



**Call for Session Proposals
Submission Guidance
AMCP Nexus 2017**

October 16-19, 2017
Dallas, Texas

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AMCP Nexus 2017

Call for Continuing Pharmacy Education Session Proposals

The Academy of Managed Care Pharmacy (AMCP) invites proposals for continuing pharmacy education (CPE) sessions to be presented at AMCP Nexus 2017, which will be held October 16-19, 2017, at the Gaylord Texan Hotel & Convention Center.

ABOUT AMCP Nexus 2017

AMCP Nexus 2017 is expected to attract approximately 2,300 managed care pharmacists and other health care professionals seeking to increase their knowledge of the management and coordination of clinical, pharmacy benefit, and pharmacy care programs. These managed care professionals are interested in health care information and issues viewed from a population perspective, rather than at the patient–practitioner level.

CPE SESSION SPECIFICS

CPE sessions at *AMCP Nexus 2017* will be 1.5 hours long (90 minutes). To accommodate introductions, housekeeping information, and some question and answer time, **actual content should be 75 minutes.**

CPE session proposals MUST focus on one of the topics listed below and proposed content should be appropriate for the specified education track. Topics are divided into five different tracks. Beneath each topic are potential learning objectives of the session you may want to consider when developing your proposal.

Proposals submitted outside of these topic areas will not be considered for inclusion. Preference will be given to proposals that highlight real-world examples of innovations in managed care, share outcomes data, and/or include information of interest to pharmacists, physicians, and nurses.

Track: Changing the Way We Pay for Health Care

Session Topics and General Scope

Rebate and Value-Based Contracting Strategies

- Focus on the future of rebates and the current and future role of value-based contracting, using examples and best practices and include any outcomes available.

Pay for Performance in Managed Medicaid

- Session to focus on how plans are implementing pay for performance programs, challenges and opportunities, and best practices.

Alternative Payment Models

- Discuss current and future alternative payment models and include any data regarding actual or potential outcomes.

Emerging Models of Care

- Discuss current and future models of care and include any data regarding actual or potential outcomes.

Evaluation of ICER Models

- Explain the role of ICER models and evaluate their utility in evaluating drug therapies.

Implications of Drug Importation

- Discuss the benefits and challenges, and include the impact on drug spend and the safety implications.

Track: Drugs, Diseases, and the Managed Care Impact

Session Topics with General Scope

Alzheimer's Disease: Drug Pipeline and Future Implications

- Overview of current treatment strategies, and focus on drug pipeline and potential implications on treatment, outcomes, and drug spend.

Opioid Utilization and the Impact of Prescription Drug Monitoring Programs

- Discuss the role of current strategies in managing opioid utilization and the impact on overall use and abuse; session should include discussion on prescription drug monitoring programs.

Oncology Pipeline: What Will Have the Greatest Impact?

- Session to focus on the oncology pipeline; specifically, those therapies that will likely have the greatest impact on overall treatment, drug spend and patient outcomes.

Rare Diseases

- Review the pipeline of drug therapies that will be available for specific rare diseases in the coming 2 years and their potential impact.

Amyotrophic Lateral Sclerosis: Current Status and Pipeline

- Review current treatment guidelines and drug therapy, and focus on drugs in the pipeline and their potential impact on outcomes

Role of Immunotherapies in Dermatology

- Discuss the more common dermatologic conditions that utilize Immunotherapies, and review the role, effectiveness and outcomes – and include strategies to manage drug spend and utilization.

Diabetes Review

- Review current guidelines and role of brand/generic drugs; discuss the role of newer therapies and the pipeline with their potential impact on the management of diabetes.

Track: Legislative and Regulatory Issues

Session Topics with General Scope

Biosimilars Update

- Overview of recent biosimilars legislative and regulatory activities, including a review of state laws. Session should include a discussion on the role of “biobetters.”

Current State of the Affordable Care Act

- Discuss the current state of the Affordable Care Act, and the future outlook of the program and implications to payers.

Best Practices on Improving STAR Ratings

- Session to provide a series of best practices (with outcomes) on improving specific STAR measures.

Tips on Medicare Audits

- Tips on preparing and managing a Medicare audit.

Quality Ratings – What’s on the Horizon?

- Session to provide a look at quality measures that are coming up, and strategies on implementing these measures.

Track: Putting Managed Care Research to Work

Session Topics with General Scope

Patient-Reported Outcomes in Practice

- Session to highlight a few examples of how patient reported outcomes are being used in practice today, and the impact of this data.

Global Impact of Health Technology Assessment

- Discuss the international experience with health technology assessment, implications to the US, and the role in formulary decision-making.

Generating, Evaluating, and Using Real World Evidence

- Highlight how you are generating, evaluating and using real world evidence in your practice and the benefits/challenges of using this type of data.

Utilizing Technology for Patient Engagement

- Describe various technologies that allow for more patient engagement in managing/monitoring diseases, drug therapy, and/or adherence; include any outcomes measured.

Budget Impact Models

- Session to highlight strategies, assumptions, and methodology used to develop budget impact models for new drug therapies – session should include a wide variety of scenarios such as specialty drugs, non-specialty drugs, rare diseases.

