**Activity Announcement**

## Well-Being and Resilience Certificate

**ACPE Activity Number(s):** 0204-0000-21-738-H04-P & T thru to 0204-0000-21-744-H04-P & T
**Release Date:** April 28, 2021
**Expiration Date:** April 28, 2024
**Activity Type:** Application-based
**CE Credit Hour(s):** 18 hours/7 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 activity is intended for pharmacists and pharmacy technicians seeking to expand their knowledge and skills in healthcare professional well-being and resilience.

## Activity Overview

The ASHP Well-Being and Resilience Certificate is designed for participants to increase the knowledge and skills necessary to apply strategies for enhancing well-being and resilience in their personal lives and professional practices. High rates of burnout among healthcare professionals is a threat to patient safety and an engaged, high performing healthcare workforce. In order to ensure optimal patient outcomes, it is imperative to strive for a healthy and thriving healthcare workforce. The curriculum of the ASHP Well-Being and Resilience Certificate addresses core principles associated with burnout in the healthcare workforce, individual resilience strategies, redesigned work system approaches, and cultures to sustain healthcare professional well-being and resilience. Upon completion of all the modules, participants should be proficient in individual well-being strategies to improve resilience for self and others as well as apply systems-based and human-centered design principles to transform organizations into cultures of well-being.

This self-guided program consists of 7 modules comprised of online home study activities and will provide 18 hours of ACPE continuing education for pharmacists and pharmacy technicians.

## Learning Objectives and Schedule of Activities

| Activity CE Information | Title, Description and Learning Objectives |
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| **ACPE #:**<br>**0204-0000-21-738-H04-P**<br>**0204-0000-21-738-H04-T**<br><br>**CE Hours: 3**<br><br>**Activity Type: Application-based** | **Title: Introduction to Healthcare Professional Well-Being and Burnout**<br><br>**Faculty:**<br>• **Christina Y. Martin, Pharm.D., M.S.**<br>• **Anna Legreid Dopp, Pharm.D., CPHQ** |

| | This activity is designed to provide foundational knowledge on well-being by introducing the learner to standard terminology including definitions of healthcare professional well-being, burnout, and resilience. |
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| | **Learning Objectives:**<br>1. Define terminology related to healthcare professional well-being, resilience, and burnout.<br>2. Identify the factors affecting healthcare professional well-being, burnout, and resilience.<br>3. Describe the effects and consequences of healthcare professional burnout on healthcare professionals, patients, the U.S. healthcare system, and society.<br>4. Apply a strategy to assess well-being at the organizational level.<br>5. List risk factors of burnout in the profession of pharmacy.<br>6. Describe the impact of burnout in the pharmacy workforce on patient care.<br>7. Apply objectives from the NAM Action Collaborative on Clinician Well-Being and Resilience to the profession of pharmacy.<br>8. Identify opportunities to improve well-being and resilience in the profession of pharmacy.<br>9. Use best practices in team-based care to prevent burnout. |
| **ACPE #:**<br>0204-0000-21-739-H04-P<br>0204-0000-21-739-H04-T<br><br>**CE Hours: 3.75**<br><br>**Activity Type: Application-based** | **Title: Caring for Self and Others: Putting on Your Own Oxygen Mask**<br><br>**Faculty:**<br>• **Lt Col Regina D. Owen, DNP, PMHNP-BC, USAF, NC**<br>• **Nicole Moret, DNP, M.S.N., FNP-BC, PMHCNS-BC**<br>• **Seena L. Haines, Pharm.D., CHWC, BCACP, FASHP, FAPhA, FCCP, FNAP**<br>• **Bernadette Mazurek Melnyk, Ph.D., APRN-CNP, FAANP, FNAP, FAAN**<br><br>This activity is designed to provide learners with strategies that nurture individual resilience. The overarching learning objective is to be able to apply individual well-being strategies to improve resilience for self and others in order to build cultures of well-being.<br><br>**Learning Objectives:** |

