort is made to minimize bias in the learning activity. This may be achieved by meeting the following conditions:

3.2.1. The focus of the learning activity is on the health condition and the treatment or management of the condition;

3.2.2. The information about the product, its use and results is presented in a comparative format with other products, their uses and results;

3.2.3. The basis for the information on the product is the product research, and the following will be presented;

3.2.3.1. The scope, validity, reliability and limitations of the product;
3.2.3.2. The indications, contraindications and limitations of the use of the product; and
3.2.3.3. The conditions which may impact the effectiveness or safety of the product;
3.2.4. The generic names for all products are used in the learning activity; and
3.2.5. The learning activity meets all other Standards and Guidelines for CCCEP accreditation.

3.3. A learning activity that contains information on a single or unique non-therapeutic product (i.e., related to the management and operation of the pharmacy practice) may be considered for accreditation provided every effort is made to minimize bias in the learning activity. This may be achieved by the equivalent conditions as presented in section 3.2 where the focus is on the management and operation of the practice and the comparable products are other non-therapeutic products.

4. Preferred Reference Documents

4.1. The preferred reference documents are third party research studies on the product.
4.2. Corporate and product materials of the manufacturer are not to be used for references.
4.3. A reference to a product monograph will meet the reference requirements of Standard 4.

5. Updates and Renewals

5.1. The learning activity will be updated within 30 days of a similar or equivalent product being introduced or available on the market.
5.2. When renewing, the provider will verify that the product remains a single or unique product and is expected to remain a single or unique product for the renewal period. At a minimum, the provider will conduct a literature search for new products or new evidence on the product and the effects of the product.

Guideline E: **Learner Assessment**

Reference: Standard 4 – Effective Adult Learning

NOTE: For learner assessments in certificate programs, refer to *Policy PR-03: Policy on the Accreditation of Continuing Education Certificate Programs*

As indicated in Standard 4, learner assessments may be a knowledge/skill measurement, a reflective exercise and/or an authentic assessment.

Knowledge/skill measurement

1. Knowledge/skill measurement is the traditional form of learner assessment in which the learner is tested through multiple-choice or short-answer questions. This form of assessment will include:
   1.1. At least one (1) multiple-choice or short-answer question per learning objective;
   1.2. A minimum of five (5) questions per continuing education unit (CEU) or portion thereof for learning activities of six (6) CEUs or less; and/or
   1.3. Three (3) questions per CEU or portion thereof for learning activities greater than six (6) CEUs.

2. The answers will not to be included with the questions if the post-assessment is used as the sole basis for validating participation of the learner.

3. Participants must achieve a minimum score of 70% for post-test questions to demonstrate that they have adequately achieved the learning activity learning outcome objectives.

Reflective assessment

4. In reflective assessments, participants demonstrate their achievement of the learning objectives through a reflective exercise, examining and exploring:
   4.1. The application of ideas or concepts learned in the learning activity to their practice or career; and
   4.2. The integration of these ideas and concepts with their current knowledge and understandings. This results in a deeper understanding of the concept or idea and a changed or enhanced conceptual perspective.

5. The participant will be assessed for mastery of the learning objectives.

Authentic assessment

6. In authentic assessments, participants are asked to perform real-world workplace tasks which demonstrate their achievement of the learning outcomes by applying the requisite knowledge and skills learned in the learning activity.

7. The participant will be assessed for mastery of the learning objectives.

Guideline F: **Statements of Attendance**

Reference: Standard 4 – Effective Adult Learning

1. Providers will have a sound method to confirm participation in the complete learning activity, such as a registration document, learner assessment or study group records,

2. A program provider will issue a Letter or Statement of Attendance to participants who completed the learning activity.

3. Providers will not use the word "certificate" on the Letter/Statement of Attendance and the document will not have the appearance of a certificate, unless the learning activity has been accredited by CCCEP as a "certificate" program.

4. The Statement or Letter of Attendance will include the following information:
   4.1. Participant name and license number
   4.2. Learning activity title;
   4.3. CCCEP number;
   4.4. CCCEP accredited logo;
   4.5. Number of CEUs assigned;
   4.6. Date(s)/location(s) participant attended or date participant completed the learning activity.
   4.7. Learning activity accreditation date and accreditation expiry date;
   4.8. Provider name, name of contact person or position, phone number;
   4.9. Signature of the provider or presenter, which may be original or printed;

5. The Statement or Letter of Attendance may include the sponsor name but not include any sponsor logos, product names, messages or branding statements.

6. A provider will be able to issue a replacement or duplicate Letter/Statement of Attendance, for up to 36 months from the participant's completion date.
   6.1. The Letter/Statement will indicate that it is a "duplicate" letter or statement.

