



- Location** **In-person or virtual attendance options!**  
In-person at the University of South Carolina College of Pharmacy (USC COP) located: *Coker Life Sciences Building Room 215; 715 Sumter Street, Columbia, SC* or virtual via Zoom.
- Target Audience** All activities are accredited for both **pharmacists** and **pharmacy technicians**; activities are designed to be useful to individuals working in a variety of practice settings.
- Topics and Faculty** **See pages 2-4 for full program agendas, faculty, and learning objectives!**
- Both the February 10 and March 16 programs have been accredited for 6.0 live contact hours (0.6 CEUs) for pharmacists and pharmacy technicians
  - **Each date** provides 1 hour of credit related to **controlled substances** and the **February 10<sup>th</sup>** date includes 1 hour related to **immunizations** to satisfy South Carolina pharmacist license renewal requirements

**Registration and Fees** Please register online at <https://cop.sc.learningexpressce.com>

	Pharmacists	Pharmacy Technicians
<b>Single day (2/10 <u>or</u> 3/16)</b>	\$100* <sup>L</sup>	\$75* <sup>L</sup>
<b>Both days (2/10 <u>and</u> 3/16)</b>	\$170* <sup>L</sup>	\$110* <sup>L</sup>

- \* – For those who choose to attend in-person, fees include a continental breakfast and lunch
- <sup>L</sup> – Fees will appear as “Learning Express” on your credit card statement
- **Active PEEP Preceptors:** Prior to registering, please check your email for information from the PEEP Office on discounted registration!
- **USC COP Alumni:** Prior to registering, please check your email and/or mail for information from the COP on discounted registration!

**Cancellations** USC COP reserves the right to cancel the programming. In the event of a cancellation, each participant will be notified via email prior to the program and a full tuition refund will be made. All cancellations on the part of the participant and associated refunds should be requested in writing on or before the date of the activity and will be subject to a 7.5% administrative fee. No cancellation requests will be accepted after the date of the activity.

**Technology Requirements for Virtual Participants** Participants who plan to attend virtually via Zoom must have an electronic device with a stable internet connection and working video/audio capabilities to participate. Virtual participants must [download the latest version of Zoom](#) and [register for Zoom](#) using their first and last name (to allow for registration to be verified upon admittance to the room). Full Zoom system requirements, if needed, may be found [here](#) for Windows, macOS, and Linux or [here](#) for iOS, iPadOS, and Android. *Please visit our website to view our policy on privacy and confidentiality.*

**Requirements for CPE Credit** For CPE Credit to be transmitted to the NABP CPE Monitor, participants must:

- Be registered for the activity via <https://cop.sc.learningexpressce.com>
- Attend the session in its entirety (participants who arrive late or leave the session early will not be eligible for credit), actively participate in all polling questions, discussions, active learning, and learning assessments.
- Virtual participants must join the Zoom meeting via a computer, tablet, or mobile device which will allow for viewing of video and listening to audio. Virtual participants should log into Zoom separately to allow for verification of attendance. **Please contact us in advance if you and another registrant will be viewing together.**
- Complete the electronic evaluation within 30 days following completion of the activity. Any credit claimed greater than 60 days from the date of the program will automatically be rejected by the CPE Monitor.

**Accreditation** The University of South Carolina College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.



Please contact us at [CE@cop.sc.edu](mailto:CE@cop.sc.edu) or 803-777-9979 with any questions!