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| | 10. Summarize Orem's Theory of Self Care to individual resiliency strategies in the healthcare professional.<br><br>11. Design a personalized self-care action plan with strategies to enhance resilience in the healthcare professional.<br><br>12. Describe professional joy and how it relates to self-care in the healthcare professional.<br><br>13. Design a self-care belief plan that incorporates mindfulness, purpose and gratitude.<br><br>14. Recognize challenges to one's personal wellbeing.<br><br>15. Select personal and professional development strategies to enhance your sense of wellbeing and resilience.<br><br>16. Apply techniques that can strengthen resiliency skills in one's personal and professional journey.<br><br>17. Utilize the PERMA positive psychology approach to enhance individual wellbeing and resilience.<br><br>18. Apply habit formation towards personal improvement.<br><br>19. Apply strategies to utilize our energy through routine and scheduled practices.<br><br>20. Describe the prevalence of mental health problems and chronic diseases in the U.S.<br><br>21. Discuss stages of behavior change in individuals.<br><br>22. Recognize the role, responsibilities and impact of wellness champions in an organization.<br><br>23. Summarize key components of a successful wellness champion program.<br><br>24. Apply evidence-based strategies to improve your own and others' health and well-being. |
| **ACPE #:**<br>**0204-0000-21-740-H04-P**<br>**0204-0000-21-740-H04-T**<br><br>**CE Hours: 2.5**<br><br>**Activity Type: Application-based** | **Title: Using a Systems Approach and Human-Centered Processes to Address Healthcare Professional Burnout**<br><br>**Faculty:**<br>• **M. Lynn Crismon, Pharm.D., FCCP, DABCP, BCPP**<br>• **Elizabeth Wade, Pharm.D., BCPS, FASHP**<br><br>This activity aims to provide a framework of a systems approach to healthcare worker well-being. Upon completion, learners should be able to apply systems-based and human-centered design principles to transform organizations into cultures of well-being.<br><br>**Learning Objectives:** |

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| | 25. Give examples of how changes in the USA healthcare landscape have increased clinician stress and burnout.<br>26. Describe the three levels of work system factors that contribute to burnout and professional well-being.<br>27. Apply the six goals from the NASEM consensus report for eliminating clinician-burnout and enhancing professional well-being to practice.<br>28. Discuss at least five different work systems initiatives that healthcare organizations can initiate to decrease burnout and improve professional well-being.<br>29. Analyze human-centered approaches to generating ideas for process improvement.<br>30. Apply principles of human-centered design to the development and implementation of process improvement. |
| **ACPE #:**<br>0204-0000-21-741-H04-P<br>0204-0000-21-741-H04-T<br><br>**CE Hours: 1.75**<br><br>**Activity Type: Application-based** | **Title: Creating Leaders that Become Change-Makers**<br><br>**Faculty:**<br>• **Lauren Peccoralo, M.D., M.P.H.**<br>• **Sharon C. Kiely, M.D., M.P.M., FACP**<br>• **Jonathan Ripp, M.D., M.P.H.**<br><br>This activity highlights the importance of becoming a well-being leader by prioritizing the well-being of healthcare professionals and organizations as a whole. After completing this module, learners should be able to identify leadership skills that engender a culture of well-being.<br><br>**Learning Objectives:**<br>31. Describe the relationships between burnout, well-being, and leadership in the workplace.<br>32. Apply specific elements of coaching practices such as humble inquiry, active listening, and the GROW model to improve well-being and engagement in the workplace.<br>33. Show value and appreciation to team members to improve well-being and engagement in the workplace.<br>34. Describe an evidence based rationale for prioritizing healthcare professional well-being. |

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| | 35. Apply leadership behaviors that support healthcare professional well-being. |
| | 36. Describe an organizational structure supporting an institutional effort to address well-being that can be applied across health care professional disciplines. |
| | 37. Recognize the roles and responsibilities of a Chief Wellness Officer (CWO). |
| | 38. Evaluate how a Chief Wellness Officer (CWO) can contribute to the well-being of an organization's workforce both prior to and in the midst of crisis. |
| **ACPE #:**<br>**0204-0000-21-742-H04-P**<br>**0204-0000-21-742-H04-T**<br><br>**CE Hours: 3**<br><br>**Activity Type: Application-based** | **Title: Redesigning the Work System to Prioritize Well-Being**<br><br>**Faculty:**<br>• **Molly Wascher, Pharm.D., M.B.A., BCPS**<br>• **Tara T. Feller, Pharm.D., M.B.A., M.P.H., BCPS**<br><br>This activity provides strategies to redesign work systems centered on well-being and resilience. Upon completion of this module, learners should be able to assess underlying factors in a work-system and identify design elements necessary to address challenges related to healthcare professional burnout.<br><br>**Learning Objectives:**<br>39. Identify underlying factors that pose challenges to designing work systems that promote well-being and resilience.<br>40. Describe strategies to overcome barriers to implementation of a work system centered on well-being and resilience.<br>41. Identify ways the electronic health record may contribute to clinician burnout.<br>42. Demonstrate the ability to optimize the electronic health record to effectively reduce burnout.<br>43. Apply the characteristics of a high-performing team to the healthcare work setting.<br>44. Assess the impact of participation in a positive, team-based health care environment on clinician well-being.<br>45. Design an effective plan to systematically address professional burnout in a specific healthcare setting. |