Guideline G: **Conflict of Interest and Disclosure**

Reference: Standard 5 – Disclosure of Conflicts of Interest

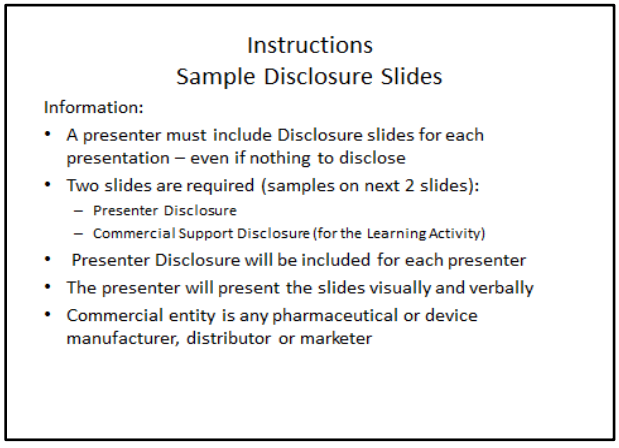
1. Disclosure will always be made. Individuals with no real or relevant financial or other relationships will disclose to learners that they have no conflicts of interest to declare.

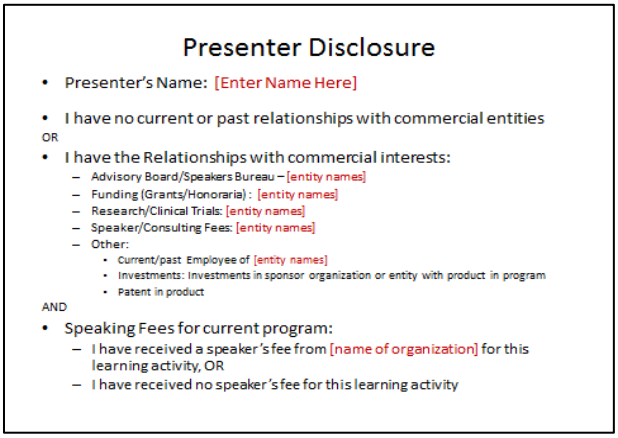
2. Disclosure will include only the company name and will not include trade names, logos, company or product-group messages or organizational slogans, except when a trade or product name is required in the disclosure statement by another continuing health education accreditation organization.

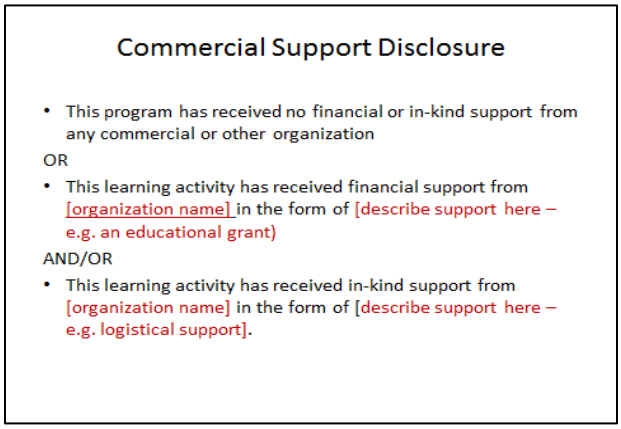
3. If additional personnel, such as a new live learning activity presenter, become involved with a learning activity following accreditation, a Disclosure Form will be submitted to CCCEP prior to their active participation.

4. The required elements for disclosure outlined in Standard 5 will be presented in a disclosure statement or set of disclosure slides equivalent to the following samples.
   4.1. Conference presenters will also include a statement of how they have mitigated any bias arising from potential conflicts of interest and/or sponsorship.

5. Current/past employment relationship includes any relationship which may be, or give the appearance of, a conflict of interest with respect to the learning activity; this includes ongoing contractual relationships.






Commercial Support Disclosure
• This program has received no financial or in-kind support from any commercial or other organization
OR
• This learning activity has received financial support from [organization name] in the form of [describe support here – e.g. an educational grant)
AND/OR
• This learning activity has received in-kind support from [organization name] in the form of [describe support here – e.g. logistical support].

Guideline H: **Required Reports on Learning Activity Delivery**

1. Program providers will submit the results of learner evaluations of their learning activity in accordance with the following schedule:
   1.1. Live activities – within 30 days of the delivery of the learning activity;
   1.2. Conferences – within 30 days of the delivery of the conference;
   1.3. Independent Study – at least once per year;
   1.4. Blended – at least once per year.

2. The learner evaluation report will include:
   2.1. CCCEP learning activity number
   2.2. Learning activity delivery date(s) or delivery period
   2.3. Learning activity location (if Live or Conference)
   2.4. Number of participants
   2.5. Summary of participant evaluations

3. The program provider does not need to advise CCCEP in advance regarding the delivery of an accredited learning activity.

4. An audit may be conducted on a random selection of learning activities each year or may be conducted upon the receipt of a complaint about a learning activity.

Guideline I: **Alternate Review Option for Larger Activities or Multiple Accreditations**

1. **Eligibility for Alternate Review** – Larger Learning activities or Multiple Accreditations
   - 1.1. The provider must have written approval from CCCEP prior to using this option.
   - 1.2. The Alternate Review Option is intended to provide:
     - 1.2.1. A simpler review process for providers submitting a learning activity for accreditation by more than one accreditation agency; and/or
     - 1.2.2. A less costly review option for providers submitting a learning activity that is 10 CEUs or larger.
   - 1.3. A provider is eligible to use this Alternate Review option if:
     - 1.3.1. The learning activity is 10 CEUs or larger;
     - 1.3.2. The learning activity is being submitted to another continuing education agency for accreditation; and/or
     - 1.3.3. The learning activity is approved for Alternate Review by CCCEP.
   - 1.4. The Alternate Review – Larger Learning activities or Multiple Accreditations may normally not be used if the provider has selected to use the Expert Panel option.