## Saturday, February 10 - Full Program Agenda and Learning Objectives

<b>8:00 am – 8:45 am: Registration/Check-In and Welcome</b> ( <i>Light continental breakfast provided to those who attend in person</i> )	
<b>8:45 am– 9:45 am</b>  	<p style="text-align: center;"><b>How Am I Supposed to Breath with No AIR?:</b>  <b>Global initiative for asthma (GINA) guideline updates for adolescents and adults with mild to moderate asthma</b>  <b>J. Skye Mitchell, PharmD, BCACP;</b> PGY1 Pharmacy Resident, Prisma Health Richland  <i>(1.0 hours, ACPE UAN 0062-0000-24-014-L01-P/T, application-based)</i></p> <p><i>At the completion of this activity, the pharmacist will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Apply GINA guidelines to drug therapy decisions for adolescent and adult patients with mild to moderate asthma</li> <li>2. Distinguish the appropriate treatment track based on patient-specific factors</li> <li>3. Employ strategies to educate and encourage patients to adhere to evidence-based treatment plans</li> </ol> <p><i>At the completion of this activity, the technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Recognize appropriate therapeutic interchanges for patients using an anti-inflammatory reliever (AIR) or maintenance and reliever therapy (MART)</li> <li>2. Calculate the appropriate day supply for an asthma inhaler written to follow new GINA guidelines</li> <li>3. Identify patients who would benefit from additional counseling from a pharmacist</li> </ol>
<b>9:45 am– 10:45 am</b>  	<p style="text-align: center;"><b>2024 Update In Diabetes</b>  <b>Cynthia Phillips, PharmD, CDCES;</b> Clinical Associate Professor, USC College of Pharmacy;          Clinical Pharmacist, Prisma Health Richland  <i>(1.0 hours, ACPE UAN 0062-0000-24-015-L01-P/T, knowledge-based)</i></p> <p><i>At the completion of this activity, the pharmacist and pharmacy technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Describe approaches to promote positive health behaviors in persons with diabetes</li> <li>2. Discuss individualization of pharmacologic approaches of therapy for diabetes</li> <li>3. Explain challenges associated with use of diabetes technology</li> </ol>
<b>10:45 am – 11:00 am: Break</b>	
<b>11:00 am– 12:00 pm</b>  	<p style="text-align: center;"><b>Oh Baby: an OB Primer for the Non-OB Pharmacist</b>  <b>Ashton Mason, PharmD;</b> PGY2 Internal Medicine Pharmacy Resident, Prisma Health Midlands  <i>(1.0 hours, ACPE UAN 0062-0000-24-016-L01-P/T, application-based)</i></p> <p><i>At the completion of this activity, the pharmacist will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify common obstetric disease states</li> <li>2. Summarize guideline-directed therapy for common obstetric disease states</li> <li>3. Evaluate evidence-based therapies to optimize care in pregnant patients</li> <li>4. Discuss potential future areas of focus in obstetric pharmacy care</li> </ol> <p><i>At the completion of this activity, the technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify common obstetric disease states</li> <li>2. Summarize guideline-directed therapy for common obstetric disease states</li> <li>3. Compare therapies to optimize care in pregnant patients</li> <li>4. Discuss potential future areas of focus in obstetric pharmacy care</li> </ol>
