



Guidance for Authors and Presenters: Requirements and Considerations for CCCEP Accredited Learning Activities

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CCCEP Standards and Requirements for Accreditation: Quick Tips

All authors and presenters for learning activities (including sessions at conferences or regularly scheduled series events) intended for CCCEP accreditation should be familiar with CCCEP's policy - Standards and Requirements for Accreditation - in the preparation and delivery of the learning activity. You can view or download this policy at [REQUIREMENTS FOR ACCREDITATION \(cccep.ca\)](https://www.cccep.ca/requirements-for-accreditation).

The checklist below contains questions to guide authors and speakers/presenters in ensuring they have prepared the content of the learning activity or conference session in a manner that would align with CCCEP's Standards and Guidelines.

Checklist: Do you have?

- A presenter disclosure slide?
- A commercial disclosure slide?
- Learning objectives on at least 1 slide? Are they SMART?
- Interactive elements? Do they represent 25% of the contact time/CEU value?
- A specific purpose for the use of any brand names? Are they used in a balanced, unbiased manner?
- Current and evidence-based content?
- References included throughout or a reference slide at the end?
- Neutral color schemes that do not reflect any product or commercial entity's branding?

Below you will find quick tips, focusing on critical aspects of the Standards and Requirements for Accreditation, to provide further guidance on addressing the checklist items above.

PREPARING the activity content/conference session:

- ❑ Include the required disclosure slides (presenter and commercial disclosure is required). Template slides can be downloaded from [CCCEP Forms](https://www.cccep.ca/forms)
- ❑ Include a slide with Learning Objectives (minimum of two), ensuring they are written in SMART (i.e., specific, measurable, attainable, relevant, targeted and time-bound) format, from the perspective of the learner. Links to resources to assist in learning objectives can be found on the CCCEP website at [Information and Resources for Providers \(cccep.ca\)](https://www.cccep.ca/information-and-resources-for-providers)
- ❑ Include interactive elements for at least 25% of the total CEU value (see section on additional considerations in this document, and [Guideline K: Interactive Learning \(cccep.ca\)](https://www.cccep.ca/guideline-k) for more detail)
- ❑ Use generic names where possible; if brands must be used then the generic name should be stated first with the brand in brackets, and all brands in the class of drugs should be referred to in the same manner. See [Guideline B: Product Names and Images and Company References \(cccep.ca\)](https://www.cccep.ca/guideline-b)
- ❑ Do not use product images
- ❑ Ensure content is complete, evidence-based, current, and, where relevant, discusses both potential benefits and harms



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- ❑ Ensure content is appropriate for the targeted audience(s), the learning objectives, the delivery method(s) and environment, and the size of the participant group
- ❑ Ensure content and any recommendations are referenced appropriately
- ❑ Do not use promotional materials, sponsor logos or colour schemes
- ❑ Ensure your content and materials meet professional standards and legal requirements, including the protection of privacy, confidentiality and copyright
- ❑ Ensure that content is appropriately referenced

PRESENTING the activity/conference session:

- ❑ Verbally state (if applicable) any real or apparent conflicts of interest to participants
- ❑ Deliver the content as it was accredited; no changes can be made after accreditation
- ❑ Inform participants if you are stating recommendations based on personal opinion or if you are making any off-label recommendations, as well as if there is limited evidence for a particular recommendation or element of your content.

Conflict of Interest/Disclosure

[Standard 6: Conflict of Interest Disclosure \(cccep.ca\)](#) states: *All individuals who are involved in any aspect of a Learning Activity will disclose real or potential conflict(s) of interest that may impair their objectivity or give rise to a perception of Bias.*

As such, all authors, presenters/speakers and moderators/facilitators must complete a CCCEP approved Conflict of Interest/Disclosure form. CCCEP's form can be found at [CCCEP Forms](#). Template slides for personal (speaker/presenter) and commercial disclosures can also be found at that webpage.

Speaking at or Organizing a Conference? Additional Considerations

Conference sessions are subject to less requirements than regular learning activities, in terms of CCCEP accreditation. Some of these relate to challenges of fulfilling some of CCCEP's Standards and Guidelines in the conference setting, such as the requirement for a learner assessment. However, while exempt from certain requirements, innovative authors, presenters, and providers have incorporated these elements, and participant evaluations suggest those innovations are greatly appreciated. The elements noted below, while not required for conferences at this time, are strongly encouraged. Examples of successful approaches or alternate strategies to achieve the same impact or effect are provided to assist authors, presenters or providers in their efforts.

