CAPNI receives continuing education (CE) accreditation through the American Association of Nurse Practitioners (AANP). Therefore, their accreditation requirements must be followed. Please refer to the information below when preparing your presentation. For more detailed information please go to the AANP Accreditation website.

Conflict of Interest: AANP considers financial relationships (in the 24 months immediately preceding the date of the proposed activity) to create conflicts of interest in CE when individuals have both the opportunity to influence the content of a CE activity and have a financial relationship with an ineligible entity (commercial interest). AANP requires anyone able to influence or control the CE content to disclose any financial relationships with an ineligible entity (commercial interest) in the 24 months preceding the date of the proposed activity (not the submission date).

- Any individual in a position to influence or control the educational content must disclose any relevant financial relationships prior to the approval of AANP CE credit.
- Learners must be informed of relevant financial relationships on a "Disclosure Slide." The slide must include the statement: "All financial relationships have been mitigated."
- In the absence of any financial relationship, learners must be informed that no financial relationship(s) exist on the "Disclosure Slide."
- All commercial support or other support (financial or in-kind) must be disclosed to the learners prior to the delivery of educational content. For example, "This educational activity received support through an educational grant from XYZ Company (commercial interest)."
- Use of an ineligible entity (commercial interest) or commercial supporter's logo on CE activity materials is prohibited.

Contact Hours (CH): 1.0 CH of CE is equivalent to 60 minutes of learning. CE credit is awarded only for the educational presentation and for time devoted to questions and answers (in live sessions). AANP credit is not awarded for time spent on introductory remarks, breaks, or post activity evaluation.

- Credit for online activities must be based on the actual time it takes an individual to reasonably complete each required component of the activity, plus the time to complete the posttest, if one is included (see Posttest content below).

Content: Acceptable content for CE includes information to assess, diagnose, manage, and treat multiple illnesses and conditions in primary care and specialty areas; wellness; prevention; health promotion; legislative or policy issues affecting health care and practice; conversational foreign language relevant to health care; and business or practice management. Self-improvement and exercise or stress-reduction technique topics must be supported by measurable objectives that describe how the content will ultimately benefit or improve patient outcomes.

- All activities must be designed and implemented to provide fair and balanced coverage of the topic, with content presented from more than one perspective.
- The content of the educational activity must demonstrate an enhanced level of learning and, for clinical topics, promote improvements in the quality of health care established by evidence-based practice.
- The educational activity must not promote the specific business interest of an ineligible entity. During the presentation, you may not promote or sell products or services that serve your professional or financial interests.

- Educational content developed by an ineligible entity (commercial interest) may not be used during a CE activity. This includes the distribution of product brochures or product information in conjunction with educational activity handouts.
- Generic names must be used throughout the educational activity. If a brand or trade name is used in print, the generic name must also be included. For example, generic (Trade).
- Pharmacologic content must include a balanced range of therapeutic options or identify that it is the only option available.
- Any planned discussion of the off-label, experimental or investigational use of drugs or devices must be disclosed. This information must be repeated at the time the discussion occurs within the activity.

Education & Experience: The presenter must have expertise based on education and experience related to the topic and population covered. Pharmacology content must be presented by a prescriber (e.g., NP, CNM, CNS, MD, DO), Pharm.D., pharmacist, or pharmacologist. This includes moderators and poster presenters. A slide should be included that demonstrates your education and experience related to the topic.

Evaluation: Evaluation measures need to be developed during activity planning and linked to the objectives. If the activity is presented virtually, **learner outcome questions must be included**. Methods used to evaluate the learner's achieved outcome level may include one or more of the following items:

- Commitment to change — Learner reflection or identification of planned change.
- Another instrument designed to collect data on changes in learner knowledge or performance that can be attributed to the activity.

CAPNI's overall evaluation method of the activity will include the evaluation of:
- Whether learning objectives were met.
- If the speaker demonstrated experiential knowledge.
- If there was any perceived commercial bias.
- Whether there was fair and balanced coverage of the topic, including content presented from more than one perspective.

Objectives: The educational activity must include measurable participant learning objectives describing an anticipated change in knowledge, skills, or attitude. Learning objectives must be written in observable, measurable terms to allow the learner to precisely assess their proficiency in achieving knowledge immediately after the completion of the activity. A minimum of two to three learning objectives for a session lasting up to one hour, with more objectives for longer sessions, is required for accreditation.

- Objectives for pharmacology credit must indicate more than an incidental mention of drugs. Measurable objectives related to the pharmacology content must be included (see pharmacology content below).
- The level of difficulty of each objective should be at or above the "application level" of Bloom's Taxonomy or "Depth of Knowledge Level 3" of Webb's Depth of Knowledge.

Pharmacology Content: Pharmacology CE is designed to enhance the learner's ability to prescribe and monitor patients on pharmacotherapy. It includes topics such as pharmacokinetics and clinical

applications of drugs. Pharmacology content must be clearly identified in the activity description and supported by an activity's clearly defined objectives. The incidental mention of drugs or a pharmacological treatment does not qualify for pharmacology credit. Pharmacology content must be presented by an appropriate presenter (see Education & Experience section). Additionally, the number of minutes devoted to pharmacology content must be included with the submission for accreditation.

Posttest: A posttest is a set of questions successfully answered by the participant at the end of the activity, prior to completing the evaluation. *Posttests are not mandatory*; however, they can be used as a determination of learning at the end of an activity.

- Questions are to be based on the session objectives and may be true/false or multiple choice. There must be one or two questions per session objective. The level of difficulty should be at or above the "application level" of Bloom's Taxonomy or "Depth of Knowledge 3" of Webb's Depth of Knowledge.
- CAPNI will determine the pass rate for the post-test using the AANP pass rate of 70% as a guide.
- The amount of credit that can be awarded for time spent in any posttest assessment is limited to no more than 1.5 minutes per question. The amount of credit awarded for posttest completion will represent up to 25% of the time required to otherwise complete the activity, or 15 minutes per activity, whichever is less.

General Recommendations for Presentations:

- Include only one idea per slide.
- Spend only one minute per slide.
- Include only essential points.
  - Don't read your presentation straight from the slides.
  - Instead of typing out your entire presentation, include only main ideas, keywords, and talking points in your slide show text. Engage your audience by sharing the details out loud.
- Give appropriate credit. Use slide citations and a final reference slide.
- Avoid cognitive overload.
  - Some experts suggest using the 5/5/5 rule: no more than five words per line of text, five lines of text per slide, or five text-heavy slides in a row.
  - Choose readable colors and fonts. Large, simple fonts and theme colors are always best.
- Use graphics effectively.
  - You should almost never have slides that only contain text.
- Practice, practice, practice.
  - Time your presentation to be sure it meets the accreditation requirements for the contact hours that the CE will be providing.

Reference: Naegle K. M. (2021). Ten simple rules for effective presentation slides. PLoS Computational Biology, 17(12), e1009554. https://doi.org/10.1371/journal.pcbi.1009554