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| **ACPE #:**<br>**0204-0000-21-743-H04-P**<br>**0204-0000-21-743-H04-T**<br><br>**CE Hours: 2.25**<br><br>**Activity Type: Application-based** | **Title: Building Inclusive, Safe Cultures that Facilitate Thriving for All**<br><br>**Faculty:**<br>• **Seena L. Haines, Pharm.D., CHWC, BCACP, FASHP, FAPhA, FCCP, FNAP**<br>• **Javeed Sukhera, M.D., Ph.D., DABPN, FRCPC**<br>• **Bryant Adibe, M.D.**<br><br>This activity aims to provide an understanding of how to build safe work environments that are inclusive and promote connection within an organization. After completing this module, learners should be able to create inclusive, safe cultures that facilitate thriving for all healthcare workforce personnel and for patients.<br><br>**Learning Objectives:**<br>46. Identify challenges in the clinical environment that can affect well-being for preceptors and learners.<br>47. Use character strengths to improve well-being in the workplace.<br>48. Apply strategies to help the preceptor and learners flourish in the clinical environment.<br>49. Describe the concepts of psychological safety and inclusive leadership and their relevance to well-being.<br>50. Recognize the idea of constructive tension and how to foster growth through tension.<br>51. Apply methods which foster growth through tension.<br>52. Identify ways to improve listening and validation skills.<br>53. Describe the concept of allyship and its relevance to well-being.<br>54. Construct ways to foster meaningful allyship.<br>55. Summarize an appropriate response to the central signs of burnout, among oneself and colleagues.<br>56. Describe how to facilitate psychological safety among a diverse clinical team.<br>57. Apply features of a safe, inclusive work culture.<br>58. Develop a system for supporting self-care, ensuring individuals and teams can thrive toward mutual goals. |
| **ACPE #:**<br>**0204-0000-21-744-H04-P** | **Title: Well-Being and Resilience: Bringing It All Together** |

| 0204-0000-21-744-H04-T<br><br>**CE Hours: 1.75**<br><br>**Activity Type: Application-based** | **Faculty:**<br>• **Anna Legreid Dopp, Pharm.D., CPHQ**<br><br>This activity provides a review of all certificate components. It facilitates the learner to self-identity and describe a well-being challenge, hypothesize strategic approaches, and propose a solution to an identified local challenge that exacerbates healthcare professional burnout.<br><br>**Learning Objectives:**<br>59. Identify a well-being challenge within the local organization.<br>60. Assess steps to collaborate and address the well-being challenge.<br>61. Create a plan for action to address threats to well-being within the organization. |
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## Faculty Information

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## Disclosures

In accordance with ACCME and ACPE Standards for Commercial Support, ASHP requires that all individuals in a position to control the content of this activity disclose financial relationships with ACCME-defined commercial entities. An individual has a relevant financial relationship if he or she (or spouse/domestic partner) has a financial relationship, in any amount, occurring in the past 12 months with a commercial entity whose products or services will discussed in the activity.

All planners, presenters, reviewers, and staff report no financial relationships relevant to this activity.

## Methods and CE Requirements

This online activity consists of a combined total of 7 learning modules. Pharmacists and pharmacy technicians are eligible to receive a total of 18 hours of continuing education credit by completing all 7 modules within this certificate program.

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 (http://elearning.ashp.org). Follow the prompts to claim credit and view your statement of credit within 60 days after completing the activity.

**Important Note – ACPE 60 Day Deadline:**
Per ACPE requirements, CPE credit must be claimed within 60 days of being earned – no exceptions!
To verify that you have completed the required steps and to ensure your credits have been reported to CPE Monitor, we encourage you to check your NABP eProfile account to validate 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

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 websites.

View the minimum technical and system requirements for learning activities.