EXPERT REVIEW

CCCEP's [Standard 3: Evidence-Based \(cccep.ca\)](#) states: *The content of a Learning Activity will be balanced, evidence-based, fair and objective.* One of the elements required to meet this standard is that the learning activity will be reviewed by independent subject matter experts prior to submission. While



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conferences are exempt from this requirement, there are measures that authors and presenters can take to ensure their conference session is free from real or perceived bias. These include things such as:

- Conducting a comprehensive review of the relevant literature;
- Supporting the content and recommendations with the best available current evidence from the literature; and
- Having an expert or peer review conducted of the learning activity/conference session.

There may also be other means by which authors or presenters can help mitigate against perceived or real bias in their conference session and you are encouraged to explore those as well.

The conflict of interest/disclosure form required to be completed by all authors and presenters asks which measures have been taken to mitigate against bias, in the absence of expert review.

INTERACTIVE LEARNING

To facilitate effective adult learning, CCCEP's standards require that all accredited programs have active and/or interactive elements, representing 25% of the contact time/CEU value. This is to ensure that participants achieve their learning objectives and are able to effectively transfer the knowledge gained to their practice.

In a conference setting, in-person or virtual, interactivity is still possible. The use of question-and-answer periods, case study presentation and discussions, and the use of audience collaborative or polling tools are just a few examples of how authors and presenters, with the support of conference providers/organizers, can include interactivity in conference sessions.

Other means by which to provide for interactive learning include:

- Having the audience break into small groups and discuss (e.g., think, pair, share). In this activity, you could also have participants report back for a larger group discussion if time allowed. Breakout rooms are also being used in virtual conferences.
- A presenter could use video clips to stimulate conversation; use check-in points in a presentation (have participants provide in one word what they have learned thus far or something new they have learned (this can be done in the chat feature for a virtual presentation)); have groups create a diagram or graphic organizer and present back to the group (or choose a few groups to present theirs) – this could be changed so that the groups create something that could be used in their workplaces.

Interactive elements in learning activities can contribute to a more supportive learning atmosphere and allow presenters to assess whether the participants understand the content and whether the learning objective achieved. While an open question and answer period following a presentation does allow for interaction with program participants, the goal for interactive learning is for engagement beyond QA and should consider some of the approaches noted above.

A key question the author/speaker should ask themselves is:



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Do I have variety in my presentation and is it learner-centered or is it mostly didactic and presenter-centered?

Additional guidance on interactive teaching strategies can be found in [Guideline K: Interactive Learning \(cccep.ca\)](#).

LEARNER ASSESSMENT and Feedback

CCCEP's [Standard 7: Multi-faceted Learner Assessment \(cccep.ca\)](#) and [Standard 8: Learner Feedback \(cccep.ca\)](#) outline the requirements for accreditation in terms of learner assessment and feedback. While conferences are exempt from learner assessment, many approaches can effectively be used in conference sessions. Authors, presenters, and conference providers/organizers are encouraged to work collaboratively in an effort to increase the use of learner assessment approaches in this setting.

Approaches to learner assessment include traditional formats such as multiple-choice questions completed after the learning activity, and may also include reflective and authentic (i.e., performance based) assessments.

Traditional types of assessments used in regular learning activities, such as a quiz with multiple choice, or true/false questions, are generally summative assessments (i.e., checking for understanding at the end of the learning activity). Non-traditional approaches can include:

- Case discussions (a form of reflective assessment);
- Polling questions/votes asked during the presentation;
- Checkpoint questions to check for understanding;
- Reflective questions (e.g., How do you provide lab results to a patient? What approach do you use?);
- “Choose your own adventure” questions - select different options and case moves forward;
- Showing a video and asking questions before, during and/or after it;
- Entrance and exit slip questions (pre- and post- presentation);
- Use of real-life examples or examples from legitimate news stories and asking questions for the participants to decide what to do;
- The responses participants provide to the active and/or interactive learning activities used in the previous section are also an opportunity for the presenter to assess what the participants know, where misunderstandings or misconceptions may be, and if further explanation/instruction is required.

Additional guidance and examples of approaches can be found in [Guideline E: Learner Assessment and Feedback \(cccep.ca\)](#).