

ADDENDUM: Testimony to the Public Health Committee – March 4, 2019

Raised Bill No. 6543: An Act Permitting Pharmacists to Prescribe Tobacco Cessation Products

Course Title: A Practice-based Approach for Pharmacists to Engage their Communities in Tobacco Cessation.

ACPE#: Submitted for Approval - Pending

Release/Start Date:

Expiration Date:

Format: A self-paced and practice-based online certificate program hosted by the University Of Connecticut School Of Pharmacy in collaboration with the Connecticut Department of Public Health. This is a non-facilitated asynchronous course that uses appropriate technology to support and encourage active learning.

CE Hours: 15.0

Target Audience: Pharmacists

Hardware/Software Requirements:

Course Description: Although smoking rates have declined in the United States, tobacco use still causes about 480, 000 deaths each year. Pharmacists improve access to care as one of the most accessible health-care professionals in the community and are therefore, well-positioned to engage in community-based tobacco screening, prevention, and treatment with the potential to impact tobacco use in their communities. This practice-based certificate program will provide training to pharmacists to initiate treatment and provide support to individuals throughout the quitting process. This on-line activity will provide skill-building training in tobacco education, effective brief intervention strategies, FDA-approved pharmacotherapy, and referral to resources (web-based, community, quitlines) available for continued support for tobacco abstinence.

Overall Learning Objectives

After completing this program participants should be able to:

1. Discuss the epidemiology, trends in tobacco use, and rationale for pharmacists' role in promoting tobacco cessation.
2. Correlate how biological, psychological, and social factors contribute to the maintenance of nicotine dependence and the role of pharmacologic and cognitive/behavioral therapies in facilitating tobacco cessation.
3. Determine appropriate interventions to use based upon a patient's stage of change
4. Construct effective strategies to execute brief tobacco cessation interventions in a busy practice.
5. Select evidence-based pharmacotherapy to facilitate smoking cessation in the general population and for patients with specific co-morbidities.
6. Identify resources to support the integration of tobacco treatment in your practice, including clinical, policy-level, and systems-level interventions.

How to obtain the CE Certificate:

This on-line ACPE-approved course will NOT carry academic credit. Each participant wishing to receive CE credit must complete and submit a verification of participation form. Send completed form and documentation of ___ to the University of Connecticut School of Pharmacy, attention: Joanne Nault, 69 N Eagleville Rd, Unit 3092, Storrs, CT 06269; Fax: _____; Email: joanne.nault@uconn.edu.

1. Register for the course at: www.
2. View the content
3. Complete and submit the post-test and evaluation
4. A minimum passing score of 70% must be earned on the post-test in order to complete the CE activity
5. Submit a tobacco cessation practice-based activity. **

** Documentation (Choose 1 of the following): TBA

Instructor Link: Include all faculty name, credentials, photo, and brief bio, etc., for website

Name and Credential	Title	Institution
Thomas E. Buckley, R.Ph., PH, FNAP	Associate Clinical Professor of Pharmacy Practice	University of Connecticut
Robin L. Corelli, Pharm.D.	Professor and Vice-Chair, Department of Clinical Pharmacy	University of California, San Francisco
Karen S. Hudmon, DrPH, MS, RPh	Professor of Pharmacy Practice	Purdue University
Jamie McConaha, Pharm.D., NCTTP, BCACP, CDE	Associate Professor of Pharmacy Practice	Duquesne University
Nathaniel M. Rickles, Pharm.D., PhD, BCPP	Associate Professor of Pharmacy Practice	University of Connecticut
Marissa Salvo, Pharm.D., BCACP	Associate Clinical Professor of Pharmacy Practice	University of Connecticut
Marion Storch, B.S.	Health Program Associate, Tobacco Control Program	CT Department of Public Health
Fei Wang, MSc, Pharm.D., BCPS, FASHP, NCTTP	Associate Clinical Professor of Pharmacy Practice	University of Connecticut

Disclosure Statement

The following content experts, moderators, and planning committee members have disclosed they have no financial interest/arrangement or affiliation with any commercial companies who have provided products or services relating to their presentation(s) or commercial support for this continuing medical education activity:.

