

Kentucky Pharmacy Education and Research Foundation

Continuing Education Article Guidelines

The Kentucky Pharmacy Education and Research Foundation (KPERF) supplies the Kentucky Pharmacists Association (KPhA) with 16.5 ACPE accredited continuing education hours through articles in the semi-monthly journal, *The Kentucky Pharmacist*. These articles come from various sources including other state pharmacy associations, the National Association of State Pharmacy Associations (NASPA), and pharmacists and educators in Kentucky.

The following broad guidelines should guide an author to completing a continuing education article for publication in *The Kentucky Pharmacist*.

- Average length is 4-10 typed pages in a word processing document (Microsoft Word is preferred).
- Articles are generally written so that they are pertinent to both pharmacists and pharmacy technicians. If the subject matter absolutely is not pertinent to technicians, that needs to be stated clearly at the beginning of the article.
- Article should begin with the goal or goals of the overall program – usually a few sentences.
- Include 3 to 5 objectives using SMART and measurable verbs. (See Table on following pages.)
- Feel free to include graphs or charts, but please submit them separately, not embedded in the text of the article.
- Include a quiz over the material. Usually between 10 to 12 multiple choice questions.
- Articles are reviewed for commercial bias, etc. by at least one (normally two) pharmacist reviewers.
- When submitting the article, you also will be asked to fill out a financial disclosure statement to identify any financial considerations connected to your article.

Articles should address topics designed to narrow gaps between actual practice and ideal practice in pharmacy. Please see the KPhA website (www.kphanet.org) under the KPERF link to see previously published articles.

Articles must be submitted electronically to the KPhA director of communications and continuing education (ssisco@kphanet.org) by the 15th of the month preceding publication.

Publication months for 2012:

- January
- March
- May
- July
- September
- November

**Suggested Active Learning Strategies for
Use with ACPE's CPE Activity Types and Bloom's Taxonomy Levels**

CPE Activity: KNOWLEDGE	
<i>Bloom's Taxonomy</i>	<i>Suggested Active Learning Techniques</i>
<u>Knowledge-type verbs</u> Define Repeat List Record	Lecture Visuals Examples Illustrations Analogies
<u>Comprehension-type verbs</u> Discuss Describe Explain Recognize Identify Translate Restate Express	Test/Assessment Review Writing Presentations Matching questions/answers Questions Discussion Report

CPE Activity: APPLICATION AND/OR PRACTICE	
<i>Bloom's Taxonomy</i>	<i>Suggested Active Learning Techniques</i>
<u>Application-type verbs</u> Interpret Apply Employ Use Demonstrate Illustrate Practice	Role play Simulations Practice exercises Demonstrations Projects
<u>Analysis-type verbs</u> Distinguish Analyze Differentiate Calculate Compare Contrast Criticize Debate Diagram	Case studies Problems Discussion Pro/con grids Application exercises

CPE Activity: APPLICATION AND/OR PRACTICE (continued)

<i>Bloom's Taxonomy</i>	<i>Suggested Active Learning Techniques</i>
<u>Synthesis-type verbs</u> Plan Compose Design Propose Formulate Arrange Construct Create Set up Organize Prepare	Problems Case studies Develop plans Simulations Projects
<u>Evaluation-type verbs</u> Judge Evaluate Rate Compare Revise Score Select Choose Assess Estimate Measure	Case studies Problem exercises Projects Critiques Simulations