



**Pharmacy Society  
of Wisconsin**

**PSW  
SPEAKER  
HANDBOOK**

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**2025**

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**PHARMACY SOCIETY OF WISCONSIN**  
CONTINUING PROFESSIONAL DEVELOPMENT

# WELCOME

Congratulations on being selected as a speaker for the Pharmacy Society of Wisconsin (PSW). Your participation is an important contribution to the pharmacy profession and an exceptional means to share your expertise with peers, colleagues, and other healthcare professionals.



The goal of PSW's Professional Development and Educational services is to serve the needs of the patient by providing and guiding opportunities for continuous professional development and life-long learning for healthcare professionals, consistent with the principles and goals of PSW.

The Accreditation Council of Pharmacy Education (ACPE) defines a mechanism for determining acceptable continuing educational credits required for the renewal of licensure for pharmacists and renewal of certification for pharmacy technicians. It assures and advances the quality of continuing pharmacy education, thereby assisting in advancing the safe practice of pharmacy. PSW is an ACPE-accredited provider of continuing education (CPE) and, therefore, is guided by ACPE policy and standards.

## DISCLOSING FINANCIAL RELATIONSHIPS

PSW seeks to offer education that is independent and free from commercial bias or promotion. Speakers must complete the Conflict of Interest Disclosure prior to the activity. The disclosure aims to identify any financial relationship relevant to your presentation.



*If the disclosure is not completed or submitted on time, you may be disqualified from speaking, or the presentation may be ineligible for continuing education credit.*

When a relevant financial relationship is identified, the PSW ACPE CPE Administrator reviews the information and determines whether the relationship can be resolved. If a relevant financial relationship is identified, you may be contacted to provide more information or modify your presentation. Your presentation content must meet all accreditation requirements before delivery.

## APPLYING STANDARDS OF PRACTICE

Continuing education activities must meet the accreditation standards. Individuals unable to comply with these standards are not eligible to provide accredited continuing education. Contact the PSW staff at [info@pswi.org](mailto:info@pswi.org) if you have any questions.



**Payments:** Speakers must not accept any payments or reimbursements from any commercial interest in relation to the CPE activity.



**Content Validation:** When applicable, recommendations must be based on evidence that is accepted within the healthcare profession as adequate justification for its indication and contraindications in the care or treatment of patients. Scientific research referred to, reported, or used in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection, and analysis.



**Safeguards Against Bias:** Presentations must give a balanced view of therapeutic options. The use of generic drug names is preferred rather than using trade names. If educational materials or content include trade names, they must accompany the respective generic name and include all available trade names of products or medications.



**Educational Materials:** Educational materials (e.g., slides, abstracts, handouts) cannot contain any advertising, product/commercial logos, or product-group messages.

## CREATING A LEARNING ENVIRONMENT

### Using Active Learning Techniques

Speakers are required to incorporate active learning strategies to engage the audience. The table below provides general considerations as you prepare your presentation.

Activity Type	Sample Learning Strategy
Knowledge-based	Self-assessment questions: multiple choice, true/false, etc.
Application-based	Interactive patient cases with learning assessments
Certificate Program	Both didactic lectures and practice/demonstration of skills learned

## Writing Learning Objectives

Learning objectives are necessary to offer continuing education credit. Based on the activity type (knowledge-, application-, or certificate program), appropriate learning objectives are designed to use measurable action verbs and are free of abbreviations or acronyms. Avoid these verbs: **understand, learn, know, appreciate, believe, value, apply scientific knowledge to, or develop knowledge of** when writing your objectives. Learning objectives typically describe what the speaker wants the learner to be able to do upon completion of the activity.



Suggested Learning Objective Action Verbs					
Recall	Understand	Utilization	Analyze	Synthesis	Judgment
Define	Compose	Apply	Breakdown	Arrange	Appraise
Identify	Compile	Calculate	Categorize	Construct	Choose
List	Discuss	Choose	Compare	Create	Compare & Contrast
Label	Describe	Demonstrate	Debate	Design	Conclude
Name	Explain	Employ	Determine	Develop	Evaluate
Recall	Express	Perform	Diagram	Extend	Justify
Recite	Paraphrase	Solve	Distinguish	Formulate	Select
State	Provide examples	Use	Outline	Prepare	Support

## Obtaining Copyright Permissions

Speakers are responsible for obtaining copyright permission for previously published materials, including images, used in their presentations.

