

Activity Announcement

Crisis and Pandemic Management Certificate

ACPE Universal Activity Number:

- 0204-0000-21-728-H04-P
- 0204-0000-21-729-H04-P
- 0204-0000-21-730-H04-P
- 0204-0000-21-731-H04-P
- 0204-0000-21-732-H04-P
- 0204-0000-21-733-H04-P
- 0204-0000-21-734-H04-P
- 0204-0000-21-735-H04-P
- 0204-0000-21-736-H04-P
- 0204-0000-21-737-H04-P

Release Date: 03/24/2021

Expiration Date: 03/24/2024

Activity Type: Application

CE Credit Hours (No partial credit): 25.25 contact hours/10 activities (see below for details)

Activity Fee: \$445.00/\$545.00 member/non-member

Accreditation for Pharmacists



The American Society of Health-System Pharmacists is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.

Target Audience

This continuing pharmacy education activity is intended for pharmacists seeking to expand their knowledge and skills in all aspects of crisis and pandemic management.

Activity Overview

These modules are designed for participants to increase the knowledge and skills necessary to provide patient-centric care and develop system specific crisis and pandemic management capability. The curriculum addresses basic principles associated with the history of pandemics, skills required to evaluate literature, ethical discussion of resource scarcity, and necessary communication channels. The course further concentrates on acquiring knowledge and skill in the public health area of pharmacist responsibility and specific front-line activities where pharmacists have opportunities to impact direct patient care. Also considered are business and financial optimization, supply chain interruptions, and regulatory considerations. Throughout the course, the patient's journey is considered as is the wellness and resilience of patients and caregivers. Upon completion of all the modules, participants should be proficient in assessing system and patient needs during crisis and pandemic conditions and recommending pharmacologic and non-pharmacologic interventions to maintain safe and effective workflows during adverse conditions.

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Learning Objectives and Schedule of Activities

Activity CE Information	Title, Description and Learning Objectives
<p>ACPE #: 0204-0000-21-728-H04-P</p> <p>CE Credit: 1.5 contact hours (0.15 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: History and Ethical Considerations of Pandemics</p> <p>This activity provides an overview of the history of pandemics and the basics of ethical decision making in a variety of settings.</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Brandon Bookstaver, Pharm.D., BCPS, FCCP, FIDSA • Kenneth Richman, Ph.D. <p>Learning Objectives: After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> 1. Describe general societal and economic impact of major pandemics throughout history. 2. Compare and contrast human response to major pandemics throughout history. 3. Evaluate human response across the globe for the current COVID-19 pandemic. 4. Identify ethical dilemmas relevant to decision-making in a variety of settings. 5. Apply facts and values to formulate a potential response to an ethical dilemma.
<p>ACPE #: 0204-0000-21-729-H04-P</p> <p>CE Credit: 2.0 contact hours (0.2 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: Pharmacy's Place in Crisis Preparation and Response</p> <p>This activity discusses suitability and required skills for pharmacists to effectively participate in crisis and pandemic management from an international perspective and a public health view.</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Ashish Advani, Pharm.D. • Hoai-An Truong , Pharm.D., M.P.H., FAPhA, FNAP • Kaitlyn Watson, Ph.D., B. Pharmacy (Hons), FHEA <p>Learning Objectives: After participating in this CPE activity, participants should be able to:</p>