Funding Support: This educational activity is supported by a grant from the Tobacco and Health Trust Fund from the Connecticut Department of Public Health.

Course Outline:

		TOPIC TITLE	Instructor
Module 1 – Building the Framework			
TOPIC	Credit Hours (Total 15)		
1	1	Improving population access to preventive services – opportunities and challenges for pharmacists.	Wang
2	1.5	<ul style="list-style-type: none"> • Tobacco use epidemiology and emerging tobacco products. • Health consequences of tobacco use & benefits of quitting. • Tobacco control strategies and best practice guidelines. 	Wang
3	1	Determinants of Tobacco Use Disorder – Why is it Difficult to Quit	Rickles
Module 2 – Guideline Implementation			
4	1	Screening, brief intake assessment, and referral	Salvo
5	1	Communication Skills Development for Health Behavior Change	Salvo
6	1	Cognitive and Behavioral Modification Treatment Strategies for Tobacco Cessation.	Rickles
Module 3 – Medications to Treat Nicotine Dependence			
7	1.5	Basics of Pharmacotherapy for Treatment of Nicotine Dependence	Hudmon/Corelli
8	1	Advances in Pharmacotherapy for Treatment of Nicotine Dependence	Hudmon/Corelli
9	1	Using Pharmacotherapy to Help Your Patients Quit Tobacco - Working with Special Population Groups	Hudmon/Corelli
10	1	Using Pharmacotherapy to Help Your Patients Quit Tobacco - Working with Special Population Groups	Hudmon/Corelli
Module 4 – Resources			
11	1	Supporting State Quitline Capacity	Wang/Storch
12	1	Understanding statutory and regulatory authority for pharmacist tobacco cessation management.	Buckley
13	1	Putting It All Together: Nuts and Bolts of integrating tobacco cessation into routine practice: a step-by-step workflow approach centered in community pharmacies or outpatient clinics. (Examples of successful practices).	McConaha
14	1	Documentation of a tobacco cessation practice-based activity	Participant

Course Design Worksheet

<p><u>MODULE 1: BUILDING THE FRAMEWORK</u></p> <p>TOPIC 1: Introduction and improving population access to preventive services – opportunities and challenges for pharmacists (Author: Wang)</p> <p>Contact Hours: 1</p>			<p>Which course goal(s) does this relate to?</p>
<p><u>TOPIC 1 Objectives</u> <i>What will students be able to do by the end of this module?</i></p> <p><i>QM Standard 2: Learning Objectives</i></p>	<p><u>Assessment & Feedback Strategy</u> <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i></p> <p><i>QM Standard 3: Assessment & Measurement; QM Standard 5: Course Activities & Learner Interaction</i></p>	<p><u>Content Delivery</u> <i>What materials and resources will you use to help the student achieve the module objective?</i></p> <p><i>QM Standard 4: Instructional Materials; QM Standard 6: Course Technology</i></p>	
<p>1. Discuss why pharmacists are ideally situated to address tobacco use and to promote public health and disease prevention.</p>	<p>Knowledge-based:</p> <ul style="list-style-type: none"> • Post-reading Q&A worksheet. • Self-check in-line power-point Quiz (practice quiz with feedback) 	<ul style="list-style-type: none"> • Review digital readings and resources (links) prior to activities • PPT Lecture (Kaltura capture) • View embedded You-tube clips 	1
<p>2. Identify perceived barriers and challenges to a pharmacist-delivered tobacco cessation intervention.</p>	<p>Knowledge or application based:</p> <ul style="list-style-type: none"> • Self-check in-line Power-point Quiz; practice quiz with feedback • Or case study with fact-based questions 	<ul style="list-style-type: none"> • Review digital readings and resources (links) prior to MC question. • PPT Lecture (Kaltura capture) 	1