Once you receive written permission from the copyright holder, a credit line should be included in your material each time copyrighted material is used.

**Example:** “From Smith et al., NEJM, 14:142, 2001, used with permission of Massachusetts Medical Society.



*In most circumstances, materials used in PSW CPE activities will not qualify for the fair use exemption. Copyrighted materials are typically not considered fair use if multiple copies are made and/or a fee is charged for the materials, which is the case with most PSW CPE activities.*

## CREATING SELF-ASSESSMENTS OR TESTS/QUIZZES

Objective-based self-assessment questions are required. Speakers are required to include either a self-assessment question or a patient case to assess learners' understanding for each listed learning objective.



*Speakers are encouraged to incorporate learning assessments into their presentations. Learning assessments should also include providing feedback to the learners on how accurately they answered questions or completed an exercise such as a patient case study.*

Activity Type	Detailed Learning Assessment Information
<b>Knowledge-based</b>	Could include audience response to assessment questions through active verbal participation, an interactive audience response system, or other methods. Provide justification for correct and incorrect answers.
<b>Application-based</b>	Must include case studies structured to apply the principles learned based on the learning objectives; quantify audience response through active verbal participation with justification for correct/incorrect answers.
<b>Certificate Program</b>	Quantify the assessment of knowledge through the assessment of didactic knowledge and the observation of instructional-based skills, using a demonstration activity or application of skill activity. Provide justification and feedback for correct and incorrect answers.

## WRITING EFFECTIVE QUESTIONS

Questions are typically written in multiple-choice, yes/no, or true/false format and are simple, clear, and related to a measurable objective. Multiple questions per objective can be used, but at least one question per objective must be included.

Two guidelines should be kept in mind when creating your questions:

- Do not ask questions that you don't want answered in public.
- Do not ask questions that might appear to jeopardize or compromise the speaker, audience, or the organization sponsoring the activity.

Include	Avoid
<b>complete, clear, concise, unambiguous questions</b>	too much text
<b>one answer that is clearly the best</b>	negatives, especially double negatives (not, least)
<b>questions that address one specific piece of knowledge</b>	abbreviations, slang, or technical jargon
<b>consistent terminology as used within the content</b>	brand/trade names for drugs
<b>all information required to answer the question without extraneous, ambiguous, or distracting information</b>	unnecessary modifiers (always, rarely, sometimes, often)
<b>incorrect answers that would appear plausible to a test-taker with borderline knowledge</b>	trick, opinion-based, or controversial questions
<b>response options equivalent in length, style, and structure</b>	extraneous or unnecessary information

## Providing Feedback for Test Questions or Self-Assessments

Speakers need to explain both correct and incorrect responses for complete participant understanding.

## USING AN INTERACTIVE AUDIENCE RESPONSE SYSTEM (IARS)

An interactive audience response system (IARS), sometimes called ‘polling software,’ allows learners to answer questions anonymously. These systems translate participant responses into charts and graphs that can display results in real-time.

### IARS Products Offered by the Pharmacy Society of Wisconsin

While there are several IARS products available, PSW uses the following products:



#### **Webex Reactions:**

Available in webinar/virtual-based live sessions, participants can use animated reactions to express their feelings without speaking. For example, they can clap to cheer on the speaker.



#### **Webex Polls:**

Available in webinar/virtual-based live sessions, presenters can use polls to get instant feedback from their audience. Choose from true/false, multiple-choice, or fill-in-the-blank multiple-choice questions.



#### **Webex Events (by Socio) – Polling:**

Available during live conference sessions, speakers can use the PSW conference app provided by Webex Events to prepare questions related to their content. Choose from true/false, multiple-choice, or fill-in-the-blank multiple-choice questions.

## Formatting Questions & Answers for IARS

When developing learning assessment questions, speakers are limited to the capabilities of the IARS system. Note the types of questions allowed by the IARS technology when formulating questions and polls.

Finalized IARS questions must be entered into the software system by the PSW staff; therefore, questions must be prepared in advance, and intent to use the IARS technology must be relayed to PSW by the timelines outlined in your speaker confirmation letter.



*Please note that patient case examples must still include learning assessment questions that ask the learner to select a discrete answer. Think-Pair-Share or group discussion activities should be based upon a defined question or set of questions and expected responses or solutions the group or pair should come to after the allotted time; these types of activities may or may not work well with the IARS. Connect with PSW staff to discuss.*

# PREPARING YOUR PRESENTATION

All presenters should utilize the provided PSW Slide Template or Conference Themed Slide Template to prepare slides.