2. **Requirements to Use Alternate Review** – Larger Learning activities or Multiple Accreditations
   - 2.1. The provider will form a Learning activity Planning Group or Learning activity Advisory Group. The learning activity planning group is involved during all phases of the development of the learning activity.
   - 2.2. The membership of the learning activity planning group must include at least two pharmacy professionals, representative of the target audience in pharmacy.
   - 2.3. The pharmacy professional members of the learning activity planning group will complete a Learning Review Report (Learning Review Report – Learning activity Planning Group).
   - 2.4. The report will be submitted to CCCEP with the other learning activity materials at the time of application for accreditation.

Guideline J: **Language of Submission and Translation of an Accredited Activity**

Reference: General Conditions of CCCEP Accreditation

1. Learning activities may be accredited in English or French.
   1.1. Learning activity materials may be submitted in English or French.
   1.2. Forms will be completed in English, except when approved by CCCEP.

2. If a learning activity is translated from English to French, or vice versa, the translator of a CCCEP accredited learning activity will certify that the English or French translation corresponds in every respect to the original French or English version of the learning activity that was accredited.

3. If the translator is not a pharmacy or health professional who is familiar with health terminology, a bilingual pharmacy or other health professional must review the English or French translation and certify that the translation accurately reflects the content and clinical relevance of the accredited version of the learning activity, and uses appropriate medical terminology.

4. The provider will submit to CCCEP:
   4.1. A signed statement from the translator and the reviewing pharmacy or other professional on the prescribed form to confirm the French or English translation accurately depicts the original accredited learning activity;
   4.2. A copy of the translated learning activity for CCCEP records; and
   4.3. Other forms such as disclosure forms for translators, presenters, etc.

Guideline K: **Sponsorship**

Reference: Standard 3 (#3.8) – Balanced, Evidence-Based, Fair and Objective

1. Application of /Guideline

1.1. This Guideline applies to all continuing pharmacy education learning activities, accredited by CCCEP or a CCCEP Accredited Provider, that are sponsored by an organization that is, or would be deemed, a Limited-Privilege Provider.

1.2. The program provider submitting the learning activity to CCCEP for accreditation is responsible for applying this Guideline

2. Definition of Sponsorship

2.1. A sponsorship is a financial or in-kind contribution provided to a program provider to support the development, design, delivery, promotion, or evaluation of a continuing pharmacy education learning activity.

2.2. Sponsorships may be:

2.2.1. Directed – provided with the stipulation that the funds be used for a learning activity regarding a specified disease, medical condition, or subject area; or

2.2.2. Non-directed – made available with general or no stipulations regarding their use, e.g., support for a conference, and allowing the recipient to determine the use of the funds within the grant's guidelines.

3. Independent Control of Content

3.1. The program provider will maintain independent control over all aspects of the design and development of the educational learning activity.

3.2. To achieve this independent control, the program provider will undertake the following decisions and activities without any influence by the sponsor:
3.2.1. Identification of continuing pharmacy education (CPE) needs;
3.2.2. Determination of educational objectives;
3.2.3. Selection of content;
3.2.4. Hiring and compensation of all persons and organizations that decide on the content to include; and
3.2.5. Selection of educational methods.

3.3. The provider may receive information from any source, including the learning activity sponsor, but will exercise due diligence to ensure:
3.3.1. The validity and reliability of the information received;

3.3.2. That all relevant evidence is reviewed and critically appraised, including unpublished studies;
3.3.3. That Standard 3 (Balanced, Evidence-based, Fair and Objective) and Standard 5 (Disclosure and Bias) are met; and
3.3.4. The appropriateness and application of the information to the learning activity.

4. Clear and Transparent Agreement

4.1. All interactions between program providers and sponsors will be conducted in an open and transparent manner and be guided by a sponsorship agreement that outlines the respective roles and responsibilities of the sponsor and program provider.

5. Funds Used for Education

5.1. The program provider will ensure that sponsorship funds are used solely for educational purposes and that neither the funds nor the learning activities are used to promote the specific interests, preferences, opinions or positions of the sponsor or any other supporting organization.

6. Sponsor Responsibilities

6.1. Sponsors will operate in accordance with the rights and privileges as outlined in the program provider policy for Full-Privilege or Limited-Privilege Providers, as appropriate. This includes the restrictions on the role of employees in the development and delivery of learning activities.

6.2. Employees of learning activity sponsors may introduce speakers in a Live Learning activity. The introduction may mention the company name but may not mention a product (drug, service, device or technology) of the company.

6.3. All provider and sponsor employees attending a Live Learning activity will identify themselves to the facilitator or chairperson, as appropriate.