<b>12:00 pm – 1:00 pm: Lunch</b> ( <i>Provided for those who attend in person</i> )	
<b>1:00 pm– 2:00 pm</b>  	<p style="text-align: center;"><b>Biosimilars Decoded - What's in a Name?</b>  <b>Betsy Blake, PharmD, BCPS, FNAP;</b> Clinical Associate Professor and Director of Interprofessional Education -          USC College of Pharmacy;          Clinical Pharmacy Specialist - Prisma Health Internal Medicine - Saluda Ridge  <i>(1.0 hours, ACPE UAN 0062-0000-24-017-L01-P/T, knowledge-based)</i></p> <p><i>At the completion of this activity, the pharmacist and pharmacy technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Define common terms associated with biological products</li> <li>2. Describe the nomenclature process for biologics</li> <li>3. Summarize recent updates for biological products</li> </ol>
<b>2:00 pm – 2:15 pm: Break</b>	
<b>2:15 pm– 3:15 pm</b>  	<p style="text-align: center;"><b>Opioids: the Good, the Bad, and the Ugly</b>  <b>Tate Owens, PharmD;</b> Clinical Pharmacist, Tandem Health  <i>(1.0 hours, ACPE UAN 0062-0000-24-018-L08-P/T, application-based)</i></p> <p><i>At the completion of this activity, the pharmacist and pharmacy technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Apply the Opioid Use Disorder (OUD) criteria to evaluate patients who may be suffering from OUD</li> <li>2. Identify common signs of opioid withdrawal and overdose symptoms</li> <li>3. Identify available medications and resources to help aid people who are suffering from OUD</li> <li>4. Recognize South Carolina law on prescribing and filling controlled substances</li> </ol> <p><i>At the completion of this activity, the pharmacist will be able to:</i></p> <ol style="list-style-type: none"> <li>5. Discuss how pharmacists can play a role in helping end the Opioid Crisis</li> </ol>
<b>3:15 pm– 4:15 pm</b>  	<p style="text-align: center;"><b>Immunization Update 2024</b>  <b>Patricia H. Fabel, PharmD, BCPS, FAPhA;</b> Clinical Associate Professor, USC College of Pharmacy  <i>(1.0 hours, ACPE UAN 0062-0000-24-019-L06-P/T, application-based)</i></p> <p><i>At the completion of this activity, the pharmacist will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Advocate for patients receiving all recommended immunizations</li> <li>2. Apply updates from the national immunization recommendations to patient cases</li> <li>3. Evaluate recently published vaccine-efficacy studies</li> <li>4. Compare and contrast vaccine products commonly administered in community pharmacies</li> <li>5. Define proper vaccine administration techniques</li> </ol> <p><i>At the completion of this activity, the technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Advocate for patients receiving all recommended immunizations</li> <li>2. Explain the technician's role in providing immunizations</li> <li>3. Summarize updates to national immunization recommendations</li> <li>4. List available vaccine products commonly administered in community pharmacies</li> <li>5. Review proper vaccine storage and handling</li> </ol>
<b>4:15 pm: Evaluation Instructions; Adjourn</b>	