Presentation slides are used to augment your presentation. Consider the information here when designing your slides.

## Making Your Presentation

Match the title slide to the presentation title in the program and/or confirmation letter.

Fill in the Disclosure slide to announce any relevant financial relationships. This slide is needed even if you have nothing to disclose. Use the language provided by PSW in the slide template as **required by APCE** (see below).

Complete the Learning Objectives slide at the beginning of the slide set to highlight the purpose of your presentation.

Verbally and visually expand on key points/bullets to focus on important learning points.

Use tables, figures, or graphs when possible.

Each slide should be easy to read. Consider the following general rules:

- Use 6 lines of text or less per slide.
- Select a font size large enough to be seen at the back of a large room.
- Avoid text and background colors with low contrast capability.

When using images, remember to block out product names, including names of medications.

- Remove the image if it is not possible to block out the product name.

Remove patient information (i.e., ID, name, date of birth).

Reference all images.

Use spellchecks on all slides.

## Adding a Disclosure Slide

In addition to returning a signed disclosure, speakers must verbally disclose any relevant financial relationships (including off-label or investigational uses) to participants before each presentation. To comply with this requirement, you must include a disclosure slide in your presentation. The slide template provided by PSW outlines the language to be used to disclose relationships as well as the lack of any relationships with ineligible companies.

## Using Images and Other Media

You must obtain copyright permission to use photos, cartoons, videos, recorded music, or other published information. The permission documentation must be provided to PSW at [info@pswi.org](mailto:info@pswi.org). Review the following website: [United States Copyright Office](#).

Royalty-free media is permissible if you provide a printout from the original source stating that the item is in the public domain or available under Creative Commons or another fair use license. If there is no such statement, it must be assumed that the item is copyrighted and permission is required.



## Referencing/Citing Sources

Number references in consecutive numerical order (not alphabetically) as they are first mentioned in the presentation, tables, and legends with Arabic numerals that are superscripted in the presentation text. If a reference is used more than once, all subsequent citations should use the original reference number. Cite all references in the presentation.

The reference formatting should follow the AMA Manual of Style, 11th Edition.



The use of artificial intelligence (AI) technology in creating educational content requires citation. ACPE has provided [guidance](#) on this topic area, and PSW requires that presenters identify and cite the use of AI. The use of AI-generated images must include copyright. Please see PSW's [Artificial Intelligence Policy](#) for additional details.

## Producing a Handout or Reference Materials

Your presentation slides are usually distributed to participants by PSW as an electronic handout. Video clips are not included in the handouts. For distribution, presentations are saved as PDFs. The PDF handouts are posted in the PSW Learning Management System (Lecture Panda) for learners to access at their discretion.

*The presentation handout is an important resource for participants. Our data shows that participants' course satisfaction increases when a complete handout is provided.*



*PSW often produces presentation handouts several weeks before the learning activity/presentation. Participants comment negatively when slides in the handout do not match the presentation given on-site at the course. (Be sure to pay close attention to all due dates and timelines so your presentation is ready to be converted to a handout in the timeframe outlined).*

## REPRESENTATION, FAIRNESS, AND ACCESS

PSW aims to promote inclusive, accessible, and equitable education for all. Consider the suggestions below when planning, developing, and sharing your presentation. This information is inspired by a conceptual framework developed by the Centre for Addiction and Mental Health (CAMH).<sup>1</sup>

### PSW's Diversity, Equity and Inclusion Statement

One voice, one vision for all. PSW supports diversity in our membership, equity in our opportunities, and inclusiveness in our organization. We embrace our differences, unifying efforts to enhance patient care while advancing our profession. Our patients are diverse, and so are we. Click [here](#) to view the PSW DEI Organization Recommendations.