<u>MODULE 1: BUILDING THE FRAMEWORK</u>			Course Goal(s) Supported <i>Enter goal number(s) from page 1 supported by this obj/assessment strategy</i>
TOPIC 2: <ul style="list-style-type: none"> • Tobacco use epidemiology and emerging tobacco products • Health consequences of tobacco use and benefits of quitting • Tobacco control strategies, and best practice guidelines (Author - Wang) Contact Hours: 1.5			
TOPIC 2 Objectives:	Assessment & Feedback Strategy	Content Delivery	
1. Describe the epidemiology of tobacco use and electronic nicotine delivery systems in the U.S.	Knowledge-based: <ul style="list-style-type: none"> • In-line fact-based MC quiz 	<ul style="list-style-type: none"> • Review external links to web resources (cannot embed links in Kaltura capture) • PPT Lecture 	1
2. Recognize common types of tobacco products including electronic nicotine delivery systems (ENDS)	Knowledge-based: <ul style="list-style-type: none"> • Q & A worksheet • In-line fact-based MC quiz 	<ul style="list-style-type: none"> • Digital Reading assignment (s) • Review website link • PPT Lecture 	1
3. Identify public-health initiatives to eliminate tobacco-related disparities and provide examples of federal and statewide efforts for tobacco prevention and control efforts.	Knowledge or application-based <ul style="list-style-type: none"> • In-line MC quiz 	<ul style="list-style-type: none"> • Reading assignment • Web links • PPT Lecture 	1
4. Describe best practice guidelines for tobacco treatment and control.	Knowledge-based: <ul style="list-style-type: none"> • MC quiz 	<ul style="list-style-type: none"> • Reading assignment • Web links 	1
5. Describe the health-related consequences of tobacco use.	In-line MC quiz (knowledge-based)	<ul style="list-style-type: none"> • PPT Lecture • Web links • Reading assignment 	1
6. List the short-and long-term health benefits associated with tobacco cessation.	In-line MC quiz (knowledge-based)	<ul style="list-style-type: none"> • PPT Lecture • Web links • Reading assignment 	1
7. Recognize the health and economic costs of using tobacco and the impact of reducing its prevalence.	<ul style="list-style-type: none"> • In-line MC quiz (knowledge-based) 	<ul style="list-style-type: none"> • PPT Lecture • Web links • Reading assignment 	1

<u>MODULE 1: BUILDING THE FRAMEWORK</u>			Course Goal(s) Supported <i>Enter goal number(s) from page 1 supported by this obj/assessment strategy</i>
TOPIC 3: Determinants of tobacco use disorder – why is it difficult to quit (Author: Rickles) Contact Hours: 1			
TOPIC 3 Objectives: <i>What will students be able to do by the end of this module?</i> <i>QM Standard 2: Learning Objectives</i>	Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i> <i>QM Standard 3: Assessment & Measurement; QM Standard 5: Course Activities & Learner Interaction</i>	Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i> <i>QM Standard 4: Instructional Materials; QM Standard 6: Course Technology</i>	
1. Identify current DSM criteria for nicotine dependence.	Online Case Study with MC (knowledge-based questions).	<ul style="list-style-type: none"> • PPT Lecture (Kaltura capture) • Web links 	2
2. Describe the dopamine reward pathway and its role in nicotine addiction.	Multiple choice online questions (knowledge-based)	<ul style="list-style-type: none"> • PPT Lecture (Kaltura capture) • Web links 	2
3. Differentiate between the biological, psychological and social factors of nicotine dependence.	Case Study application with MC Questions, simulations, practice exercises, pro con grids (application-based)	<ul style="list-style-type: none"> • PPT Lecture (Kaltura capture) • Web links • Reading Assignment 	2
4. Describe the mechanism for common drug interactions between medications, caffeine, and tobacco smoke?	Online Case Study with MC knowledge-based questions	<ul style="list-style-type: none"> • PPT Lecture (Kaltura capture) • Web links 	2
5. Provide dosage adjustments of medications that interact with tobacco smoke.	Application-based calculations, MC questions, etc.	<ul style="list-style-type: none"> • PPT Lecture (Kaltura capture) • Web links/Case Examples 	2
6. Describe typical symptoms of nicotine withdrawal and strategies to alleviate them.	Online Case Study with MC knowledge-based questions	<ul style="list-style-type: none"> • PPT Lecture (Kaltura capture) • Web links, Available Video Clips/ Case Examples 	2