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	<ol style="list-style-type: none"> 1. Summarize where pharmacists fit within the disaster health cycle. 2. Identify relevant pandemic-specific pharmacy legislation requirements. 3. Evaluate a previous pandemic case study 4. Summarize the key focus areas of a proposed framework for Pharmacy Emergency Preparedness and Response (PEPR). 5. Identify the abbreviations/acronyms related to emergency preparedness and response. 6. Assess a personal level of commitment and readiness to implement a PEPR’s recommendations for action. 7. Apply the continuing professional development (CPD) model to plan and pursue training in pharmacy emergency preparedness and response. 8. Describe the hierarchy of drug literature. 9. Compare limitations of primary, secondary, and tertiary literature.
<p>ACPE #: 0204-0000-21-730-H04-P</p> <p>CE Credit: 3.0 contact hours (0.3 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: Crisis and Pandemic Management Modeling Scenario: Preparing and Responding to ‘Summer Bay Disease’</p> <p>This activity provides an interactive opportunity to work through a decision making exercise to ready participants for the real-time choices they could encounter during a crisis or pandemic situation.</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Elizabeth McCourt, Ph.D., B. Pharmacy • Kaitlyn Watson, Ph.D., B. Pharmacy (Hons), FHEA <p>Learning Objectives: After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> 1. Apply your workplace pandemic plan to a hypothetical pandemic scenario. 2. Summarize the challenges in response without proper preparedness. 3. Develop an actionable list of lessons learned from a pandemic scenario.

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<p>ACPE #: 0204-0000-21-731-H04-P</p> <p>CE Credit: 3.5 contact hours (0.35 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: Communication and Caring: Leading the Pharmacy Staff</p> <p>This activity addresses the importance of communication both within the healthcare team, and external to the hospital operation in order to maintain continuity of care and safety during crisis and /or pandemic situations.</p> <p>Faculty:</p> <ul style="list-style-type: none">• Seena Haines, Pharm.D., BCACP, CHWC, FASHP, FCCP, FAPhA, FNAP• Natasha Nicol, Pharm.D., FASHP• Nupur Patel, Pharm.D.• Lynne Peebles, M.A, M.S.• Dustin Spencer, Pharm.D., M.B.A., BCPS, BCCP <p>Learning Objectives:</p> <p>After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none">1. Differentiate the resulting effects of good communication by leadership versus poor communication during a crisis.2. Assess the response of family caregivers to healthcare entities when leadership does not communicate or disclose events.3. Summarize evidenced-based strategies to promote employee health and wellness through the phases of psychological crises.4. Describe the characteristics of a pandemic which require an agile response from a health-system.5. Plan a strategy to collect thorough information efficiently.6. Design an effective communication plan for a health-system to adequately manage the challenges of a pandemic.7. Compare a pandemic response to disruptions in unrelated health care issues.8. Evaluate pharma industry's resource response to the current pandemic.9. Compare and contrast the types of studies and compassionate use programs available for investigational products.10. Explain the role of the media during a pandemic/crisis.
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	<p>11. Summarize the impact of a pandemic/crisis on usual activities for the media, both personally and professionally.</p>
<p>ACPE #: 0204-0000-21-732-H04-P</p> <p>CE Credit: 3.5 contact hours (0.35 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: Caring for Our Patients: Workflow and Supply Chain Disruptions-Pivoting Gracefully</p> <p>This activity details adjustments needed to protect supply chain integrity and ensure patient safety during the initial phases of a crisis. Regulatory, compounding, and distribution challenges are highlighted. Also discussed are operational strategies to protect the pharmacy department's bottom line with new opportunities.</p> <p>Faculty:</p> <ul style="list-style-type: none"> • P. Brandon Bookstaver, Pharm.D., BCPS, FCCP, FIDSA • Julie Ann Justo, Pharm.D., M.S., FIDSA, BCPS-AQ ID • Patricia Kienle, RPh, M.P.A., BCSCP, FASHP • Dustin Spencer, Pharm.D., M.B.A., BCPS, BCCP • Mark Sullivan, Pharm.D., M.B.A., BCPS, FASHP <p>Learning Objectives: After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify regulatory expectations for medication-related emergency management 2. Summarize accreditation organization expectations for medication-related emergency management 3. Assess availability of expected resources for medication supplies that are likely to be interrupted during a crisis 4. Develop a template for compounding needs during a crisis or pandemic. 5. Compare advantages and disadvantages of various statewide drug distribution systems. 6. Summarize how drug shortages can lead to medication safety issues. 7. Analyze a given drug shortage strategy to identify potential safety issues. 8. Create a drug shortage strategy that minimizes the risk for medication errors and adverse events.