<sup>1</sup> Centre for Addiction and Mental Health (2023). Health Equity and Inclusion Framework for Education and Training. Toronto: CAMH. <https://www.camh.ca/en/education/academic-and-education-research-excellence/health-equity-and-inclusion-framework-for-education-and-training>

Check Presentation and Confirm	More Details
Does the training consider the contexts, backgrounds, experiences, and needs of the target audience?	Consider including a broad audience of pharmacy professionals – pharmacy students, pharmacy technicians, and pharmacists.
Are the learning activities designed to accommodate different learning preferences, abilities, challenges, interests, and background knowledge?	Consider different practice locations, including geographic and practice types, scopes of practice, and roles within a team.
Are the learning environment and materials accessible to all learners regardless of age or ability?	Consider appropriate contrast for color-blind people, font size and type, subtitles for audio/video files, etc.
Does the training material use plain language throughout? All acronyms should be defined in at least one place in the presentation.	Language should be clear, concise, well-organized, and appropriate to the subject and intended audience. The presentation should also avoid casual language (e.g., idioms, slang).
Is the language respectful, non-discriminatory, and inclusive?	Consider using non-binary language when appropriate and use person-centered language, such as “a person with obesity” instead of “an obese person,” etc.
Does the content, including learning activities, demonstrate respect for racial, ethnic, cultural, and gender diversity, and other identities?	Assure unique needs related to sex, race, age, sexual orientation, or gender fluidity are mentioned in a meaningful way only if they underline key aspects of the topics discussed to avoid being symbolic or reinforcing stereotypes.
Is the content free of stereotypes and bias based on gender, race, ethnicity, culture, political stance, religion, age, sexual orientation, ability, and other identities?	Review and modify images or content that reinforce stereotypes or prejudices against specific populations.
Does the presentation support and help address the needs of learners?	Consider using a range of means to get learners actively involved in the activity.
Are branded medication names only used when the generic name is included first?	Generic (Brand) with copyright or trademark should be included, or only the generic name should be used in the presentation.

## COMPLIANCE WITH COPYRIGHT REQUIREMENTS AND ACCREDITATION STANDARDS

PSW may adjust your slides to comply with copyright or HIPAA requirements. Materials used without copyright permission are removed from the presentation. Slides are reviewed for commercial bias. PSW staff may contact you about modifying the slides.

- Cartoons, comics, photos of famous paintings, and pictures of celebrities or other famous people are removed from the electronic handout unless copyright permission has been obtained.
- When utilizing images or content from a journal article, a snapshot of the first page or abstract of a published article would be permitted; however, a table, chart, or other figures from an article would be removed unless copyright approval is received. This applies to both Open Access journal articles and those to which access must be purchased. Permission statements must be sent to PSW prior to use.
- Photographs that show individual faces or other identifying information will have these blocked out unless you inform PSW staff that you have the individual's permission to use the photo.

## PREPARING FOR OTHER ROLES

You may be serving in other capacities when sharing your content/education. PSW staff will provide specific details since the tasks involved with these roles might vary by activity.



**Small Group/Breakout Speaker:** Depending on the venue, speakers may be asked to provide their own laptops to present in a small group. These presentations are in a smaller setting or small virtual group and provide the opportunity to create more dialogue with participants.



**Moderator:** This role may include tasks such as introducing other faculty, making course announcements, moderating question-and-answer (Q&A) sessions, or collecting and managing questions from the audience.



**Panel Discussion:** This format typically involves more than one speaker presenting in shorter segments to cover multiple angles of a topic. Panel discussions are also used as a form of Q&A session or debate.



**Poster Presenter:** Poster boards are typically 4 feet high by 8 feet wide, but the size may vary depending on the location. Push pins are usually provided, but it is recommended to bring a backup supply. PSW staff will instruct you when to set up or tear down the poster and whether you need to be present during poster viewing sessions.



**Workshop Leader/Faculty:** These sessions focus on building specific skills (i.e., immunization/vaccination, blood pressure collection) and allow dedicated time for review and practice. The workshops may be scheduled before, during, or after the primary activity. You may be asked to provide a slideshow presentation, handouts, additional faculty, and/or equipment.

## ON THE DAY OF YOUR PRESENTATION

### Working with Standard Audiovisual (AV) Equipment

There is one dedicated laptop computer at the podium, and it is used for all presentations. The following items are generally provided to PSW speakers:

- Computer with PowerPoint® capability
- Projector with screen(s) of appropriate size
- Microphone at the lectern or provided as lavalier (clip-on)
- Floor microphone for audience questions (if applicable)
- Table microphone for panelists' table (if applicable)

Audiovisual equipment arrangements are scheduled by PSW staff organizing the activity. If other equipment beyond the items listed here is required, contact the PSW ACPE Administrator.