<u>MODULE 2: GUIDELINE IMPLEMENTATION</u>			Course Goal(s) Supported <i>Enter goal number(s) from page 1 supported by this obj/assessment strategy</i>
TOPIC 4: Screening, brief intake assessment, and referral (Author: Salvo) Contact Hours: 1			
TOPIC 4 Objectives <i>What will students be able to do by the end of this module?</i> <i>QM Standard 2: Learning Objectives</i>	Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i> <i>QM Standard 3: Assessment & Measurement; QM Standard 5: Course Activities & Learner Interaction</i>	Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i> <i>QM Standard 4: Instructional Materials; QM Standard 6: Course Technology</i>	
1. Using the Trans theoretical Model of Change, determine an individual's readiness to change and provide appropriate stage-based interventions.	<ul style="list-style-type: none"> • Pause and Ponder • Case study with MC application-based questions 	Didactic materials Case example	3
2. Compare and contrast the 5A's versus brief tobacco intervention approaches.	<ul style="list-style-type: none"> • Pause and Ponder • Application grid questions 	Didactic materials Prompt/Pause and Ponder	4
3. List interventions for patients who are ready to quit and for patients who are not ready to quit.	<ul style="list-style-type: none"> • Multiple-choice questions 	Didactic materials Case example	4
4. List evidence-based tobacco cessation treatment referral resources (web-based, telephone, group programs, and individualized counseling).	<ul style="list-style-type: none"> • Multiple-choice questions 	Didactic materials Resource links, citations, etc	6

MODULE 2: GUIDELINE IMPLEMENTATION TOPIC 5: Communication Skills for Behavior Change (Marissa Salvo) Contact Hours: 1			Course Goal(s) Supported <i>Enter goal number(s) from page 1 supported by this obj/assessment strategy</i>
TOPIC 5 Objectives <i>What will students be able to do by the end of this module?</i>	Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i> <i>QM Standard 3: Assessment & Measurement; QM Standard 5: Course Activities & Learner Interaction</i>	Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i> <i>QM Standard 4: Instructional Materials; QM Standard 6: Course Technology</i>	
1. Describe key principles of motivational interviewing.	<ul style="list-style-type: none"> ● Pause and Ponder ● Multiple choice questions 	Didactic materials Case examples	4
2. Identify the components of a SMART goal.	<ul style="list-style-type: none"> ● Pause and Ponder ● Multiple choice questions 	Didactic materials Case example	4
3. Apply motivational interviewing concepts with case examples.	<ul style="list-style-type: none"> ● Pause and Ponder ● Case study with multiple choice application-based questions (asking “Which is the best response...”) ● Example: facilitate discussion about quitting in ambivalent patients versus patients who are ready? 	Didactic materials Case example	4

