

**FOCUS ON  
SMOKING CESSATION**

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# The Psychiatry REPORT

*Selected Reports from the*  
18<sup>th</sup> Annual Meeting of the  
American Academy of Addiction Psychiatry  
*and the*  
14<sup>th</sup> Annual Meeting of the Society for  
Research on Nicotine and Tobacco

A. Eden Evins, MD, MPH, *Guest Editor*



CONTINUING MEDICAL EDUCATION

This activity is supported by an educational grant from Pfizer Inc

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**2 About This  
CME Activity**

**3 Nicotine Addiction and Smoking Cessation**

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**5 Understanding Drug Addiction and Substance Abuse**

Gladys N. Pachas, MD

*Center for Addiction Medicine, Massachusetts General Hospital, Boston,  
Massachusetts*

**11 Nicotine Dependence: Distilling the Phenotype**

Ty Schepis, PhD

*Yale University School of Medicine, New Haven, Connecticut*

**17 Nicotine Addiction: Pharmacology, Clinical Research,  
and Public Policy**

Peter S. Hendricks, PhD

*San Francisco Treatment Research Center, University of California, San Francisco*

**23 CME Post Test  
and Evaluation**

# About This CME Activity

## RATIONALE AND PURPOSE

According to the World Health Organization, tobacco smoking will cause the deaths of 500 million people alive today and may kill as many as 1 billion people during the 21<sup>st</sup> century. The total overall cost of tobacco consumption in the United States alone—including costs related to healthcare, crime, and lost productivity—is estimated to be \$168 billion a year. This issue of *The Psychiatry Report* examines the physiologic mechanisms of nicotine addiction and offers practical, effective strategies for helping patients to quit smoking. Among the subjects covered are behavioral, racial/ethnic, and genetic factors influencing nicotine addiction; the reasons why smokers return to their habit even after recognizing its dangers; the “personalization” of smoking cessation programs; and efforts to change public policy in regard to tobacco consumption. The articles are based upon presentations delivered during the 18<sup>th</sup> Annual Meeting of the American Academy of Addiction Psychiatry, held November 29 to December 2, 2007, in Coronado, California, and the 14<sup>th</sup> Annual Meeting of the Society for Research on Nicotine and Tobacco, held February 27 to March 1, 2008, in Portland, Oregon.

The articles in this issue, written from the academic perspective of psychiatrists and clinical psychologists in training at leading medical institutions, summarize the import of these new findings and place them into clinical context. This activity has been developed and approved by a planning committee of nationally recognized thought leaders, under the direction of Beam Institute, to meet a perceived educational need to provide healthcare professionals with practical therapeutic strategies to help their patients addicted to nicotine.

## LEARNING OBJECTIVES

After studying this issue of *The Psychiatry Report*, participants in this educational activity should be able to:

- Describe the physiologic basis of nicotine addiction and methods to determine an individual's level of tobacco dependence.
- Explain the mechanism of relapse and the physiologic obstacles smokers face in their effort to stop smoking.
- Assess the lessons learned from a cable television documentary that explored the many faces of addiction.
- Evaluate the utility of nicotine replacement therapy and factors to consider when recommending or prescribing nicotine products.

- Discuss other pharmacologic and behavioral approaches that have been found to be effective in helping nicotine-addicted patients to stop smoking.

## TARGET AUDIENCE

Psychiatrists, clinical psychologists, and other healthcare professionals involved in the treatment of nicotine addiction should find participating in this educational activity valuable.

## ACCREDITATION



This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of Beam Institute and Direct One Communications, Inc. Beam Institute is accredited by the ACCME to provide continuing medical education for physicians.

## FACULTY DISCLOSURES

In compliance with the ACCME's Standards for Commercial Support, any person who was in a position to control the content of this CME activity was required to disclose all relevant financial relationships that created conflicts of interest. Beam Institute has identified and resolved all conflicts of interest prior to the publication of this educational activity. All faculty have been offered a modest honorarium for their participation in this activity.

A. Eden Evins, MD, MPH, is Associate Professor of Psychiatry, Harvard Medical School, Schizophrenia Program, Massachusetts General Hospital, and Director, Center for Addiction Medicine, Massachusetts General Hospital, Boston, Massachusetts. She has received research grant/support from GlaxoSmithKline, Janssen Pharmaceutica, and Pfizer Inc, a speaker's honorarium from Primedia Healthcare, and served as a consultant to Organon.

Gladys N. Pachas, MD, a Fellow in Addiction Research at the Center for Addiction Medicine, Massachusetts General Hospital, Boston, Massachusetts, has nothing to disclose.

Ty Schepis, PhD, a Postdoctoral Fellow in the Division of Substance Abuse, Department of Psychiatry, Yale University School of Medicine, New Haven, Connecticut, has nothing to disclose.

Peter S. Hendricks, PhD, a Postdoctoral Fellow at the San Francisco Treatment Research Center, University of California, San Francisco, has nothing to disclose.

## CONTINUING EDUCATION CREDIT

The Beam Institute designates this educa-

tional activity for a maximum of 1 *AMA PRA Category 1 Credit*<sup>™</sup>. Physicians should only claim credit commensurate with the extent of their participation in the activity.

## DISCLAIMER

This activity is an independent educational activity under the direction of Beam Institute. The activity was planned and implemented in accordance with the Essential Areas and policies of the ACCME, the Ethical Opinions/Guidelines of the American Medical Association, the US Food and Drug Administration, the Office of Inspector General of the US Department of Health and Human Services, and the Pharmaceutical Research and Manufacturers of America Code on Interactions With Healthcare Professionals, thus assuring the highest degree of independence, fair balance, scientific rigor, and objectivity.