All presentations must be sent to PSW in advance of your presentation/learning activity. PSW will pre-load your slides on the presentation room computer. PSW computers are installed and tested with the venue AV system prior to all presentations; for this reason, presenters are not permitted to use their own computers to share content during conferences.

If you are planning to use embedded video clips in your presentation, you must inform PSW staff and also add or share the video with PSW staff in advance of the presentation. Remember to ensure copyright permission has been granted.

### **Working with the PSW Room Staff**

Meet the Room Staff at least 15 minutes before your presentation so they can ensure everything is ready for your presentation. This extra preparation time is especially critical if video clips or links are included in your presentation. PSW staff at the Registration Booth can direct you to the Room Staff.

If you have IARS/polling self-assessment questions, allow enough time for the Room Staff to show you how to access the questions while presenting.

The Room Staff will close the doors to the presentation location when the session is scheduled to begin. The Room Staff will open the doors at the scheduled conclusion of the session. If you note that the Room Staff have opened the doors and are not yet done with the presentation, please use this cue to wrap up the key points remaining.

### **Include a Verbal Disclosure Before Your Presentation**

The disclosure information you provided is published in course materials. You are also required to inform participants if you have any relevant financial relationships or references to off-label/investigational use. Remember to include a disclosure slide at the beginning of your presentation. The language/text required on the slide is defined by ACPE. See the section above: “Add a Disclosure Slide” for more information.

### **Accessing an Internet Connection During Your Presentation**

Presentations at a conference center may or may not have internet access. PSW staff can provide details specific to the venue but must have at least 45 days’ advance notice of internet access requests.



*The response time for internet access varies and depends on the network traffic. The network speed may be beyond PSW’s control.*

## Distributing Handouts

PSW seeks to include all learning materials in the PSW Learning Management System (Lecture Panda) or in the conference app, when applicable, as digital content. PSW seeks to reduce paper waste and conserve resources as much as possible. If you have a specific need that requires the distribution of handouts, you are responsible for providing final copies (max 1 sheet of paper double sided) to PSW staff 45 days prior to your presentation.

*PSW staff cannot provide copying services at the event, nor can additional copies be printed if the amount you provide is insufficient. Most locations do not have the equipment to produce large quantities in short time frames.*



*If additional items, resources, and tools are provided, PSW staff can assist with distribution ONLY if notified 45 days in advance that additional materials will be provided. If PSW staff is not notified, the speaker/presenter will be responsible for distribution.*

## Preparing for Video Recording

Some courses are recorded to be provided as on-demand content after the live course offering. All speakers and moderators are required to sign a release form prior to the educational activity being recorded. Speakers can decline to be recorded, in which case the presentation will not be included as on-demand content. Contact the PSW ACPE CPE Administrator if you do not wish to be recorded.



If a live activity is being recorded, consider the following:

- Do not move around the room during the presentation.
- During Q&A sessions, remember to repeat the participant's question so it will be heard on the recording and by others in the room.

If you have been asked to record a session yourself for enduring education, your recording can be completed using the following virtual platforms: Zoom, WebEx, or Microsoft Teams. Use the record feature within these virtual platforms.



**Please note:** PSW prefers that recordings NOT be made using PowerPoint®.

A few tips for recording on-demand content:

- Start by introducing yourself (and your co-presenter, if applicable) and the session/presentation.
- You must verbally note your disclosures and objectives (you must have a slide devoted to each).
- Be sure to keep your camera OFF (presentations display better when it's just the slides).
- Be sure to test your audio to ensure you can be heard.
- If you have a co-presenter, make a plan ahead of time:
  - » Who/which computer will share the slides?
  - » Will you record on the same computer or at different locations/computers?
  - » Which slides will be covered by which presenter?

- If you have audience questions in your slides, be sure to pause and try to count to “5-Mississippi” before you provide the answer. This allows listeners to consider the question a bit before you give the answer.

When the recording is complete, PSW staff will provide you with a link to upload the presentation. Share the presentation using that link; please do not email presentations due to attachment size limitations. Also, remember to share your final slides with the PSW staff so they can be converted into handouts. If you need assistance recording an on-demand educational session, contact PSW at [info@pswi.org](mailto:info@pswi.org).

## **THANK YOU!**

On behalf of the entire PSW staff team and Educational Programming Advisory Committee, we thank you for sharing your time, talent, treasures, and knowledge with Wisconsin pharmacy and PSW!