<u>MODULE 2: GUIDELINE IMPLEMENTATION</u>			Course Goal(s) Supported <i>Enter goal number(s) from page 1 supported by this obj/assessment strategy</i>
TOPIC 6: Cognitive and Behavioral Treatment Strategies for Tobacco Cessation (Author: Rickles) Contact Hours: 1			
TOPIC 6 Objectives <i>What will students be able to do by the end of this module?</i> <i>QM Standard 2: Learning Objectives</i>	Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i> <i>Interaction</i>	Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i> <i>QM Standard 4: Instructional Materials; QM Standard 6: Course Technology</i>	
1. Describe common triggers of tobacco use.	Online Case Study with MC knowledge-based questions	<ul style="list-style-type: none"> • PPT Lecture (Kaltura capture) • Web links, Available Video Clips/ Case Examples • Reading Assignment 	4
2. Describe individualized benefits and barriers for tobacco users who want to quit.	Online Case Study with MC knowledge-based questions	<ul style="list-style-type: none"> • PPT Lecture (Kaltura capture) • Web links, Available Video Clips/ Case Examples • Reading Assignment 	4
3. Discuss cognitive and behavioral strategies for quitting.	Online Case Study with MC knowledge-based questions	<ul style="list-style-type: none"> • PPT Lecture (Kaltura capture) • Web links, Available Video Clips/ Case Examples • Reading Assignment 	4
4. Apply patient-centered cognitive and behavioral strategies to help patients quit.	Application based case studies	Videotapes of role-playing between clinician and patient	4

<u>MODULE 3: MEDICATIONS TO TREAT NICOTINE DEPENDENCE</u>			Course Goal(s) Supported <i>Enter goal number(s) from page 1 supported by this obj/assessment strategy</i>
TOPIC 7: Basic Pharmacotherapy for Treatment of Nicotine Dependence (Authors: Hudmon and Corelli) Contact hours: 1.5			
TOPIC 7 Objectives <i>What will students be able to do by the end of this module?</i> <i>QM Standard 2: Learning Objectives</i>	Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i>	Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i> <i>QM Standard 4: Instructional Materials;</i> <i>QM Standard 6: Course Technology</i>	
1. Describe the mechanism of action, routes of administration, and precautions for use of FDA-approved medications for smoking cessation.	Knowledge-based: • MC quiz	• View slide presentation • Reading assignment: Rx Consultant, 2017 (available on Rx for Change website – OR reach out to Terry Baker for permission to integrate into your training program)	5
2. Compare & contrast the seven FDA-approved medications for smoking cessation, including efficacy, safety/adverse effects, cost of treatment, and the pros and cons for medication selection.	Application-based: • Ex. Matching table	• View slide presentation • Reading assignment, Rx Consultant, 2017 • Review Rx for Change Pharmacologic Product Guide (we can provide file for download)	5
3. Discuss how to counsel a patient who smokes on the use of first-line medications, including: contraindications, precautions, dosing, instructions for use, and potential adverse effects.	Knowledge or application-based: • View brief videos and respond to clinical MC questions	• View slide presentation • Review Rx for Change video recordings of simulated patient encounters	5
4. Using a case-based approach, construct patient-centered treatment plans for individuals who are ready to quit smoking.	Application-based: • Case study with MC questions	• View slide presentation • Case study	5

<u>MODULE 3: MEDICATIONS TO TREAT NICOTINE DEPENDENCE</u>			Course Goal(s) Supported <i>Enter goal number(s) from page 1 supported by this obj/assessment strategy</i>
TOPIC 8: Advanced Pharmacotherapy for treatment of nicotine dependence (Authors: Hudmon and Corelli) Contact hours: 1			
TOPIC 8 Objectives <i>What will students be able to do by the end of this module?</i> <i>QM Standard 2: Learning Objectives</i>	Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i>	Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i> <i>QM Standard 4: Instructional Materials; QM Standard 6: Course Technology</i>	
1. Identify patients who are candidates for combination therapy and, after consideration of patient-specific factors, design a treatment regimen (drugs, dosages, routes, and duration of therapy).	Application-based: Case study with MC questions	<ul style="list-style-type: none"> • View slide presentation • Case study • Reading assignment: Rx Consultant, 2017 (available on Rx for Change website – OR reach out to Terry Baker for permission to integrate into your training program) 	5
2. Identify patients who are candidates for high-dose pharmacotherapy and recommend a treatment regimen (drug, dose, route, and duration of therapy).	Application-based: Case study with MC questions	<ul style="list-style-type: none"> • View slide presentation • Case study 	5
3. Identify patients who are candidates for extended-duration pharmacotherapy and recommend a treatment plan (drug, dose, route and duration of therapy).	Application-based: Case study with MC questions	<ul style="list-style-type: none"> • View slide presentation • Case study 	5
4. Determine situations for which use of nicotine replacement therapy prior to the quit date might be beneficial and recommend a treatment regimen (drug, dose, route, and duration of therapy).	Application-based: Case study with MC questions	<ul style="list-style-type: none"> • View slide presentation • Case study 	5

