

ACTIVITY ANNOUNCEMENT

**Mental Health Support Certificate**

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**ACPE Universal Activity Number:**

- 0204-0000-21-790-H04-P
- 0204-0000-21-791-H01-P
- 0204-0000-21-792-H01-P
- 0204-0000-21-793-H01-P
- 0204-0000-21-794-H04-P
- 0204-0000-21-795-H04-P
- 0204-0000-21-796-H04-P
- 0204-0000-21-797-H04-P

**Release Date:** 11/03/2021

**Expiration Date:** 11/03/2024

**Activity Type:** Application

**CE Credit Hours (No partial credit):** 20.5 contact hours/8 activities (see below for details)

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

**Accreditation for Pharmacists**

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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**

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This continuing pharmacy education activity is designed for pharmacists with an interest in mental health.

**Activity Overview**

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Mental illness and suicide are leading causes of death in the United States. Pharmacists, with their high levels of patient contact, are excellent health care providers to screen and identify mental health concerns before they escalate. This certificate aims to improve pharmacists’ capacity for this by delivering education on mental health care, including depression, anxiety, and substance use disorder identification and management. This also includes the management of difficult situations with tactics to effectively handle disruptive behavior. From there, the certificate dives deep into strategies for reducing suicide risks, and it wraps up with methods for implementing these strategies across multiple practice care settings.

**Learning Objectives and Educational Activities**

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Activity CE Information	Title, Description, and Learning Objectives
ACPE #: 0204-0000-21-790-H04-P	<b>Title:</b> Introduction to Mental Health and Suicide Prevention

<p><b>CE Credit:</b> 1.75 contact hours (0.175 CEUs)</p> <p><b>Activity Type:</b> Knowledge-based</p>	<p>This activity discusses mental health statistics and provides a basic introduction to factors affecting mental health, including risk factors, economic factors, stigma, and barriers to treatment.</p> <p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• Bridget Bradley, Pharm.D., BCCCP</li> <li>• Steven Shoyer, Pharm.D., BCPP</li> </ul> <p><b>Learning Objectives:</b> After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the prevalence of mental health diagnosis in the United States.</li> <li>2. Describe the impact of mental health on patient quality of life and economic burden.</li> <li>3. Apply terminology related to different types of mental health stigma.</li> <li>4. Evaluate words and phrases as person-first language in an approach to reduce stigmatizing language.</li> <li>5. Summarize common barriers to mental health care.</li> <li>6. Recommend strategies to reduce the impact of cultural beliefs, cost, and accessibility of resources on access to mental health care.</li> <li>7. Identify risk factors associated with suicide.</li> <li>8. Review opportunities for suicide prevention in the pharmacy profession.</li> <li>9. Analyze the impact of coronavirus disease 2019 (COVID-19) on mental health and substance use disorders.</li> </ol>
<p><b>ACPE #:</b> 0204-0000-21-791-H01-P</p> <p><b>CE Credit:</b> 3.5 contact hours (0.35 CEUs)</p> <p><b>Activity Type:</b> Application-based</p>	<p><b>Title:</b> Mental Health in Primary Care</p> <p>This activity discusses mental health diagnoses commonly encountered and treated in the primary care setting, including depression and anxiety disorders.</p> <p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• Robin Hieber, Pharm.D., BCPP</li> <li>• Chris Paxos, Pharm.D., BCPP, BCPS, BCGP</li> </ul> <p><b>Learning Objectives:</b> After participating in this CPE activity, participants should be able to:</p>