Outcomes of Adherence Programs

- Discuss various interventions and strategies used to improve drug therapy adherence, and what types of outcomes are seen with each; session to include new, emerging strategies.

Track: Current Aspects in Specialty Management

Session Topics with General Scope

Rare Disease Management Strategies for Cystic Fibrosis and Hemophilia

- Overview of the managed care challenges with rare diseases and orphan drugs; session to focus on a few rare diseases and their specific challenges and management strategies.

Precision Medicine in Oncology

- Session to summarize current role of precision medicine, and highlight technology/operational challenges and solutions from a payer perspective.

Success Stories in Site of Care Implementation

- Session to highlight best practices in implementing site of care programs; include both challenges with solutions and opportunities for growth.

Success Stories in the Management of the Medical Benefit

- Session to highlight best practices in managing drug spend in the medical and pharmacy benefit; include both challenges with solutions and opportunities for growth.

Specialty Benefit Design

- Overview of various specialty benefit designs with a review of effectiveness and utilization outcomes; include new, innovative benefit designs and their potential impact.

Proposal Submission Requirements

CPE session requirements

All CPE sessions are expected to adhere to the enclosed *Guidelines for Continuing Pharmacy Education Sessions* and incorporate all of the elements discussed in that document. All presentations must:

- Incorporate at least one active learning activity for each learning objective.
- Have a PowerPoint Presentation on AMCP's template whose content achieves all learning objectives.
- Have an associated handout (consisting minimally of copies of PowerPoint slides).
- Be based on and reference the best available evidence.
- Give a balanced view of therapeutic options.

Faculty remuneration

Faculty associated with accepted CPE session proposals will receive:

- One complimentary AMCP Nexus 2017 registration.
- Reimbursement of reasonable speaking-related travel expenses at the discretion of AMCP (i.e., round-trip coach airfare, ground transportation, and one night hotel stay).

Typically, a 1.5-hour continuing pharmacy education session should have no more than two faculty. Sessions conducted primarily as short presentations plus panel discussion should have no more than three faculty total (facilitator plus two panelists). AMCP reserves the right to limit the number of faculty in a session or the type and amount of remuneration provided. AMCP also reserves the right to conditionally proposals with certain modifications to content and faculty.

How to submit a proposal

Proposals must include *all* of the requested elements. **Submissions MUST indicate the specific topic that the session will cover based on the list provided by AMCP.**

If the proposed session has multiple faculty, one person should be designated as the session coordinator. If the proposal is accepted, this person will serve as the main liaison with AMCP and will be responsible for ensuring that all requested information is submitted in a timely manner.

Deadline

Proposals must be submitted no later than 11:59 pm PT on Thursday, April 20, 2017.

Evaluation of proposals

CPE Proposals will be evaluated by the AMCP education staff and Educational Affairs Committee.

Notifications of acceptance and rejection will be sent no later than Wednesday, May 31, 2017.

Questions?

Please direct questions to Michelle Perkins, Education Program Coordinator, at (703) 684-2612 or via email to mperkins@amcp.org.

Please note, results of original research must be submitted via the Call for Abstracts, which will open May 11, 2017.

ACPE Guidelines for Continuing Pharmacy Education

Learning assessment with feedback

Current Accreditation Council for Pharmacy Education (ACPE) Accreditation Standards for Continuing Pharmacy Education (CPE) activities require that CPE programs include learning assessments “to allow pharmacists to assess their achievement of the learned content.” In addition, learning assessment feedback “must be provided to participants in an appropriate, timely, and constructive manner.”

To comply with this requirement, AMCP requires speakers to **include at least one learning assessment question for each learning objective**. We encourage you to use a pre-test/post-test format, with correct responses provided and discussed as part of the post-test. We further encourage you to take advantage of the audience response system that will be available for all CPE sessions. Additionally, AMCP requires session participants to provide at least one item they learned during the session in their session evaluation.

Specifically:

- Create at least one multiple-choice question for each of the learning objectives addressed in your presentation (or in your section of the presentation). **Each question should have four responses; only one response should be correct.**
- Show these slides at the beginning of the presentation and ask participants to indicate the correct response. **Do not provide or discuss the answers at this time.**
- Show the slides again at the end of presentation, again asking participants to indicate the correct response. At this time, reveal the correct answer, explain why it is correct, and ask participants if they have any questions.

Be sure to indicate the correct response to each post-test question in your PowerPoint file. AMCP will remove the correct responses from the presentation file.

Active learning during presentations

Current ACPE Accreditation Standards require that CPE programs include “learning activities to foster active participation.” To comply with this requirement, AMCP requires speakers to **include at least one active learning activity for each learning objective**.

Although you may incorporate any type of active learning activity that may be appropriate for your presentation, we encourage you to take advantage of the audience response system that will be available for all CPE sessions. At several points during your presentation, incorporate slides that ask participants to provide input such as:

- Selecting the correct response to a true/false or multiple-choice question.
- Indicating agreement/disagreement with a statement or prediction.
- Providing demographic or other polling information [e.g., “Are you a (a) pharmacist, (b) nurse, (c) physician, (d) none of these?”].