<p><u>MODULE 3: MEDICATIONS TO TREAT NICOTINE DEPENDENCE</u></p> <p>TOPIC 9: Using pharmacotherapy to help your patients quit tobacco - Working with Special Population Groups: Adolescents, Smokeless Tobacco Users, and Electronic Nicotine Delivery Systems (ENDS)</p> <p>(Authors: Hudmon and Corelli)</p> <p>Contact hours: 1</p>			<p>Course Goal(s) Supported Enter goal number(s) from page 1 supported by this obj/assessment strategy</p>
<p>TOPIC 9 Objectives <i>What will students be able to do by the end of this module?</i></p> <p><i>QM Standard 2: Learning Objectives</i></p>	<p>Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i></p>	<p>Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i></p>	
<p>1. Describe approaches for treating tobacco use and dependence among adolescents.</p>	<p>Knowledge-based:</p> <ul style="list-style-type: none"> • MC knowledge-based quiz 	<ul style="list-style-type: none"> • View slide presentation • Review links to Web-based resources 	4 and 5
<p>2. Describe approaches for treating tobacco use and dependence among smokeless tobacco users.</p>	<p>Knowledge-based:</p> <ul style="list-style-type: none"> • MC knowledge-based quiz 	<ul style="list-style-type: none"> • View slide presentation • Review links to Web-based resources 	4 and 5
<p>3. Discuss potential benefits of electronic nicotine delivery systems as a harm-reduction strategy for current smokers.</p>	<p>Knowledge- or application-based:</p> <ul style="list-style-type: none"> • MC knowledge-based quiz • Case study with clinical MC questions 	<ul style="list-style-type: none"> • View slide presentation • Case study 	5
<p>4. Explain the risks associated with electronic nicotine delivery systems.</p>	<p>Knowledge-based:</p> <ul style="list-style-type: none"> • MC knowledge-based quiz 	<ul style="list-style-type: none"> • View slide presentation • Review links to Web-based resources • Review key findings from national report* 	5
<p>5. Compare and contrast current evidence evaluating the efficacy of ENDS use for smoking cessation.</p>	<ul style="list-style-type: none"> • Application-based: 	<ul style="list-style-type: none"> • View slide presentation 	5

* <http://nationalacademies.org/hmd/Activities/PublicHealth/HealthEffectsofElectronicNicotineDeliverySystems.aspx>

<u>MODULE 3: MEDICATIONS TO TREAT NICOTINE DEPENDENCE</u>			Course Goal(s) Supported <i>Enter goal</i>
TOPIC 10: Using pharmacotherapy to help your patients quit tobacco - Working with special population groups: Pregnancy and Mental Health Disorders (Authors: Hudmon and Corelli) Contact hours: 1			
TOPIC 10 Objectives <i>What will students be able to do by the end of this module?</i>	Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i>	Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i> <i>QM Standard 4: Instructional Materials; QM Standard 6: Course Technology</i>	
1. Describe the risks of nicotine exposure to the fetus and newborn.	Knowledge-based: MC knowledge-based quiz	<ul style="list-style-type: none"> View slide presentation Review links to Web-based resources 	5
2. Apply current evidence in recommending treatment options for cessation among pregnant women.	Application-based: Case study with clinical MC questions	<ul style="list-style-type: none"> View slide presentation Case study 	5
3. Describe the positive impact of smoking cessation on behavioral health outcomes.	Knowledge-based: MC knowledge-based quiz	<ul style="list-style-type: none"> View slide presentation Review links to Web-based resources 	5
4. Identify patients with mental health disorders who would benefit from tobacco dependence treatment with combination nicotine replacement therapy.	Application-based: Case study with clinical MC questions	<ul style="list-style-type: none"> View slide presentation Case study 	5
5. Describe the role and safety of varenicline and bupropion SR in smoking cessation for patients with mental health disorders.	Knowledge-based: MC knowledge-based quiz	<ul style="list-style-type: none"> View slide presentation Review EAGLES study (if permission can be obtained) Review package inserts for bupropion SR and varenicline Review links to FDA announcements regarding boxed warning 	5

