

**** Materials for this course will be release on 04/15/2020 ****

Pediatric Pharmacy Specialty Recertification Literature Study: Module 1A-B (Cert # L209140)

Teaser: The Literature Study Module provides immediate access to peer-selected, contemporary articles that are relevant to specialty practice. After learners review the content, they must successfully complete an online assessment to earn recertification credit.

Tag: Certifications; Pediatric



ACPE Numbers: Various – see listing below

Pre-Sale Date: 03/18/2020

Content Release Date: 04/15/2020

Expiration Dates: 10/20/2020

Activity Type: Application-based

CE Credits: 10.00 hours (BPS and ACPE)

Activity Fee: \$55 (ASHP member); \$110 (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

These Literature Studies are designed to help board-certified pharmacists who are seeking recertification credit hours to maintain their Board of Pharmacy Specialties (BPS).

Activity Overview

The Literature Study Module is intended for board certified pharmacists in need of recertification credit and is designed based on the content outline developed by the Board of Pharmacy Specialties (BPS). This module consists of 2 online home study activities (see table below). Each activity is designed to assess the learners' ability to analyze and apply peer-selected contemporary articles to practice and includes a short video for enhanced learning and understanding.

Module 1A: Hematology/Oncology: This module focuses on the use of sodium thiosulfate, brentuximab vedotin, defibrotide, and tisagenlecleucel in various pediatric hematology/oncology and chemotherapy-induced diseases.

Module 1B: Neonate: This module focuses on neonatal issues including early caffeine use, hydrocortisone in BPD, Group B Streptococcal disease, and avoiding furosemide toxicity.

Learners will be required to review the content and complete the associated online assessments. The learner must be able to correctly answer the questions based upon their interpretation of the content, as well as "baseline specialty specific knowledge and/or easily retrievable information." For purposes of this Literature Study, "baseline specialty specific knowledge and/or easily retrievable information" is defined as product labeling and well-established standards of practice in the specialty practice.

These activities are part of the ASHP professional development program for BCPPS recertification approved by the BPS.

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Recertification Credit*

Board certified pharmacists are eligible to receive up to 10 hours of recertification credit for completing this module. To earn recertification credit, learners must review the activity content and successfully complete the online assessments by the deadline. Only completed assessments will be eligible for credit; no partial or incomplete assessments will be processed. You are allowed only one attempt to successfully complete this assessment.

Learning Activity	ACPE Number	Credit Hours	*Assessment Pass Point
Pediatric Pharmacy Literature Study Module 1A: Hematology/Oncology	0204-0000-20-939-H01-P	5.00	TBD
Pediatric Pharmacy Literature Study Module 1B: Neonate	0204-0000-20-940-H01-P	5.00	TBD

Articles and Learning Objectives

Module 1A: Hematology/Oncology 0204-0000-20-939-H01-P

This module focuses on the use of sodium thiosulfate, brentuximab vedotin, defibrotide, and tisagenlecleucel in various pediatric hematology/oncology and chemotherapy-induced diseases.

Brock PR, Maibach R, Childs M, et al. Sodium Thiosulfate for Protection from Cisplatin-Induced Hearing Loss. *N Engl J Med.* 2018; 378:2376-85.

Learning Objectives:

- Explain the rationale, methodology, findings, limitations, and implications of the study of cisplatin with and without sodium thiosulfate in pediatric patients with standard-risk hepatoblastoma
- Develop recommendations for the use of sodium thiosulfate for prevention of hearing loss in pediatric patients receiving cisplatin for standard-risk hepatoblastoma

Connors JM, Jurczak W, Straus DJ, et al. Brentuximab Vedotin with Chemotherapy for Stage III or IV Hodgkin's Lymphoma. *N Engl J Med.* 2018; 378:331-44.