Handout

Current ACPE Accreditation Standards require CPE providers to offer educational materials for all programs. Educational materials may consist of handouts, outlines, background material, selected bibliographies, or other resources that “serve as a guide, provide additional sources of information, and include reference tools usable in practice.”

To comply with this requirement, AMCP will create a PowerPoint handout from your final slide file. Handouts will be posted to the meeting website no later than 1 week before the conference begins.

You are welcome and encouraged to provide additional materials for posting (reference list, forms, checklists, etc.) However, please note that **no printed materials may be distributed to session attendees** unless the materials are approved in advance by AMCP.

Equitable and fair balance

According to current ACPE Accreditation Standards, the content or format of CPE activities “must promote improvements or quality in health care and not a specific proprietary business interest of a commercial interest.” Presentations are expected to give a balanced view of therapeutic options:

- Recommendations or emphasis must fairly represent, and be based on, a reasonable and valid interpretation of the information available on the subject (e.g., “On balance the data support the following ...”).
- No single product or service should be over represented in the CPE activity when other equal but competing products or services are available for inclusion.
- Generic names should be used preferentially; trade names may be used in addition to generic names but not in place of generic names. If the CPE educational material or content includes trade names, all available trade names should be used, not just trade names from a single company.
- All speakers will be required to complete a financial disclosure form. If any conflict of interest is perceived based on the information provided, slides will be peer-reviewed to ensure there is no bias in the presentation.
- All information should be referenced using best available evidence including tables, statistics, and data. In addition, permission must be obtained to use any copyrighted material.

Presentation review

Faculty members are expected to submit a PowerPoint slide deck on AMCP’s slide template whose content achieves all learning objectives. All instructional materials for continuing education sessions will undergo an intensive review process to ensure that they meet the established learning objectives and comply with AMCP requirements and current ACPE Accreditation Standards. We will contact you at the conclusion of this review if any needed changes are identified.

Measurable Action Verbs for Continuing Pharmacy Education Activities*

***Note:** Knowledge-based activities should only use verbs classified as knowledge-based. Application-based activities may use a mix of verbs classified as knowledge-based and application-based; however, the majority should be application-based.

Knowledge-Based

| | | |
|-----------|-----------|-----------|
| Arrange | Label | Relate |
| Classify | List | Repeat |
| Define | Locate | Report |
| Describe | Memorize | Reproduce |
| Discuss | Name | Restate |
| Duplicate | Order | Review |
| Explain | Outline | Select |
| Express | Recall | State |
| Identify | Recite | Summarize |
| Indicate | Recognize | Translate |

Application-Based

Cognitive Domain (Bloom)

| | | |
|-------------|---------------|----------|
| Analyze | Design | Practice |
| Apply | Develop | Predict |
| Appraise | Differentiate | Prepare |
| Argue | Discriminate | Propose |
| Arrange | Distinguish | Question |
| Assemble | Dramatize | Rate |
| Assess | Employ | Research |
| Attach | Estimate | Schedule |
| Calculate | Examine | Select |
| Categorize | Experiment | Set up |
| Choose | Evaluate | Sketch |
| Collect | Formulate | Solve |
| Compare | Illustrate | Support |
| Compose | Interpret | Teach |
| Construct | Investigate | Test |
| Contrast | Judge | Use |
| Create | Manage | Write |
| Criticize | Operate | |
| Defend | Organize | |
| Demonstrate | Plan | |

Psychomotor Domain (Dave)

| | | |
|-------------|-----------|-----------|
| Adapt | Execute | Observe |
| Adhere | Follow | Practice |
| Build | Formulate | Perfect |
| Calibrate | Identify | Perform |
| Combine | Imitate | Recreate |
| Complete | Implement | Reenact |
| Construct | Improve | Repeat |
| Control | Integrate | Replicate |
| Coordinate | Invent | Show |
| Copy | Manage | Solve |
| Demonstrate | Master | Specify |
| Design | Mimic | Teach |
| Develop | Modify | Try |

Affective Domain (Bloom)

| | | |
|---------------|------------|------------|
| Act | Generalize | Read |
| Adhere | Give | Recite |
| Aid | Greet | Relate |
| Alter | Help | Reply |
| Answer | Hold | Report |
| Arrange | Identify | Revise |
| Ask | Influence | Select |
| Assist | Initiate | Serve |
| Attach | Integrate | Share |
| Choose | Invite | Site |
| Combine | Join | Study |
| Compare | Justify | Solve |
| Complete | Label | Synthesize |
| Comply | Listen | Tell |
| Conform | Locate | Use |
| Defend | Modify | Verify |
| Demonstrate | Name | Work |
| Describe | Order | Write |
| Differentiate | Organize | |
| Discriminate | Point to | |
| Discuss | Practice | |
| Display | Perform | |
| Erect | Prepare | |
| Explain | Present | |
| Follow | Propose | |
| Form | Qualify | |
| Formulate | Question | |