<u>MODULE 4: RESOURCES</u>			Course Goal(s) Supported <i>Enter goal number(s) from page 1 supported by this obj/assessment strategy</i>
TOPIC 11: Supporting state telephone Quitlines (QL) (Author: Wang and Storch) Contact Hours: 1 hour			
TOPIC 11 Objectives <i>What will students be able to do by the end of this module?</i> <i>QM Standard 2: Learning Objectives</i>	Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i> <i>QM Standard 3: Assessment & Measurement; QM Standard 5: Course Activities & Learner Interaction</i>	Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i> <i>QM Standard 4: Instructional Materials; QM Standard 6: Course Technology</i>	
1. Describe current scope of services offered by state quitlines.	MC knowledge-based quiz	<ul style="list-style-type: none"> View slide presentation Reading assignment (from an on-line resource): CDC FAQ on 1-800-QUIT NOW (a National Network of Tobacco Cessation Quitlines). Reading assignment (from an on-line resource): The North American Quitline Consortium (NAQC) map which provides information on the QL services specific to each state and Canada. 	6
2. Describe the quitline referral process and provider expectations.	<ul style="list-style-type: none"> MC knowledge-based quiz 	<ul style="list-style-type: none"> View slide presentation Review on-line resource: CDC webpage with resources for specific partners including pharmacists. 	6
3. Describe the benefits and challenges of using the quitline for patients and referring providers.	MC knowledge-based quiz	<ul style="list-style-type: none"> View on-line resource: CDC's national tobacco education campaign—<i>Tips From Former Smokers</i>[®] (<i>Tips</i>[®]). View slide presentation 	6

<p><u>MODULE 4: RESOURCES</u></p> <p>TOPIC 12: Understanding statutory and regulatory authority for pharmacist tobacco cessation management (Author: Tom Buckley)</p> <p>Contact Hours: 1</p>			<p>Course Goal(s) Supported <i>Enter goal number(s) from page 1 supported by this obj/assessment strategy</i></p>
<p>TOPIC 12 Objectives <i>What will students be able to do by the end of this module?</i></p>	<p>Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i></p>	<p>Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i></p>	
<p>1. Describe various ways states grant authority for pharmacists to manage tobacco cessation.</p>	<p>Knowledge-based: MC knowledge-based quiz</p>	<ul style="list-style-type: none"> • View slide presentation • Review links to Web-based resources 	6
<p>2. Explain the role of pharmacists in tobacco cessation through collaborative practice agreements</p>	<p>Knowledge-based: MC knowledge-based quiz</p>	<ul style="list-style-type: none"> • View slide presentation • Review links to Web-based resources 	6
<p>3. Define required and optional components of collaborative practice agreements.</p>	<p>Knowledge-based: MC knowledge-based quiz</p>	<ul style="list-style-type: none"> • View slide presentation • Review links to Web-based resources 	6
<p>4. Describe the differences between standing orders, state-wide standing orders, and state-wide protocols</p>	<p>Knowledge-based: MC knowledge-based quiz</p>	<ul style="list-style-type: none"> • View slide presentation • Review links to Web-based resources 	6
<p>5. Identify how category-specific prescribing authority will impact pharmacy practice.</p>	<p>Knowledge-based: MC knowledge-based quiz</p>	<ul style="list-style-type: none"> • View slide presentation • Review links to Web-based resources 	6