However, the planning committee, faculty, Beam Institute, Pfizer Inc, and Direct One Communications, Inc. shall in no way be liable for the currency of information or for any errors, omissions, or inaccuracies in this activity. Discussions concerning drugs, dosages, and procedures may reflect the clinical experience of the planning committee or they may be derived from the professional literature or other sources and may suggest uses that are investigational in nature and not approved labeling or indications. Participants in this activity are encouraged to refer to primary references or full prescribing information resources.

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## CONTACT INFORMATION

We would like to hear your comments regarding this or other educational activities provided by Beam Institute. In addition, suggestions for future activities are welcome. Contact us at:

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# CME Post Test

Using this page as a worksheet, select the best answer to each question based on your reading of the articles in this issue of *The Psychiatry Report*, then complete the evaluation form on page 24 and see the instructions below it to obtain continuing medical education (CME) credit for completing this activity.

1. Each year, what is the total cost of tobacco consumption in the United States, including healthcare, dealing with crime, and lost productivity?
  - a. \$247 million
  - b. \$500 million
  - c. \$107 billion
  - d. \$168 billion
  
2. Older age at beginning illicit drug use, environmental factors and behaviors, and the presence of mental disorders all increase an individual's potential for addiction.
  - a. True
  - b. False
  
3. Which of the following statements about addiction is true?
  - a. Chronic abuse of drugs impairs the brain's reward system but does little to the functioning of the frontal lobes.
  - b. The rate of relapse related to drug use is comparable to that of diabetes, hypertension, and asthma.
  - c. Return to normal environments after addiction treatment strengthens the patient's ability to lead a healthier life and to abstain from certain substances.
  - d. Abstinence over a 10-day period is considered to be sufficient to relieve a person of an addiction.
  
4. The best predictor of relapse in a person attempting to quit smoking is the time that it takes after awakening to light up the first cigarette of the day.
  - a. True
  - b. False
  
5. Persons diagnosed with \_\_\_\_\_ consistently have higher scores for more psychosocial traits related to nicotine dependence than do others?
  - a. Narcissistic personality disorder
  - b. Schizotypal personality disorder
  - c. Antisocial personality disorder
  - d. Obsessive-compulsive personality disorder
  
6. Which of the following statements is true?
  - a. Cigarette smokers may need to try going without smoking many times before they can permanently give up the habit.
  - b. Follow-up is essential to ensure that patients who lapse into a temporary period of smoking again are encouraged to try new smoking-cessation methods.
  - c. The four primary scales of the Wisconsin Inventory of Smoking Dependence Motives (WISDM) are sufficient to assess nicotine dependence.
  - d. All of the above
  
7. Nicotine augments the release of which of the following neurotransmitters in the brain?
  - a. Catecholamines
  - b. Beta-endorphins
  - c. Epinephrine
  - d. Neuropeptide Y
  
8. When delivered via smoking a cigarette, nicotine reaches high levels in the brain within:
  - a. 1 minute
  - b. 3 minutes
  - c. 10 minutes
  - d. 30 minutes
  
9. Genetic variation in \_\_\_\_\_ predicts cigarette use.
  - a. *CYP3A4*
  - b. *CYP2A6*
  - c. *CYP7A7*
  - d. *CYP6A4*
  
10. Which of the following racial/ethnic groups may require higher doses of nicotine replacement therapy to help them quit smoking?
  - a. African-Americans
  - b. Asians
  - c. Latinos
  - d. Caucasians

# Evaluation

Your candid and thorough completion of this evaluation will help Beam Institute improve the quality of its CME/CE activities. Thank you for your participation.

	Strongly agree	Agree	Disagree
1. As a result of this activity ...			
a. I am more knowledgeable about nicotine addiction and how to determine an individual's level of tobacco dependence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have a better appreciation of efforts being made to inform smokers of the risks of addiction and how to obtain help from health professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am more familiar with the mechanism of addiction relapse and the physiologic obstacles smokers face in trying to stop smoking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have a greater understanding of the value and limitations of various pharmacologic and behavioral smoking cessation programs and of the role health professionals must play to help ensure their success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly agree	Agree	Disagree
2. I found the content of this educational activity ...			
a. Clearly written and well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Accurate and timely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Related to its overall objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Free from commercial bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Relevant to my own clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No	Don't know
3. Did the information you received from this CME activity:			
a. Confirm the way you currently manage your patients?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Suggest new options for managing your patients that you might apply in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Patient management	Board review	CME credit
4. I used the information in this issue for ... (check all that apply)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Approximately how long (in minutes) did it take you to complete this activity?	_____ minutes		

## Instructions for Obtaining CME Credit for Completing This Activity

To receive CME credit for this free educational activity and a certificate from Beam Institute:

- Study the educational material presented in this issue of *The Psychiatry Report*.
- Using page 23 as a worksheet, answer all of the post-test questions based on the content of the articles.
- Visit **www.PsychiatryReport.com** on the Web by June 15, 2009, select this issue of *The Psychiatry Report*, and click the "CME Post Test" button to open a window into Beam Institute's Web site.
- Complete the Beam Institute enrollment form, enter your post-test answers from the worksheet on page 23, and respond to all of the questions on the evaluation form, then click the "Submit" button. The full text of each article may be accessed at [www.PsychiatryReport.com](http://www.PsychiatryReport.com), should you need to refer to it again.
- If you answer correctly at least 8 (80%) of the 10 post-test questions, you will immediately receive credit for this educational activity and can access your certificate online by clicking "View/Print Certificate" on the acknowledgment page. The certificate may be printed out by using the Print button or selecting Print on the File menu of your Web browser.