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	<ol style="list-style-type: none"> 9. Describe key pharmacy financial variables that can be modified in response to crisis and pandemic management. 10. Compare and contrast key pharmacy operational components to protect the pharmacy department’s financial bottom line in response to crisis and pandemic situations. 11. After reviewing the case study, apply key tactics to adjust pharmacy operations. 12. After reviewing the case study, evaluate new opportunities to protect the pharmacy department’s financial bottom line in response to crisis and pandemic situations.
<p>ACPE #: 0204-0000-21-733-H04-P</p> <p>CE Credit: 1.75 contact hours (0.175 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: Caring for Our Patients Through Science</p> <p>This activity takes a thoughtful and deep look into the basis of scientific decision making with exercises to evaluate ethical considerations as well as the science behind drug studies and literature.</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Ashish Advani, Pharm.D. • Kenneth Richman, Ph.D. <p>Learning Objectives:</p> <p>After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify values and dilemmas relevant to policy-making in pandemics and other public health crises. 2. Discuss ways these values can conflict with patient-centered care. 3. Evaluate a drug study for specific limitations. 4. Critique an example study for scientific validity.
<p>ACPE #: 0204-0000-21-734-H04-P</p> <p>CE Credit: 1.75 contact hours (0.175 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: Caring for our Patients: Telehealth Considerations</p> <p>This activity explores opportunities to engage pharmacists prominently in telehealth operations to expand access to care in crisis situations and beyond. Case studies in palliative care telehealth in both the inpatient and outpatient settings are discussed.</p>

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	<p>Faculty:</p> <ul style="list-style-type: none"> • Seth Krevat, M.D., FACP • Kathryn A. Walker Pharm.D., BCPS, CPE <p>Learning Objectives: After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> 1. Compare use of outpatient telehealth before and after Covid-19. 2. Describe an innovative approach to leverage palliative care telehealth during a crisis or pandemic. 3. Justify the role of the pharmacist as part of a multi-disciplinary palliative care telehealth program across an integrated healthcare system. 4. Develop strategies to support weekend coverage by integrated palliative care teams to serve patients and families.
<p>ACPE #: 0204-0000-21-735-H04-P</p> <p>CE Credit: 2.5 contact hours (0.25 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: Pharmacists Flex to Fill the Changing Need</p> <p>This activity highlights strategies to modify and create pharmacists’ roles in response to situational requirements that may develop in a crisis or pandemic. This module also discusses the physical plant changes that may be necessary based on pandemic conditions.</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Paul Milligan, Pharm.D. • Dustin Spencer, PharmD, M.B.A., BCPS, BCCP • Sarah Stephens, Pharm.D., CPPS <p>Learning Objectives: After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> 1. Prioritize workflow changes to streamline clinical staff functions during a crisis or pandemic. 2. Identify process adjustments to overcome pandemic-related drug-delivery challenges in an ICU.

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	<ol style="list-style-type: none"> 3. Compare medication safety leadership strategies before and after the COVID19 pandemic. 4. Identify three activities the medication safety leader should consider to improve safety during crisis and pandemic management. 5. Identify non-traditional roles that pharmacists can fill to support a health-care system’s pandemic response. 6. Justify use of trained pharmacists as care extenders in a crisis and pandemic staffing plan. 7. Summarize the personal and professional benefits of working in a care-extender role.
<p>ACPE #: 0204-0000-21-736-H04-P</p> <p>CE Credit: 3.0 contact hours (0.3 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: Reflections from the Field in a Crisis or Pandemic</p> <p>This activity covers the importance of perspective in care. Patient journeys as well as practitioner-turned – patient scenarios are evaluated to provide timely strategies for pharmacists to fine tune their interpersonal and leadership skills to improve patient care. Also discussed is an overview of healthcare disparities, and thoughtful strategies to evaluate systems with lessons learned.</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Marie Chisholm-Burns, Pharm.D., M.P.H., M.B.A., FCCP, FASHP, FAST • Nancy Palamara, Pharm.D. <p>Learning Objectives: After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify networks that can be leveraged during a crisis. 2. Predict potential failure points in your practice environment that could add to the challenge of managing an ongoing crisis. 3. Summarize the challenges faced by pharmacy leaders during a pandemic/crisis. 4. Summarize healthcare disparity as it relates to pharmacy practice. 5. Discuss COVID-19’s spotlight on disparities in the United States.