<u>MODULE 4: RESOURCES</u>			Course Goal(s) Supported <i>Enter goal number(s) from page 1 supported by this obj/assessment strategy</i>
TOPIC 13: Putting it all together: nuts and bolts of integrating tobacco cessation into routine pharmacy practice. (Examples of successful practices). (Author: McConaha) Contact hours: 1			
TOPIC 13 Objectives <i>What will students be able to do by the end of this module?</i>	Assessment & Feedback Strategy <i>How will you know students have achieved this objective? How will students know they are successful? How will feedback be provided to the student?</i>	Content Delivery <i>What materials and resources will you use to help the student achieve the module objective?</i>	
1. Demonstrate a step-by-step approach to the preparation of a collaborative practice agreement for tobacco cessation.	<ul style="list-style-type: none"> • Matching questions regarding components of a CPA. (Application-based) 	<ul style="list-style-type: none"> • Preparation of a mock collaborative practice agreement for tobacco cessation services • Discussion of key stakeholders for implementation of agreement • Didactic slides 	1 through 6
2. Discuss barriers to implementation of tobacco cessation services within a community pharmacy or clinic setting	<ul style="list-style-type: none"> • Multiple choice questions • Case scenarios 	<ul style="list-style-type: none"> • Didactic slides outlining barriers; discussion of ways to overcome barriers • Personal stories and strategies 	1 through 6
3. Demonstrate effective strategies and steps to integrate tobacco cessation into a practice workflow	<ul style="list-style-type: none"> • Multiple choice questions (application-based) 	<ul style="list-style-type: none"> • Didactic slides outline steps to integration of tobacco cessation services into workflow • Examples of various clinic and pharmacy processes 	1 through 6
4. Describe metrics of a successful tobacco cessation service	<ul style="list-style-type: none"> • Multiple choice questions • Case scenarios 	<ul style="list-style-type: none"> • Didactic slides • Personal examples 	1 through 6

Technology: This practice-based “certificate” program will reside in the UCONN Blackboard learning management system (LMS) environment and learners will be issued a UCONN Guest ID and enrolled in the course by UCONN Office of Pharmacy Professional Development (OPPD).

Media Consultant – Barry Vroeginday, Ed. D

Desired: Interactive content and software platform to foster audience engagement test their knowledge, and develop skills and provide metrics. Content may include, but is not limited to: lecture material via voice-over Power-point (Kaltura), videos and video transcripts, audio and audio transcripts, documents, templates, images, animations (with alt text, titles, and descriptions), quiz/exam assessments, complete links (urls), descriptions, forms, and etc.

Note acronyms: Subject Content Expert (SME); DPH: CT Department of Public Health; CETL: UCONN’s Center for Excellence in Teaching and Learning.

Project Timelines

Phase 1	Task	Description	Feb 2019	March 2019	April 2019
Approval	Subject Content Experts (SME)	Submit LO’s to assigned topic (s) (Wang)			
	DPH Approval	Wang to submit outline of curriculum, LO’s, & list of SME’s			
	ACPE-accreditation (UCONN OPPD)	Wang to submit course goals, Modules, LO’s for each session			
	SMEs to OPPD	Author CV, & disclosure forms (to: joanne.nault@uconn.edu)			
	SME Meeting	Every 1 to 3 weeks (via WebEx) until deployment.			
Phase 2					
Development	SMEs	Complete instructional design worksheet (assessment feedback strategy and content delivery) – submit to Wang			
	Wang	Submit worksheet to CETL for instructional design feedback			
	SMEs	Start and finish content matter			
	SMEs	Submit content in <u>final</u> form into a shareable file space (e.g. drop-box, Google drive, etc.) to accommodate large files for upload to LMS and configuration by media consultant.			
Phase 3					
Review content and functionality	SME, OPPD, Media Consultant	Wang, OPPD = ensure no over-lap. Media consultant and SMEs for functionality.			
Phase 4					
Deployment	OPPD				