

**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 contact hours or (0.6 CEUs) for both pharmacists and pharmacy technicians
- Each package provides at least 1 hour of credit related to controlled substances

**Registration and Fees**

Please register online at <https://cop.sc.learningexpressce.com>

	Hours	Pharmacists	Pharmacy Technicians
Home Study from Saturday, February 10	6 hours	\$70 <sup>L</sup>	\$40 <sup>L</sup>
Home Study from Saturday, March 16	6 hours*	\$70 <sup>L</sup>	\$40 <sup>L</sup>
Single Home Studies	1 hour each	\$15 <sup>L</sup>	\$7.50 <sup>L</sup>
Home Studies from Both Feb 10 & March 16	12 hours*	\$130 <sup>L</sup>	\$60 <sup>L</sup>

• **Direct Links:**

- [February 10](#)
- [March 16](#)
- [Both February 10 & March 16](#)

- <sup>L</sup> – Fees will appear as “**Learning Express**” on your credit card statement.
- **\*\*Active PEEP Preceptors:** Prior to registering, please contact us to obtain the coupon code for discounted registration!
- **\*\*USC COP Alumni:** Prior to registering, please contact us to obtain the coupon code for discounted registration!

**Technology Requirements**

Please ensure the computer system you plan to use meets the following minimum requirements:

- Operating System: Windows, Mac OS
- Internet Browser: latest versions of Google Chrome, Microsoft Edge, Firefox, or Safari.
- Computer Speakers or headphones connected to your computer
- Processor 1.8 GHz or higher
- Memory: 1GP or more
- Broadband Internet Connection (500kbs minimum)
- Media Viewing Requirements: Adobe Reader, Microsoft Power Point and HTML.

**Requirements for CPE Credit**

To have CPE Credit transmitted to the NABP CPE Monitor, participants must:

- Read the learning objectives and faculty disclosures.
- View the video presentation and complete the interactivity quiz.
- Complete the electronic evaluation

**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.



## Programs recorded on Saturday, February 10: Learning Objectives

	<p style="text-align: center;"><b>How Am I Supposed to Breathe 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; PGY1 Pharmacy Resident, Prisma Health Greenville</b>  <i>(1.0 hours, ACPE UAN 0062-0000-24-014-H01-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>
	<p style="text-align: center;"><b>2024 Update In Diabetes</b>  <b>Cynthia Phillips, PharmD, CDCES; Clinical Associate Professor, USC College of Pharmacy;</b>  <b>Clinical Pharmacist, Prisma Health Richland</b>  <i>(1.0 hours, ACPE UAN 0062-0000-24-015-H01-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>
	<p style="text-align: center;"><b>Oh Baby: an OB Primer for the Non-OB Pharmacist</b>  <b>Ashton Mason, PharmD; PGY2 Internal Medicine Pharmacy Resident, Prisma Health Midlands</b>  <i>(1.0 hours, ACPE UAN 0062-0000-24-016-H01-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>
	<p style="text-align: center;"><b>Biosimilars Decoded - What's in a Name?</b>  <b>Betsy Blake, PharmD, BCPS, FNP; Clinical Associate Professor and Director of Interprofessional Education -</b>  <b>USC College of Pharmacy;</b>  <b>Clinical Pharmacy Specialist - Prisma Health Internal Medicine - Saluda Ridge</b>  <i>(1.0 hours, ACPE UAN 0062-0000-24-017-H01-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>
	<p style="text-align: center;"><b>Opioids: the Good, the Bad, and the Ugly</b>  <b>Tate Owens, PharmD; Clinical Pharmacist, Tandem Health</b>  <i>(1.0 hours, ACPE UAN 0062-0000-24-018-H08-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>
	<p style="text-align: center;"><b>Immunization Update 2024</b>  <b>Patricia H. Fabel, PharmD, BCPS, FAPhA; Clinical Associate Professor, USC College of Pharmacy</b>  <i>(1.0 hours, ACPE UAN 0062-0000-24-019-H06-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>

## Programs recorded on Saturday, March 16: Learning Objectives

	<p><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-H01-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>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-H01-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>
	<p><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><i>(1.0 hours, ACPE UAN 0062-0000-24-022-H99-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>
	<p><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-H01-P/T, application-based)</i></p> <div style="display: flex; justify-content: space-between;"> <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>
	<p><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-H99-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>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-H08-P/T, application-based)</i></p> <div style="display: flex; justify-content: space-between;"> <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>