



APhA Institute on Substance Use Disorders

June 1-4 Virtual Meeting



Accreditation



APhA is accredited by the Accreditation Council for Pharmacy Education (ACPE) as a provider of continuing pharmacy education.

CPE Monitor



CPE Monitor is a collaborative system used by ACPE, National Association of Boards of Pharmacy (NABP), and ACPE-accredited providers for all pharmacists, student pharmacists and technicians to record and track their CPE credits. Visit: www.nabp.net/programs/cpe-monitor-service to set up your e-Profile. Contact NABP customer support at 847-391-4406, Monday to Friday between 9:00 am and 5:00 pm CT for additional information.

CPE Credits

Qualified attendees can earn 7.25 contact hours of continuing pharmacy education (CPE) credit (0.725 CEUs) while attending the APhA Institute. Sessions approved for CPE Credits are indicated by an ACPE number and CEUs in the APhA Institute Program and online via the APhA Institute CPE Portal.

Target Audience

APhA Institute education sessions were designed for pharmacists from all practice settings. Courses appropriate for pharmacist participation are designated by an ACPE universal activity number ending in the letter "P."

Learning Level

CPE offered at the APhA Institute is: Level 1 - Baseline knowledge of the subject area is required. The information presented will be a primer on the topic and appropriate for a wide range of pharmacists.

Activity Type

CPE offered at the APhA Institute is: Knowledge-based activities – designed to enhance or add to pharmacists' knowledge of a topic, mostly through didactic sessions.

For Assistance

Contact the APhA InfoCenter at infocenter@aphanet.org or 1-800-237-APhA (2742) and press #2 for assistance with pharmacist.com login issues. Contact the APhA Education Department at education@aphanet.org for session codes and other CPE related questions.

State Requirements

Check with the Board of Pharmacy in your state regarding specific continuing pharmacy education requirements. Florida-licensed pharmacists: To ensure that your continuing pharmacy education participation can be filed with the state-mandated CE Broker system, make sure you have provided APhA with your Florida license number. To check, log on to www.pharmacist.com and select My Account, then License Information.

Partial Credit Policy

APhA does not offer partial credit for any CPE activity.

Grievance Policy

Should any attendee of an approved CPE session be dissatisfied with the quality of the activity, contact the APhA Education Department at education@aphanet.org within 5 days of the conclusion of the session.

Disclosures

Faculty disclosures are provided on the APhA Institute Website. The APhA Education Committee and APhA staff disclosures can be found on www.pharmacist.com/apha-disclosures.

Claim Your Credit

To obtain CPE credit, you are required to actively participate in each activity and complete an evaluation. The attendance code provided at the end of each session is needed to access and complete the evaluation. In order to complete the online activity evaluation form, participants will need to have a valid www.pharmacist.com username and password.

1. Log into www.pharmacist.com with your APhA Profile (pharmacist.com) username and password. **DO NOT Create a 2nd account. You will need a valid NABP e-Profile ID number to claim credit.**
2. Click on the following link to access the APhA Institute CPE Information.
3. Enter the attendance code provided at the end of each session.
4. Follow the on-screen instructions to complete the activity evaluation and claim credit.
5. Proof of your CPE credit will be available to you on CPE Monitor, located at www.cpemonitor.net.
6. **Your CPE must be filed by 5:00pm ET on Friday, July 2, 2021**, in order to receive credit. The attendance code expires on this date and no CPE will be granted after this time.

