

ACTIVITY ANNOUNCEMENT

Mental Health Support Certificate

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



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 designed for pharmacists with an interest in mental health.

Activity Overview

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

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

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

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

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

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

<p>ACPE #: 0204-0000-21-796-H04-P</p> <p>CE Credit: 2.0 contact hours (0.2 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: 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>Faculty:</p> <ul style="list-style-type: none"> • Tanya Fabian, Pharm.D., Ph.D., BCPP • Patrick Stolz, Pharm.D., BCPP <p>Learning Objectives: After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> 1. Examine the relationship between perceived social support and suicidal ideation. 2. Identify types of lethal means. 3. Differentiate medications with lethal means potential. 4. Construct a safety plan. 5. Counsel the patient on utilization of a safety plan.
<p>ACPE #: 0204-0000-21-797-H04-P</p> <p>CE Credit: 1.5 contact hours (0.15 CEUs)</p> <p>Activity Type: Application-based</p>	<p>Title: 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>Faculty:</p> <ul style="list-style-type: none"> • Bridget Bradley, Pharm.D., BCCCP • Sanaz Farhadian, Pharm.D., BCPP • Erica Frazier, Pharm.D., BCPP <p>Learning Objectives: After participating in this CPE activity, participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify the steps needed prior to integrating mental health and suicide prevention services into a new pharmacy practice setting. 2. Design a training plan for a pharmacist who is integrating mental health and suicide prevention into their non-mental health practice

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

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

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

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.