Learning Objectives:

- Explain the rationale, methodology, findings, limitations, and implications of the ECHELON-1 study of brentuximab vedotin in patients with stage III or IV classic Hodgkin's lymphoma
- Develop recommendations for the use of brentuximab vedotin in previously untreated patients with stage III or IV classic Hodgkin's lymphoma

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Kernan NA, Richardson PG, SMith AR, et al. Defibrotide for the treatment of hepatic veno-occlusive disease/sinusoidal obstruction syndrome following nontransplant-associated chemotherapy: Final results from a post hoc analysis of data from an expanded-access program. *Ped Blood Cancer*. 2018; 65:e27269. <https://doi.org/10.1002/pbc.27269>

Learning Objectives:

- Explain the rationale, methodology, findings, limitations, and implications of the post hoc analysis of data from an expanded-access program for defibrotide treatment of hepatic veno-occlusive disease (VOD)/sinusoidal obstruction syndrome (SOS) following nontransplant-associated chemotherapy
- Develop recommendations for the use of defibrotide in pediatric patients for the treatment of hepatic veno-occlusive disease (VOD)/sinusoidal obstruction syndrome (SOS) following nontransplant-associated chemotherapy

Maude SL, Laetsch TW, Buechner J, et al. Tisagenlecleucel in Children and Young Adults with B-cell Lymphoblastic Leukemia. *N Engl J Med*. 2018; 378:439-48.

Learning Objectives:

- Explain the rationale, methodology, findings, limitations, and implications of the study of tisagenlecleucel for relapsed or refractory B-cell acute lymphoblastic leukemia (ALL)
- Develop recommendations for the use of tisagenlecleucel in children and young adults with relapsed or refractory B-cell acute lymphoblastic leukemia (ALL)

Module 1B: Neonate
0204-0000-20-940-H01-P

This module focuses on neonatal issues including early caffeine use, hydrocortisone in BPD, Group B *Streptococcal* disease, and avoiding furosemide toxicity.

Lodha A, Entz R, Synnes A, et al. Early Caffeine Administration and Neurodevelopmental Outcomes in Preterm Infants. *Pediatrics*. 2019; 143(1):e20181348.

Learning Objectives:

- Explain the rationale, methodology, findings, limitations, and implications of the study of early caffeine administration and neurodevelopmental outcomes in preterm infants
- Develop recommendations for the use of caffeine in preterm infants

Onland W, Cools F, Kroon A, et al. Effect of Hydrocortisone Therapy Initiated 7 to 14 Days After Birth on Mortality or Bronchopulmonary Dysplasia Among Very Preterm Infants Receiving Mechanical Ventilation A Randomized Clinical Trial. *JAMA*. 2019 Jan 29; 321(4):354-363.

Learning Objectives:

- Explain the rationale, methodology, findings, limitations, and implications of the study of hydrocortisone in very preterm infants receiving mechanical ventilation
- Develop recommendations for the use of corticosteroids in very preterm infants receiving mechanical ventilation

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Puopolo KM, Lynfield R, Cummings JJ, et al. Management of Infants at Risk for Group B Streptococcal Disease. Pediatrics. 2019; 144:e20191881.

Learning Objectives:

- Describe the epidemiology, microbiology, pathogenesis, and etiology of group B streptococcal (GBS) disease in newborn infants
- Develop recommendations for the prevention, evaluation, and treatment of group B streptococcal (GBS) disease in newborn infants

Robertson CM, Bork KT, Tawfik G, et al. Avoiding Furosemide Ototoxicity Associated With Single-Ventricle Repair in Young Infants. Pediatr Crit Care Med. 2019; 20:350-56.

Learning Objectives:

- Explain the rationale, methodology, findings, limitations, and implications of the study of furosemide ototoxicity.
- Develop recommendations for the use of furosemide without ototoxicity in young infants."

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- Jennifer Thackray: Employee, Equashield; Consultant, Wolters Kluwer
- All other planners, presenters, reviewers, ASHP staff and others with an opportunity to control content report no financial relationships relevant to this activity.

Methods and CE Requirements

Activities consist of educational materials, assessments, and activity evaluations. In order to receive continuing pharmacy education credit, learners must:

- Complete the attestation statement
- Review all content
- Complete and pass the assessments
- Complete the evaluations

Follow the prompts to claim, view, or print the statement of credit within 60 days after completing the activity.

System Technical Requirements

Courses and learning activities are delivered via your Web browser and Acrobat PDF. For all activities, you should have a basic comfort level using a computer and navigating web sites.

View the [minimum technical and system requirements](#) for learning activities.

Development

These activities were developed by ASHP.