	<ol style="list-style-type: none"> <li>1. Summarize the elements of major depressive disorder, including non-pharmacologic treatments.</li> <li>2. Compare pharmacologic properties of antidepressant medications used for major depressive disorder.</li> <li>3. Develop a treatment plan that includes goals of therapy, monitoring parameters, and appropriate escalation of care for major depressive disorder.</li> <li>4. Identify symptoms and clinical features of generalized anxiety disorder (GAD), panic disorder, social anxiety disorder, and post-traumatic stress disorder.</li> <li>5. Choose first-line medication treatment options for anxiety and related disorders.</li> <li>6. Differentiate treatment options for anxiety and related disorders.</li> <li>7. Assess appropriate utilization of benzodiazepines for patients.</li> </ol>
<p><b>ACPE #:</b> 0204-0000-21-792-H01-P</p> <p><b>CE Credit:</b> 1.5 contact hours (0.15 CEUs)</p> <p><b>Activity Type:</b> Application-based</p>	<p><b>Title:</b> Substance Use in Primary Care, Part 1</p> <p>This activity covers identification and management of risk for substance use disorder setting as well as substance use screening tools and stimulant use disorder encountered and treated in the primary care setting.</p> <p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• Amy Werremeyer, Pharm.D., BCPP</li> </ul> <p><b>Learning Objectives:</b> After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Develop strategies to manage risk for substance use disorders in primary care.</li> <li>2. Use risk mitigation strategies in detection of issues related to substance use disorders in primary care.</li> <li>3. Define the components of Screening, Brief Intervention, Referral to Treatment (SBIRT) tools.</li> <li>4. Apply the principles of SBIRT to patient care in the primary care setting.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Evaluate risk factors and diagnostic criteria related to stimulant use disorder.</li> <li>6. Propose a treatment plan for a patient with a stimulant use disorder.</li> <li>7. Evaluate appropriate times for referrals to other care settings for a patient with a stimulant use disorder.</li> </ol>
<p><b>ACPE #:</b> 0204-0000-21-793-H01-P</p> <p><b>CE Credit:</b> 4.0 contact hours (0.4 CEUs)</p> <p><b>Activity Type:</b> Application-based</p>	<p><b>Title:</b> Substance Use in Primary Care, Part 2</p> <p>This activity covers alcohol use disorder and opioid use disorder encountered and treated in the primary care setting.</p> <p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• Troy Moore, Pharm.D., M.S., BCPP</li> </ul> <p><b>Learning Objectives:</b> After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the signs and symptoms of alcohol use disorder (AUD) through proper AUD screening techniques for patients.</li> <li>2. Design a treatment plan for patients with AUD in a primary care setting.</li> <li>3. Evaluate appropriate times for referrals to other care settings for patients with AUD screened and/or being treated in a primary care setting.</li> <li>4. Identify the signs and symptoms of opioid use disorder (OUD) through proper OUD screening techniques for patients.</li> <li>5. Design a treatment plan for patients with OUD in a primary care setting.</li> <li>6. Evaluate appropriate times for referrals to other care settings for patients with OUD screened and/or being treated in a primary care setting.</li> </ol>
<p><b>ACPE #:</b> 0204-0000-21-794-H04-P</p> <p><b>CE Credit:</b> 2.5 contact hours (0.25 CEUs)</p> <p><b>Activity Type:</b> Application-based</p>	<p><b>Title:</b> Psychotropic Medication Monitoring and Safety</p> <p>This activity covers evidence-based recommendations for managing metabolic, cardiovascular, and other safety concerns associated with use of psychiatric medications.</p> <p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• Tanya Fabian, Pharm.D., Ph.D., BCPP</li> </ul>

	<p><b>Learning Objectives:</b> After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Assess significant psychotropic safety concerns.</li> <li>2. Recommend appropriate psychotropic laboratory monitoring.</li> <li>3. Propose appropriate management strategies for common and serious psychotropic adverse drug events.</li> <li>4. Prioritize potential psychotropic drug interactions.</li> <li>5. Evaluate population health strategies in the management of behavioral health.</li> <li>6. Analyze the impact of social determinants of health on behavioral health.</li> </ol>
<p><b>ACPE #:</b> 0204-0000-21-795-H04-P</p> <p><b>CE Credit:</b> 3.75 contact hours (0.375 CEUs)</p> <p><b>Activity Type:</b> Application-based</p>	<p><b>Title:</b> Suicide Screening and Assessment</p> <p>This activity covers evidence-based screening and assessment tools for suicide risk and recommendations for language used when discussing suicide with patients.</p> <p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• Richard Silvia, Pharm.D., BCPP</li> <li>• Patrick Stolz, Pharm.D., BCPP</li> </ul> <p><b>Learning Objectives:</b> After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the scope of the concern about suicidality in our patients.</li> <li>2. Use effective language when interviewing a patient about suicide risk.</li> <li>3. Determine appropriate times to screen for potential suicide risk.</li> <li>4. Identify risk and protective factors for suicide in patients.</li> <li>5. Differentiate between different types of suicide risk screenings.</li> <li>6. Assess a patient’s suicide risk.</li> <li>7. Recommend appropriate treatment for patients who screen positive for suicide risk based upon the level of risk.</li> <li>8. Develop a plan for care based upon the person’s suicide assessment.</li> </ol>