## Saturday, March 16 - Full Program Agenda and Learning Objectives

<b>8:00 am – 8:45 am: Registration/Check-In and Welcome</b> <i>(Light continental breakfast provided to those who attend in person)</i>	
<p><b>8:45 am – 9:45 am</b></p> 	<p style="text-align: center;"><b>2023 Beers Criteria Update</b>  <b>Karen McGee, PharmD, CDCES, BCGP;</b>                  Associate Professor, USC College of Pharmacy; Clinical Pharmacy Specialist, Geriatrics Prisma Health Midlands PACE Whiterock  <i>(1.0 hours, ACPE UAN 0062-0000-24-020-L01-P/T, application-based)</i></p> <p><i>At the completion of this activity, the pharmacist and pharmacy technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Review changes to 2023 Beers Criteria</li> <li>2. Discuss use of Beer's Criteria in the care of older adults</li> <li>3. Apply Beers Criteria to patient cases</li> </ol>
<p><b>9:45 am – 10:45 am</b></p> 	<p style="text-align: center;"><b>Clearing The Fog: Debunking Common Myths in Antibiotic Practices</b>  <b>Hana Winders, PharmD, BDICP;</b>                  Ambulatory Antimicrobial Stewardship Pharmacist, Prisma Health Midlands  <i>(1.0 hours, ACPE UAN 0062-0000-24-021-L01-P/T, knowledge-based)</i></p> <p><i>At the completion of this activity, the pharmacist and pharmacy technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify common myths in infectious diseases</li> <li>2. Provide evidence debunking common myths in infectious diseases</li> <li>3. Discuss how dispelling common myths in infectious diseases can improve patient care and outcomes</li> </ol>
<b>10:45 am – 11:00 am: Morning Break</b>	
<p><b>11:00 am – 12:00 pm</b></p>  	<p style="text-align: center;"><b>Mythbusters: What's True, What's False, and What's Downright Silly</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Cory Jenks, PharmD, BCPS, BCACP</b>                      Ambulatory Care Clinical Pharmacist                      Optum</p> </div> <div style="width: 45%;"> <p><b>Kendrick Murphy, PharmD, BCACP</b>                      Clinical Pharmacist Practitioner (Primary Care),                      PGY1 Pharmacy Residency Program Director                      Western North Carolina VA Health Care System</p> </div> </div> <p style="text-align: center;"><i>(1.0 hours, ACPE UAN 0062-0000-24-022-L99-P/T, application-based)</i></p> <p><i>At the completion of this activity, the pharmacist and pharmacy technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Articulate how medical myths came into origin</li> <li>2. Discover whether various medical myths are valid</li> <li>3. Apply the tools of Evidence Based Medicine to identify medical myths</li> </ol>
<b>12:00 pm – 1:00 pm: Lunch</b> <i>(Provided for those who attend in person)</i>	
<p><b>1:00 pm – 2:00 pm</b></p> 	<p style="text-align: center;"><b>Statin Pharmacogenomics</b>  <b>Whitney Maxwell, PharmD, MBA, BCPS;</b>                  Clinical Associate Professor, Associate Director of Experiential Education, USC College of Pharmacy  <i>(1.0 hours, ACPE UAN 0062-0000-24-023-L01-P/T, application-based)</i></p> <div style="display: flex;"> <div style="width: 45%;"> <p><i>At the completion of this activity, the pharmacist will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify key pharmacogenomic variants associated with Statin safety and efficacy</li> <li>2. Evaluate literature describing the clinical impact of pharmacogenetic variants on drug safety, efficacy, and patient outcomes</li> <li>3. Review Clinical Pharmacogenomics Implementation Consortium (CPIC) guidelines and other relevant guidelines for pharmacogenetics-guided dosing recommendations</li> <li>4. Create pharmacotherapy plans for patients based on pharmacogenomic data</li> </ol> </div> <div style="width: 45%;"> <p><i>At the completion of this activity, the technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify key pharmacogenomic variants associated with Statin safety and efficacy</li> <li>2. Evaluate literature describing the clinical impact of pharmacogenetic variants on drug safety, efficacy, and patient outcomes</li> <li>3. Review Clinical Pharmacogenomics Implementation Consortium (CPIC) guidelines and other relevant guidelines for pharmacogenetics-guided dosing recommendations</li> </ol> </div> </div>
<b>2:00 pm – 2:15 pm: Afternoon Break</b>	
<p><b>2:15 pm – 3:15 pm</b></p> 	<p style="text-align: center;"><b>What is a Brick: The Power of Divergent Thinking</b>  <b>Cory Jenks, PharmD, BCPS, BCACP;</b>                  Ambulatory Care Clinical Pharmacist, Optum  <i>(1.0 hours, ACPE UAN 0062-0000-24-024-L99-P/T, knowledge-based)</i></p> <p><i>At the completion of this activity, the pharmacist and pharmacy technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Recognize the difference between convergent and divergent problem solving</li> <li>2. Recall the disadvantages of convergent problem solving</li> <li>3. Identify the advantages of divergent problem solving</li> </ol>
<p><b>3:15 pm – 4:15 pm</b></p> 	<p style="text-align: center;"><b>Opioid Stewardship and Overdose Prevention</b>  <b>Jordan Marie Ballou, PharmD, BCACP;</b>                  Clinical Associate Professor, USC College of Pharmacy  <i>(1.0 hours, ACPE UAN 0062-9999-24-025-L08-P/T, application-based)</i></p> <div style="display: flex;"> <div style="width: 45%;"> <p><i>At the completion of this activity, the pharmacist will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Review therapeutic guidelines for pain management and the use of opioids</li> <li>2. Develop workflow best practices for opioid use in a variety of practice settings</li> <li>3. Identify uses of technology to encourage safer opioid practices</li> <li>4. Discuss naloxone for community use, including administration and counseling points</li> </ol> </div> <div style="width: 45%;"> <p><i>At the completion of this activity, the technician will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify community resources for assist patients with opioid use disorder</li> <li>2. Develop workflow best practices for opioid use in a variety of practice settings</li> <li>3. Identify uses of technology to encourage safer opioid practices</li> <li>4. Discuss naloxone for community use, including administration instructions and Good Samaritan laws</li> </ol> </div> </div>
<b>4:15 pm: Evaluation Instructions; Adjourn</b>	