CPE Code

Session

_____	Don't Just Say No: Preventing Diversion and Addressing Medical Needs
_____	Understanding the Neurobiology of Substance Use Disorder
_____	The Self in Shame: Healing the Wounds of Substance Use Disorders
_____	Healing the body and Mind: Helping Your Patients Through a Pandemic
_____	Cutting Through the Clutter of Cannabis: New Challenges for Pharmacists
_____	Family Matters: Understanding and Addressing the Impact of Addiction on Family
_____	59 1/2 Minutes of Caring for Patients: Tools and Resources That Make a Difference
_____	Addressing Racial Disparities in Substance Use Disorder
_____	59 1/2 Minutes Cover Story: Addiction and the Vulnerable Self: Practicing Well-Being in a Pandemic

Don't Just Say No: Preventing Diversion and Addressing Medical Needs



Jake Nichols, PharmD, MBA
President & CEO, Evolve Recovery



Michael C. Barnes, JD
Principal Attorney, Sequel Legal

Activity Type: Knowledge

CEU: 0.1 (1 Credit Hour)

ACPE #: 0202-0000-21-003-L03-P

Learning Objectives:

- 1. Cite laws that support or require pharmacists to refuse to dispense.**
- 2. Discuss potential consequences to patients, prescribers, and pharmacists for refusing to dispense.**
- 3. List alternatives to refusing to dispense (when appropriate and consistent with state and federal laws).**
- 4. Discuss how to help address the medical needs of individuals who require controlled medications or have an opioid use disorder.**

Disclosures: Jake Nichols discloses that he is a consultant at CHES Health and a medical advisor/consultant at Limitless Ventures. Michael Barnes discloses that he serves as Chairman at Center for U.S. Policy.

Understanding the Neurobiology of Substance Use Disorder



Travis J. Worst, PhD
Director & Assistant
Teaching Professor

**The Attorney General's Center for
the Future of Forensic Science at
Bowling Green State University**

Activity Type: Knowledge

CEU: 0.1 (1 Credit Hour)

ACPE #: 0202-0000-21-175-L01-P

Learning Objectives:

- 1. Describe the physiological processes that lead to addictive disorders.**
- 2. Identify how certain addictive disorders manifest due to different physiological processes.**
- 3. List treatments available to treat substance use disorders.**

Disclosures: Travis J. Worst, declares no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria.

The Self in Shame: Healing the Wounds of Substance Use Disorders

Activity Type: Knowledge

CEU: 0.1 (1 Credit Hour)

ACPE #: 0202-0000-21-176-L04-P



Merrill Norton PharmD, DPh, CMAC
Clinical Associate Professor
Emeritus
Chemical Health Associates, Inc.

Learning Objectives:

1. Distinguish among the following terms: healthy shame, unhealthy shame, guilt, and stigma.
2. Explain how feelings related to shame can impact the treatment of substance use disorders and the recovery process.
3. Describe how pharmacists can use the principles of healthy and unhealthy shame in assisting patients who are in recovery or struggling with substance use disorders.

Disclosures: Merrill Norton, PharmD, D.Ph., CMAC, declares no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria.

Healing the body and Mind: Helping Your Patients Through a Pandemic



Jeffrey D. Gold, PharmD, BCPP
Mental Health Pharmacy Specialist
VA Eastern Colorado Healthcare
System

Beeta Homaifar, PhD
Clinical Psychologist, Outpatient
Mental Health
Eastern Colorado Health Care
System

Activity Type: Knowledge

CEU: 0.1 (1 Credit Hour)

ACPE #: 0202-0000-21-177-L04-P

Learning Objectives:

- 1. Describe the impact that coronavirus disease 2019 (COVID-19)–induced stress and trauma might have on patients diagnosed with a substance use disorder (SUD).**
- 2. Identify strategies to help patients with SUD cope with COVID-19–induced stress and trauma without relapse or increasing substance misuse.**
- 3. Describe how pharmacists can assist patients who are in recovery or struggling with SUD during the COVID-19 pandemic.**

Disclosures: Jeffery D. Gold, PharmD, BCPP, and Beeta Homaifar, Ph.D., declare no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria.

Cutting Through the Clutter of Cannabis: New Challenges for Pharmacists

Activity Type: Knowledge

CEU: 0.1 (1 Credit Hour)

ACPE #: 0202-0000-21-178-L01-P



Leah Sera, PharmD, MA, BCPS
Associate Professor,
Department of Pharmacy Practice
and Science
University of Maryland School of
Pharmacy

Learning Objectives:

1. Discuss the pharmacology of cannabis and its active components.
2. Identify the adverse effects associated with the various formulations of medical cannabis and strategies that pharmacists can employ to ensure the safety of patients.
3. Identify resources that provide evidence for the safe use of medical cannabis.
4. Identify any potential legal and/or ethical implications related to dispensing cannabis in community pharmacies.