<p><b>ACPE #:</b> 0204-0000-21-796-H04-P</p> <p><b>CE Credit:</b> 2.0 contact hours (0.2 CEUs)</p> <p><b>Activity Type:</b> Application-based</p>	<p><b>Title:</b> Strategies to Reduce Suicide Risk</p> <p>This activity discusses evidence-based interventions that reduce suicide risk, including involvement of family, reduction of lethal means, and safety plan development.</p> <p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• Tanya Fabian, Pharm.D., Ph.D., BCPP</li> <li>• Patrick Stolz, Pharm.D., BCPP</li> </ul> <p><b>Learning Objectives:</b> After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Examine the relationship between perceived social support and suicidal ideation.</li> <li>2. Identify types of lethal means.</li> <li>3. Differentiate medications with lethal means potential.</li> <li>4. Construct a safety plan.</li> <li>5. Counsel the patient on utilization of a safety plan.</li> </ol>
<p><b>ACPE #:</b> 0204-0000-21-797-H04-P</p> <p><b>CE Credit:</b> 1.5 contact hours (0.15 CEUs)</p> <p><b>Activity Type:</b> Application-based</p>	<p><b>Title:</b> Pharmacist Integration of Mental Health Disorders and Suicide Prevention Across Practice Settings</p> <p>This activity discusses how to best provide mental health and suicide prevention as well as how to identify disruptive behaviors, and how to mitigate risk for harm or violence in practice care settings across an organization.</p> <p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• Bridget Bradley, Pharm.D., BCCCP</li> <li>• Sanaz Farhadian, Pharm.D., BCPP</li> <li>• Erica Frazier, Pharm.D., BCPP</li> </ul> <p><b>Learning Objectives:</b> After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the steps needed prior to integrating mental health and suicide prevention services into a new pharmacy practice setting.</li> <li>2. Design a training plan for a pharmacist who is integrating mental health and suicide prevention into their non-mental health practice</li> </ol>

	<p>setting. Counsel the patient on utilization of a safety plan.</p> <ol style="list-style-type: none"> <li>3. Evaluate an implementation plan for incorporating mental health care and suicide prevention across practice settings.</li> <li>4. Assess risk factors for disruptive behavior.</li> <li>5. Use strategies to prevent disruptive behavior.</li> <li>6. Recommend effective de-escalation techniques if a patient is aggressive/agitated.</li> <li>7. Assess opportunities for general pharmacist practitioners to help close gaps in mental health support and suicide prevention.</li> </ol>
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### Faculty Information

**Bridget Bradley, Pharm.D., BCPP**

Associate Professor  
Pacific University School of Pharmacy  
Hillsboro, Oregon

**Tanya J. Fabian, Pharm.D., Ph.D., BCPP**

Director, Pharmacy Research and Pharmacy Services  
Director, PGY2 Psychiatric Pharmacy Residency  
University of Pennsylvania Medical Center  
Western Psychiatric Hospital  
Associate Professor of Pharmacy & Therapeutics and Psychiatry  
University of Pittsburgh Schools of Pharmacy and Medicine  
Pittsburgh, Pennsylvania

**Sanaz Farhadian, Pharm.D., BCPP**

Clinical Psychiatric Pharmacist  
VA San Diego Healthcare System  
San Diego, California

**Erica Frazier, Pharm.D., BCPP**

Psychiatric Clinical Pharmacy Specialist  
William S. Middleton Memorial Veterans Hospital  
Madison, Wisconsin

**Robin Hieber, Pharm.D., BCPP**

Clinical Pharmacy Specialist and Pharmacist Lead  
VISN 23 Clinical Resource Hub  
Minneapolis, Minnesota

**Troy A. Moore, Pharm.D., M.S., BCPP**

Clinical Pharmacy Specialist - Mental Health  
PGY1 Pharmacy Residency Program Director  
VA Eastern Colorado Health Care System  
Aurora, Colorado

**Chris Paxos, Pharm.D., BCPP, BCPS, BCGP**

Director of Pharmacotherapy  
Associate Professor of Pharmacy Practice  
Northeast Ohio Medical University  
Rootstown, Ohio

**Steven W. Shoyer, Pharm.D., BCPP**

Clinical Pharmacist Practitioner, Mental Health  
Tomah VA Medical Center  
Tomah, Wisconsin

**Richard Silvia, Pharm.D., BCPP**

Professor of Pharmacy Practice  
School of Pharmacy - Boston  
Massachusetts College of Pharmacy and Health Sciences University  
Boston, Massachusetts

**Patrick A. Stolz, Pharm.D., BCPP**

Psychiatric Clinical Specialist  
Fort Belvoir Community Hospital  
Fort Belvoir, Virginia

**Amy Werremeyer, Pharm.D., BCPP**

Professor and Chair  
School of Pharmacy  
North Dakota State University  
Fargo, North Dakota

## ACTIVITY ANNOUNCEMENT

### Relevant Financial Relationship Disclosure

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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:

- Richard J. Silvia – Otsuka Pharmaceuticals: speaker for PsychU educational webinar program (sponsored by Otsuka Pharmaceuticals).

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

**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

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This online activity consists of a combined total of 8 learning modules. Pharmacists are eligible to receive a total of 20.5 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

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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.