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<p>ACPE #: 0204-0000-21-737-H04-P</p> <p>CE Credit: 2.75 contact hours (0.275 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: Assessing Opportunities and Rebuilding the Enterprise</p> <p>This final activity is forward-thinking with expert faculty who offer constructive ways for pharmacists to continue to train and prepare for potential challenges they may face during present or future crisis and pandemic conditions. Also addressed are ideas for rebuilding revenue streams, and practices to maintain resilience.</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Seena Haines, Pharm.D., BCACP, CHWC, FASHP, FCCP, FAPhA, FNAP • Natasha Nicol, Pharm.D., FASHP • Mark Sullivan, Pharm.D., M.B.A., BCPS, FASHP • Hoai-An Truong, Pharm.D., M.P.H., FAPhA, FNAP • Kaitlyn Watson, Ph.D., B. Pharmacy (Hons), FHEA <p>Learning Objectives: After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify commonly overlooked health-related issues during a pandemic. 2. Summarize enablers for pharmacists in disasters. 3. Summarize barriers for pharmacists in disasters. 4. Identify the 3 core functions of public health. 5. Summarize the 10 essential services of public health. 6. Identify the Healthy People 2030 national health goals related to emergency preparedness and response. 7. Apply the Health Belief Model (HBM) to self-assess readiness for emergency preparedness and response. 8. Use a public health approach to prepare and plan for pharmacy emergency preparedness and response. 9. Evaluate the potential strategies that leaders must consider when planning for a crisis/pandemic.
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	10. Select strategies which can maintain wellbeing and resilience.
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Faculty Information

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Relevant Financial Relationship Disclosure

In accordance with our accreditor's Standards of Integrity and Independence in Accredited Continuing Education, ASHP requires that all individuals in control of content disclose all financial relationships with ineligible companies. An individual has a relevant financial relationship if they have had a financial relationship with ineligible company in any dollar amount in the past 24 months and the educational content that the individual controls is related to the business lines or products of the ineligible company.

An ineligible company is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. The presence or absence of relevant financial relationships will be disclosed to the activity audience.

The following persons in control of this activity's content have relevant financial relationships:

- Nupur Patel, Pharm.D., – Incyte: employee

All other persons in control of content do not have any relevant financial relationships with an ineligible company.

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As required by the Standards of Integrity and Independence in Accredited Continuing Education definition of ineligible company, all relevant financial relationships have been mitigated prior to the CPE activity.

Methods and CE Requirements

This online activity consists of a combined total of 8 learning modules. Pharmacists are eligible to receive a total of 25.25 hours of continuing education credit by completing all 8 modules within this certificate.

Participants must participate in the entire activity, complete the evaluation and all required components to claim continuing pharmacy education credit online at ASHP eLearning Portal. Follow the prompts to claim credit and view your statement of credit within 60 days of completing the activity.

Important Note – ACPE 60 Day Deadline:

Per ACPE requirements, CPE credit must be claimed within 60 days of being earned. To verify that you have completed the required steps and to ensure your credits have been reported to CPE Monitor, check your NABP eProfile account to validate that your credits were transferred successfully before the ACPE 60-day deadline. After the 60-day deadline, ASHP will no longer be able to award credit for this activity.

System Technical Requirements

System Requirements Courses and learning activities are delivered via your Web browser and Acrobat PDF. Users should have a basic comfort level using a computer and navigating web sites.

View the [minimum technical and system requirements](#) for learning activities.