Disclosures: Leah Sera, PharmD, MA, PCPS, declares no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria. Dr. Sera will be discussing non-FDA approved treatments

Family Matters: Understanding and Addressing the Impact of Addiction on Family

Activity Type: Knowledge

CEU: 0.125 (1.25 Credit Hours)

ACPE #: 0202-0000-21-179-L04-P



Jerry Moe
National Director of
Children's Programs
Hazelden Betty Ford Foundation

Learning Objectives:

1. Discuss the impact of addiction on family and the stages of family recovery.
2. Explain the protective factor of denial as a survival skill in all members and breaking of the No Talk–No Trust–No Feel rules to enter the recovery process.
3. Review the resiliency in families and the shifting of roles as recovery begins.
4. Describe the roles of 12-step support including Al-Anon, the value of the healing communities, and the role of health care providers.

Disclosures: Jerry Moe declares no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria.

59 1/2 Minutes of Caring for Patients: Tools and Resources That Make a Difference



Anita Jacobson, PharmD
Clinical Professor
University of Rhode Island



Ginger Lemay, PharmD, CDOE,
CVDOE, RYT 200®
Clinical Associate Professor
University of Rhode Island

Activity Type: Knowledge

CEU: 0.1 (1 Credit Hour)

ACPE #: 0202-0000-21-180-L04-P

Learning Objectives:

- 1. Cite laws that support or require pharmacists to refuse to dispense.**
- 2. Discuss potential consequences to patients, prescribers, and pharmacists for refusing to dispense.**
- 3. List alternatives to refusing to dispense (when appropriate and consistent with state and federal laws).**
- 4. Discuss how to help address the medical needs of individuals who require controlled medications or have an opioid use disorder.**

Disclosures: Anita Jacobson, PharmD is the PI on a ROTA grant with the Substance Abuse and Mental Health Services Association. Ginger Lemay PharmD, declares no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria.

Addressing Racial Disparities in Substance Use Disorder

Activity Type: Knowledge

CEU: 0.1 (1 Credit Hour)

ACPE #: 0202-0000-21-181-L04-P



Joel Onafowokan, MD
Internal Medicine Physician and
Addiction Specialist
Faith Medical Center

Learning Objectives:

1. Define racial disparities as it relates to substance use disorder.
2. Describe the consequences of racial disparity in substance use disorder.
3. Compare and contrast appropriate terminology and communication that should/should not be used with different patient populations.
4. Identify strategies to overcome racial disparities while achieving the goals of recovery.

Disclosures: Joel Onafowokan, MD declares no conflicts of interest or financial interests in any product or service mentioned in this activity, including grants, employment, gifts, stock holdings, and honoraria.

59 1/2 Minutes Cover Story: Addiction and the Vulnerable Self: Practicing Well-Being in a Pandemic



**Aaron S. Hymes, PhD, MPC/MHSP,
MAC, NCC**
Assistant Professor, Milligan University



**Sarah Melton, PharmD, BCPP, BCACP,
FASCP**
Professor of Pharmacy Practice
East Tennessee State University

Activity Type: Knowledge

CEU: 0.1 (1 Credit Hour)

ACPE #: 0202-0000-21-182-L04-P

Learning Objectives:

1. Discuss the importance of well-being.
2. Identify areas in need of growth concerning healthy boundaries and relationships.
3. Explain the role of self-esteeming behavior, positive self-talk, and developing a support system.
4. Identify stress and tips that assist with stress reduction while practicing self-care and well-being.
5. Describe other sources of help available when self-care is not enough.

Disclosures: Aaron Hymes, PhD, and Sarah Melton, PharmD, both declare no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria.