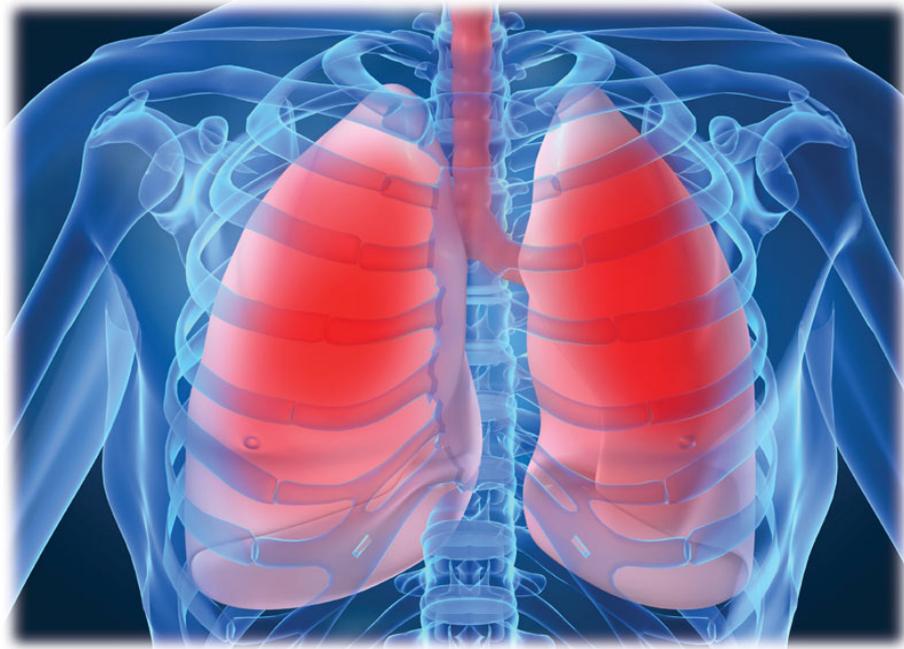




NATIONAL ASSOCIATION FOR CONTINUING EDUCATION



COPD: New Developments, New
Treatment Horizons

Final Outcome Report

Challenges in Pulmonary and Critical Care: 2014

**Presented at:
Cleveland Clinic Florida
Weston, Florida
December 6, 2014**

Report Date: January 14, 2015

Course Director

Franck Rahaghi, MD, MHS, FCCP

Director, Pulmonary Hypertension Clinic
Director, Pulmonary Education and Rehabilitation
Cleveland Clinic Florida
Weston, FL

Course Accreditation

The National Association for Continuing Education is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The National Association for Continuing Education designates this live activity for a maximum of 7 *AMA PRA Category 1 Credits*[™]. Physicians should only claim the credit commensurate with the extent of their participation in the activity.

National Association for Continuing Education is approved as a provider of nurse practitioner continuing education by the American Association of Nurse Practitioners. AANP Provider Number 121222. This program has been approved for 7.0 contact hours of continuing education (which includes 1.25 pharmacology hours).

Commercial Support

Challenges in Pulmonary and Critical Care: 2014 CME activity was supported through educational grants from the following companies:

Actelion

Boehringer Ingelheim Pharmaceuticals, Inc.

CSL Behring

Grifols

Intermune

VITAS Innovative Hospice Care

United Therapeutics

Agenda

7:00-8:00	Continental Breakfast and Registration	12:25- 1:10	Lunch Break/Exhibits
8:00-8:10	Welcome Remarks Franck Rahaghi, MD, MHS, FCCP	1:10-2:10	Transition to End of Life Care: The How and Why Nydia Martinez Galvis, MD
8:10-9:10	Pulmonary Hypertension: New Horizons and New Perspectives Robert Schilz, DO, PhD	2:10-3:10	Idiopathic Pulmonary Fibrosis: A New Hope Franck Rahaghi, MD, MHS, FCCP
9:10-10:10	Sleep Apnea: Changes in Practice, Hope for better outcomes Laurence Smolley, MD	3:10-3:25	Break/Exhibits
10:10- 10.25	Break/Exhibits	3:25-4:25	Update in Interventional Bronchoscopy 2014 Eduardo Oliveira, MD, MBA, FCCP
10:25-11:25	COPD: New Developments, New Treatment Horizons Anas Hadeh, MD, FCCP	4:25-4:30	Concluding Remarks Franck Rahaghi, MD, MHS, FCCP
11:25-12:25	Alpha-1 Antitrypsin Deficiency: Evidence for Efficacy Robert A. Sandhaus, MD, PhD		

Levels of Evaluation

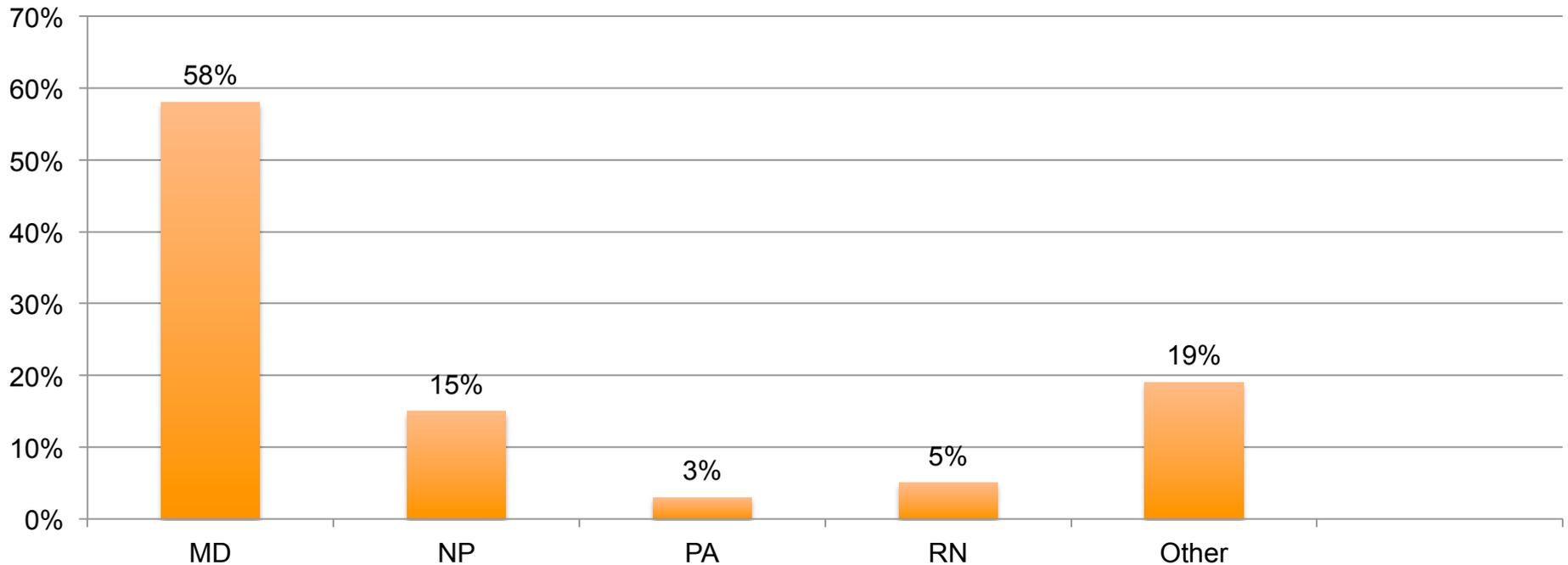
Consistent with the policies of the ACCME, NACE evaluates the effectiveness of all CME activities using a systematic process based on the following model:

1. Participation
2. Satisfaction
3. Learning
 - A. Declarative Knowledge
 - B. Procedural Knowledge
4. Competence
5. Performance
6. Patient Health
7. Community Health

Moore DE Jr, Green JS, Gallis HA. Achieving desired results and improved outcomes: integrating planning and assessment throughout learning activities. J Contin Educ Health Prof. 2009 Winter;29(1):1-15.

Level 1: Participation

- 101 attendees
- 58% Physicians; 15% NPs; 3% PAs; 5% RNs; 19% Other
- Over 62% in community-based practice
- 42% PCPs, 35% Pulmonologists; 2% Rheumatology; 3% Cardiology; 18% Other or did not respond



N =88

Did we reach the right audience? **Yes!**

Level 2: Satisfaction

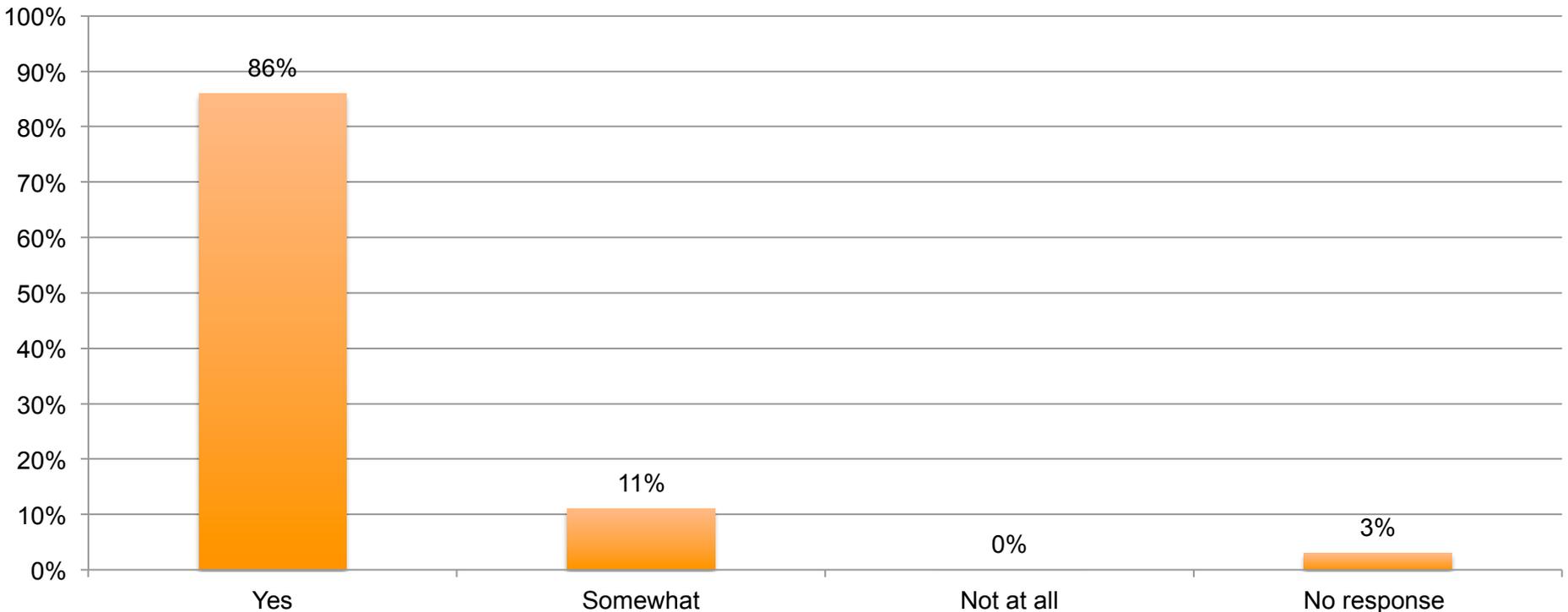
- 100% rated the activity as very good to excellent
- 100% indicated the activity improved their knowledge
- 100% stated that they learned new strategies for patient care
- 82% said they would implement new strategies that they learned in their practice
- 100% said the program was fair-balanced and unbiased

Were our learners satisfied? **Yes!**

Level 2: Satisfaction

Upon completion of this activity, I can now –

Discuss the pathogenesis and diagnosis of COPD; Explain GOLD and COPD Foundation guidelines; Discuss findings of recent trials and evidence-based treatment options for COPD; and discuss new and evolving treatments for COPD



Did learners indicate they achieved the learning objectives?

Yes! 97% believed they did.

Outcome Study Methodology

Goal

To determine the effect this CME activity had on learners with respect to competence to apply critical knowledge, confidence in treating patients with diseases or conditions discussed, and change in practice behavior.

Dependent Variables

1. Level 3-5: Knowledge, Competence, and Performance

Case-based vignettes and pre- and post-test knowledge questions were asked with each session in the CME activity. Identical questions were also asked to a sample of attendees 4 weeks after the program to assess retention of knowledge. Responses can demonstrate learning and competence in applying critical knowledge. The use of case vignettes for this purpose has considerable predictive value. Vignettes, or written case simulations, have been widely used as indicators of actual practice behavior.¹

2. Practitioner Confidence

Confidence with the information relates directly to the likeliness of actively using knowledge. Practitioner confidence in his/her ability to diagnose and treat a disease or condition can affect practice behavior patterns.

3. Level 5: Self-Reported Change in Practice Behavior

Four weeks after CME activity, practitioners are asked if they changed practice behavior.

1. Peabody, J.W., J. Luck, P. Glassman, S. Jain, J. Hansen, M. Spell and M. Lee (2004). *Measuring the quality of physician practice by using clinical vignettes: a prospective validation study*. Ann Intern Med 14(10): 771-80.

Outcome Study Methodology (Cont.)

4. Readiness to Change Behavior (Prochaska and DeClemente Model)

CME activities can motivate providers to move through different stages of change which can ultimately lead them to take action and modify their practice behavior in accordance with the objectives of the education. Movement through these stages of change is an important dependent variable to consider in evaluating the impact of CME. Participants were asked to evaluate their stage of change with respect to specific topics being presented.

- **Pre-contemplation stage:** I do not manage (XXX illness), nor do I plan to this year.
- **Contemplation stage:** I did not manage (XXX illness) before this course, but as a result of attending this course I'm thinking of managing it now.
- **Pre-contemplation/confirmation stage:** I do manage patients with (XXX Illness) and this course confirmed that I do **not** need to change my treatment methods.
- **Preparation for action stage:** I do manage patients with (XXX illness) and this course helped me change my treatment methods.

COPD: New Developments, New Treatment Horizons

Faculty

Anas Hadeh, MD, FCCP

Director, Pulmonary and Critical Care Medicine Fellowship Program

Affiliate Assistant Professor of Clinical Biomedical Science, FAU Charles E. Schmidt

College of Medicine

Cleveland Clinic Florida, Weston, FL

Learning Objectives

- Discuss the pathogenesis and diagnosis of COPD
- Explain Gold and COPD Foundation guidelines
- Discuss findings of recent trials and evidence-based treatment options for COPD
- Discuss new and evolving treatments for COPD

Key Findings

COPD: New Developments, New Treatment Horizons

Knowledge/Competence	Learners demonstrated improvements in their answers from pre to post-testing on one of the three case-based questions regarding COPD.
Confidence	Whereas the majority of learners rated themselves as having moderate confidence in their understanding of treating COPD before the education most of the learners showed gains in confidence after the program.
Intent to Perform	As a result of this program, 3% of learners who did not manage patients with COPD before are considering doing so, while 63% indicated that they will change their treatment methods
Change of Practice Behavior	100% of learners who responded to our four week survey indicated that they had changed their practice behavior to implement the learning objectives of this program within four weeks after they attended the activity.

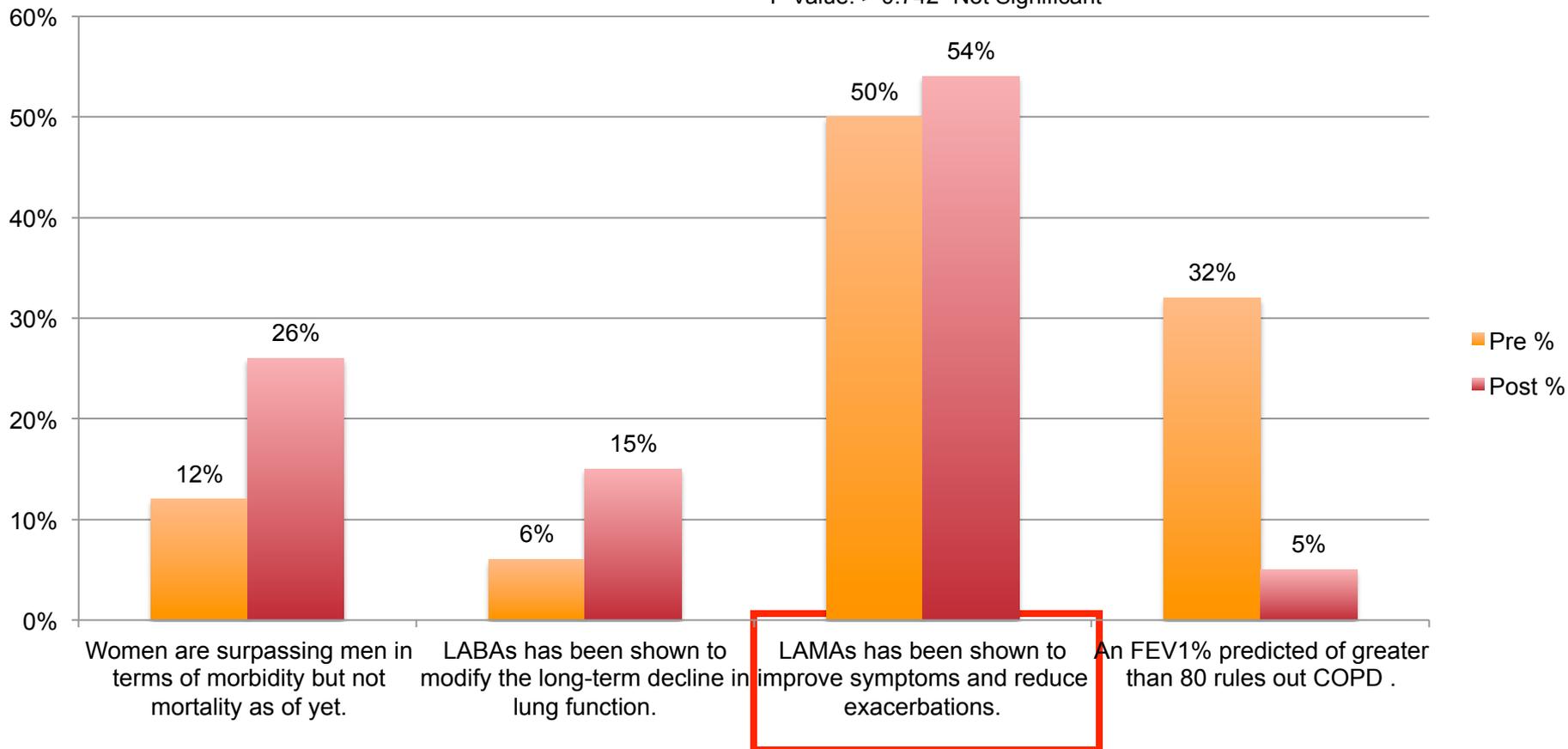
N=27

Case Vignette Knowledge and Competence Assessment Questions

(Presented before and after lecture. Boxed answer is correct.)

Which of the following statements is true?

P Value: > 0.742 -Not Significant



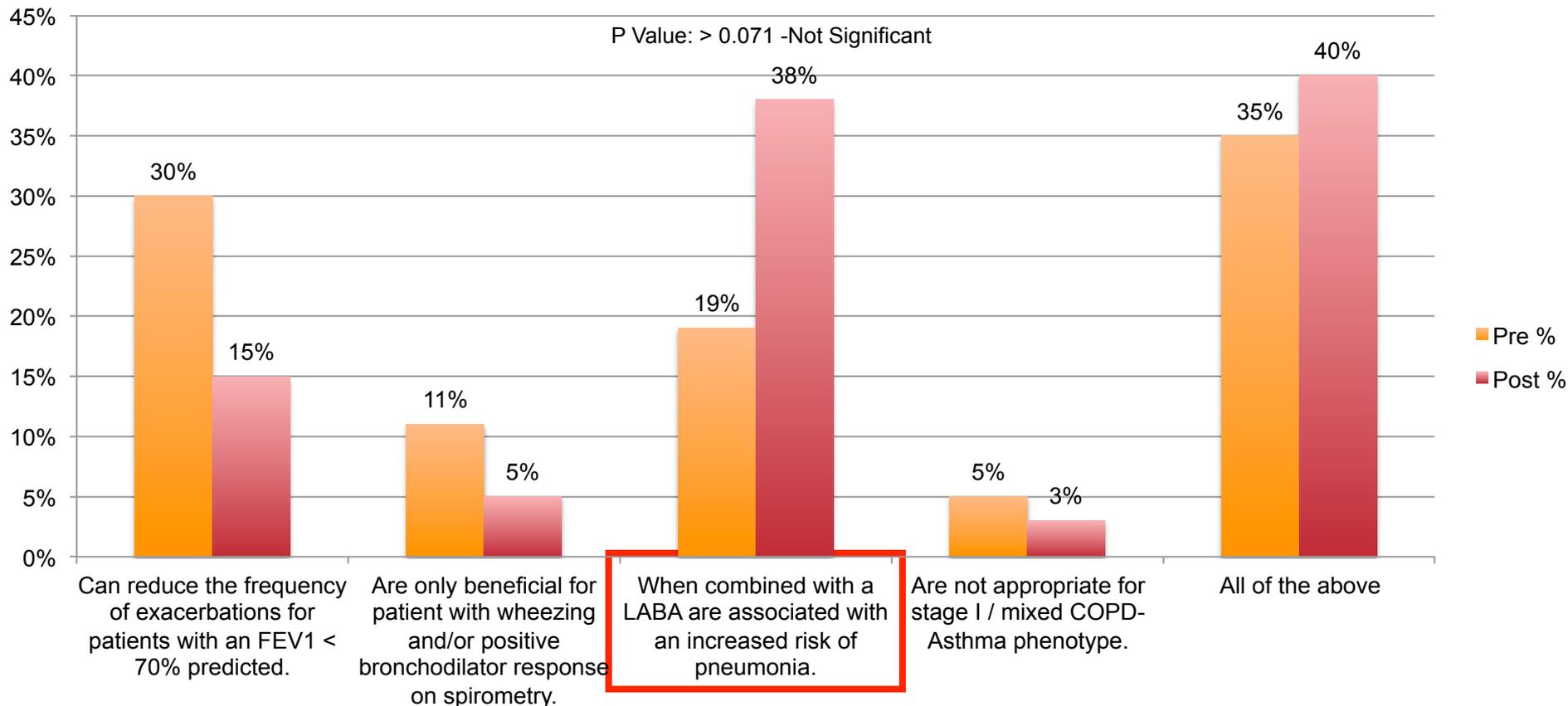
Pre N =34
Post N = 39

Red highlight indicates no significant difference between pre and post testing.

Case Vignette Knowledge and Competence Assessment Questions

(Presented before and after lecture. Boxed answer is correct.)

Inhaled corticosteroids (ICS) in COPD (choose the best answer):



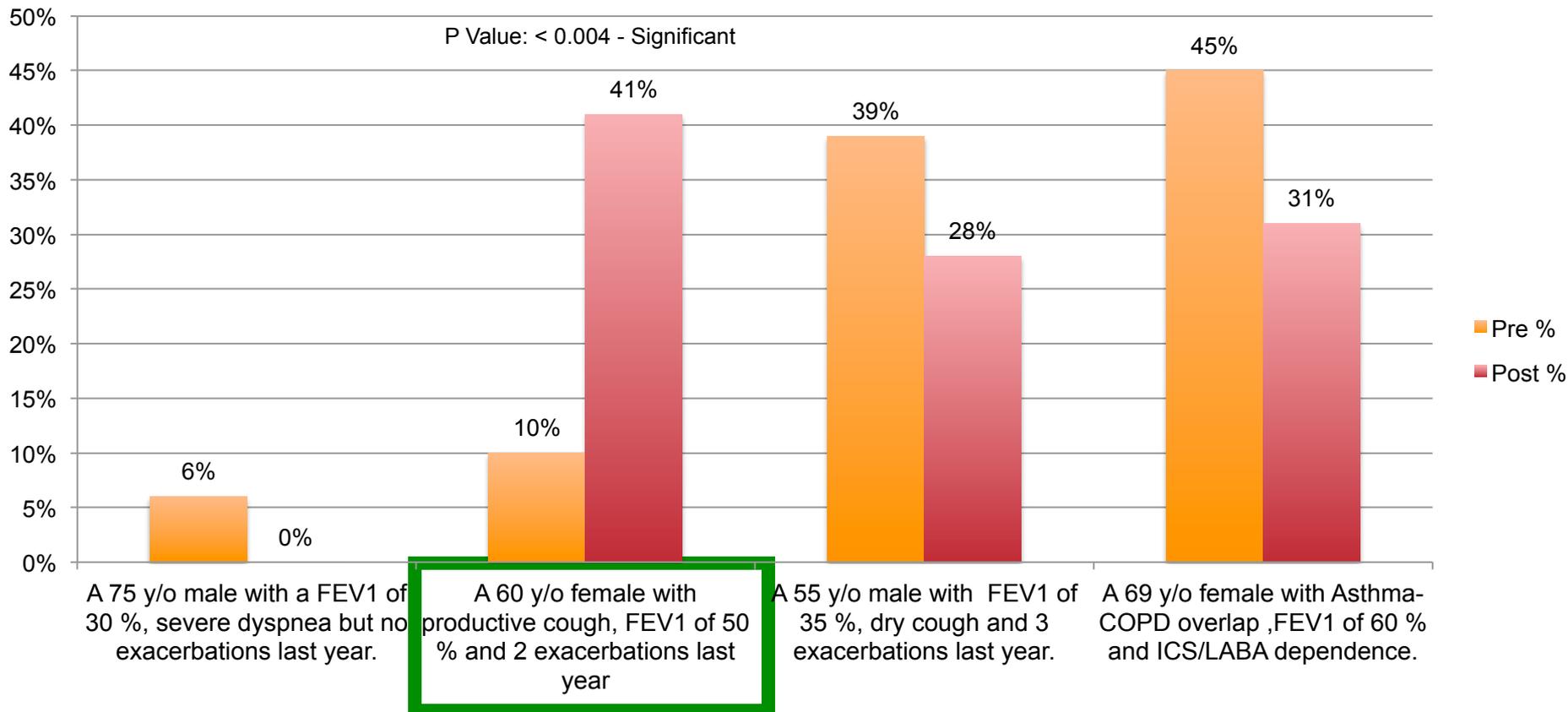
Pre N = 37
Post N = 40

Red highlight indicates no significant difference between pre and post testing

Case Vignette Knowledge and Competence Assessment Questions

(Presented before and after lecture. Boxed answer is correct.)

Who will benefit the most from Phosphodiesterase-4 Inhibitors ?



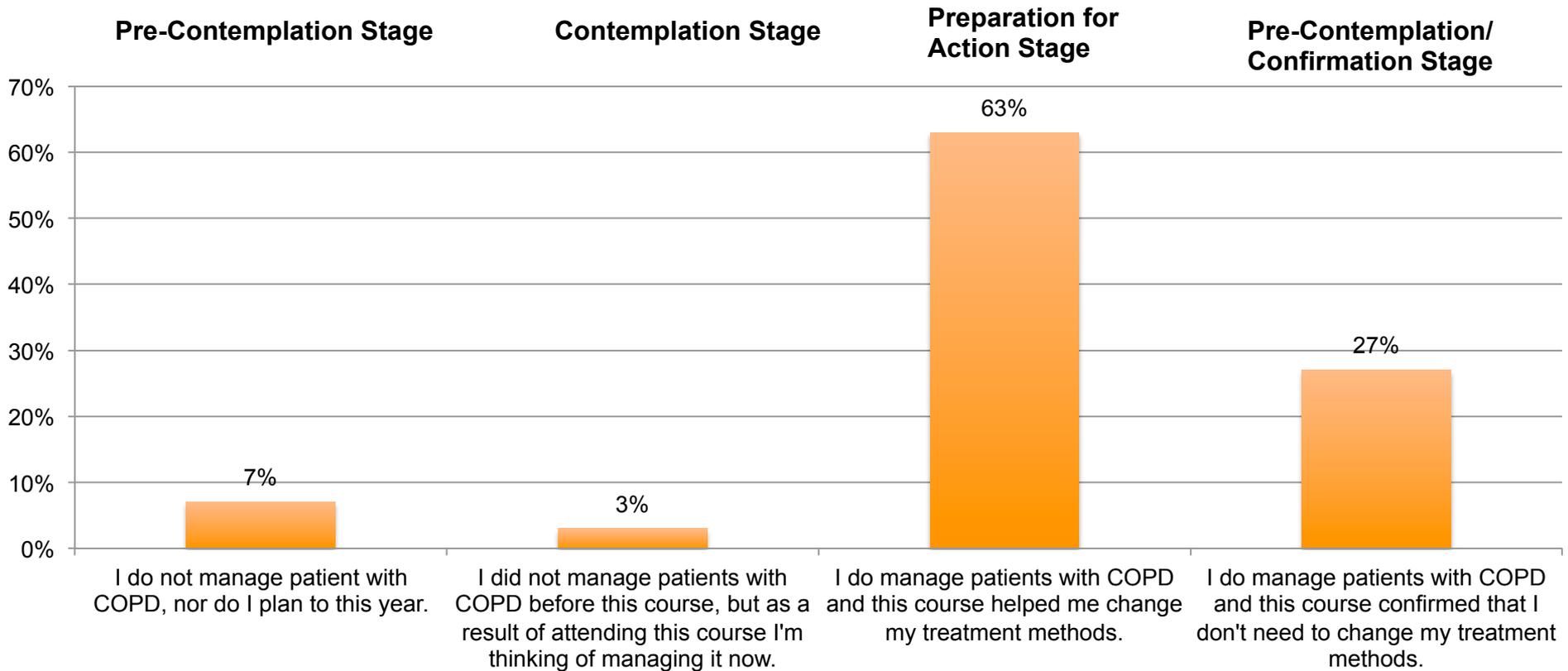
Pre N =31
Post N = 32

Green highlight indicates significant difference between pre and post testing.

Change in Practice Behavior Question

Presented after lecture.

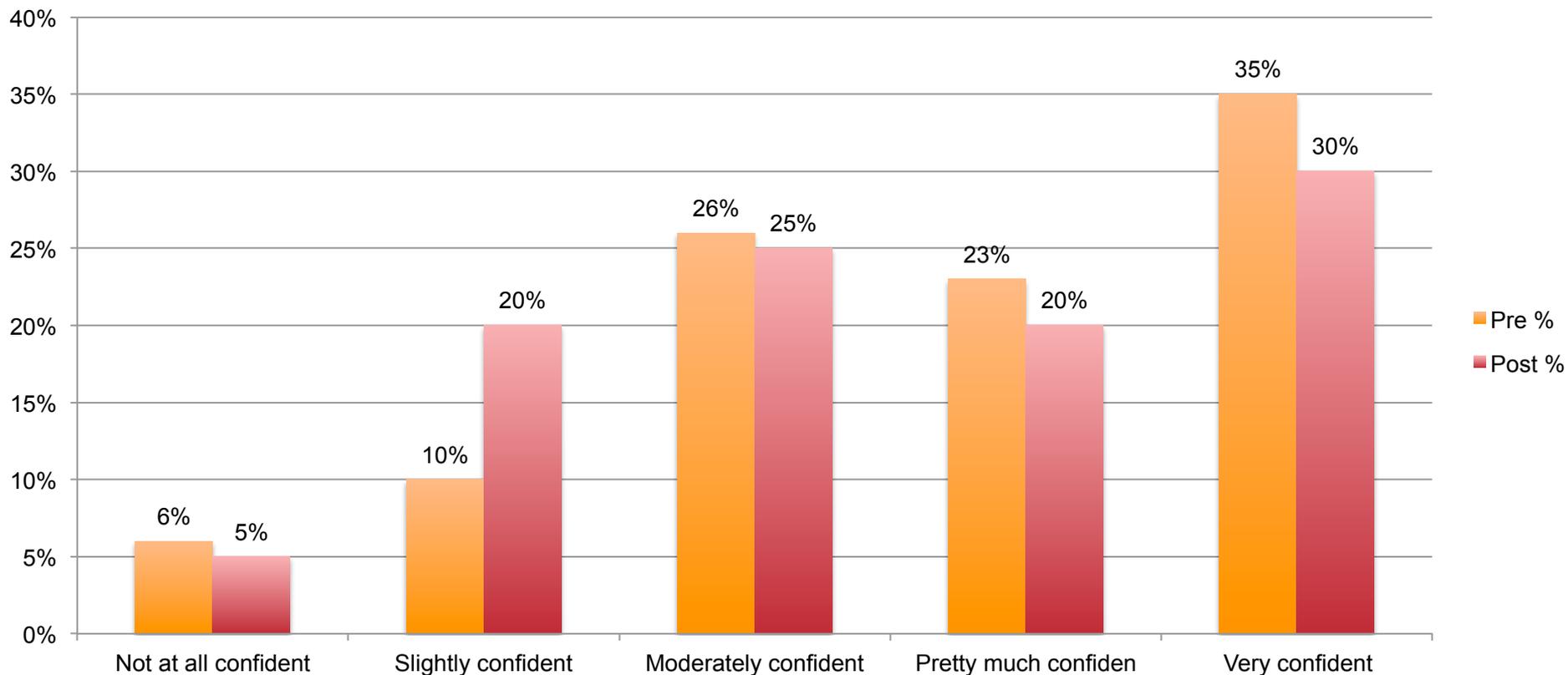
Which of the statements below describes your approach to diagnosing and treating patients with COPD?



N = 30

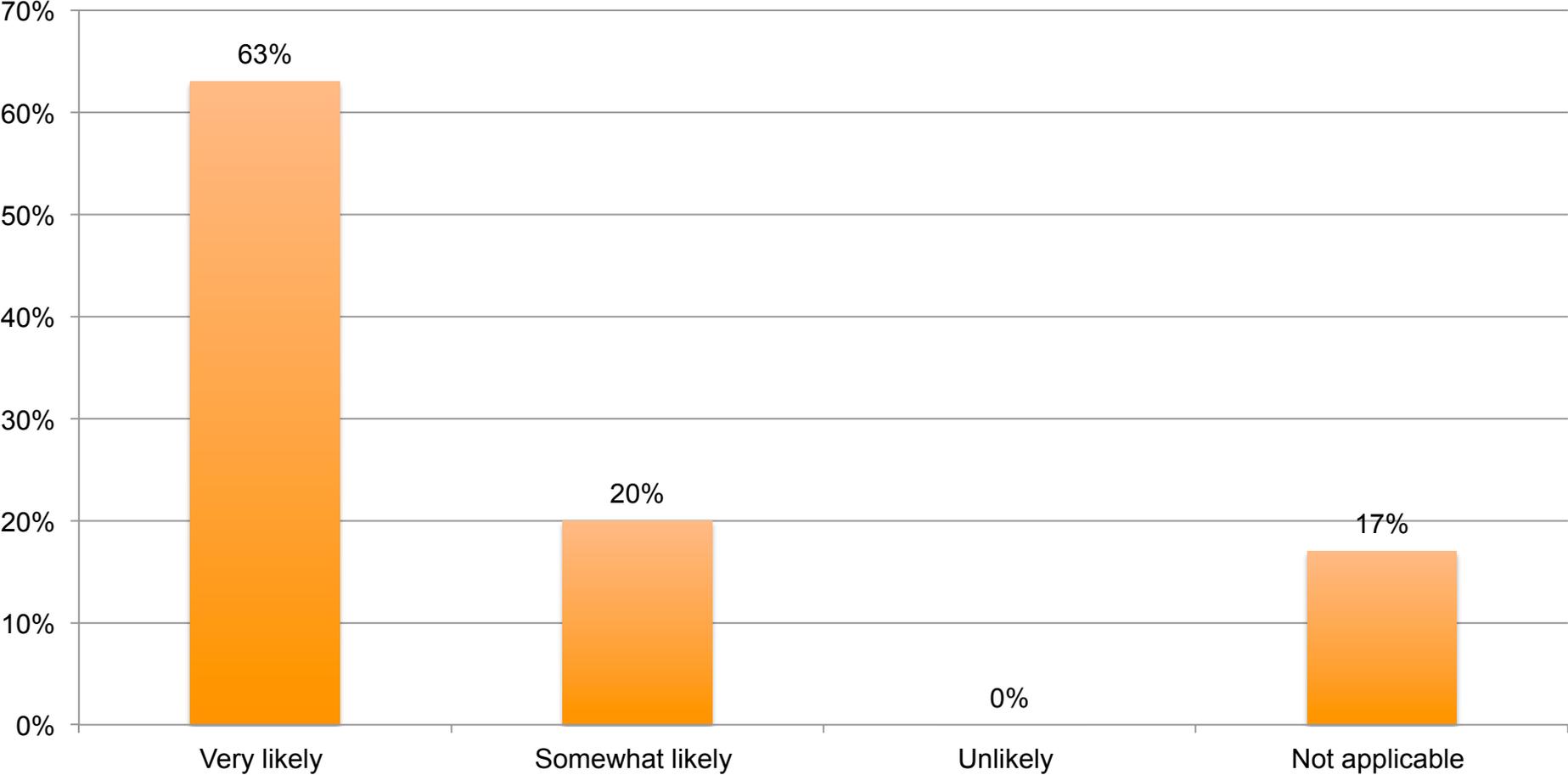
Changes in Confidence from Pre to Post-Testing COPD: New Developments, New Treatment Horizons

On a scale of 1 to 5: Please rate how confident you would be treating a patient with COPD.



Pre N = 31
Post N = 40

Intention to Change Practice Behavior and Implement Learning



N =89

Discussion and Implications

COPD: New Developments, New Treatment Horizons

Chronic obstructive pulmonary disease (COPD) is a major cause of morbidity, mortality, and disability. COPD is underdiagnosed and its management is suboptimal. The need for continued education in the area of COPD was stated in a comprehensive needs assessment and gap analysis completed prior to the activity. Planners sought to help primary care providers and pulmonologists attending this activity better explain the pathogenesis and diagnosis of COPD, discuss findings of recent trials and evidence-based treatment options for COPD, discuss new GOLD guidelines, and explore new and evolving treatments for COPD.

Knowledge/Competence: Attendee knowledge was assessed at two points for this activity: prior to the activity and immediately following the activity using the case vignettes and knowledge questions listed earlier. The results indicated improvement in knowledge as measured by positive changes in pre to post-test scores on two of the three questions asked.

Readiness to Change: Fifty-eight percent of attendees noted that they currently treat patients with COPD and that this activity provided information that would lead to further changes in their care of patients with COPD. Only six percent indicated that they did not treat patients with COPD prior to this activity, but would consider doing so after having been exposed to the information taught.

Confidence: Participants indicated a strong overall increase in self-reported confidence levels in treating patients with COPD. Attendees who reported that they felt very confident rose from 24% to 44% by the end of the program.

Intention for Change in Practice Behavior: Sixty-three percent of participants reported that they were very likely to utilize information learned from this activity in their practice.

Summary: This activity was successful in the goal of improving understanding of COPD to attendees and had a positive impact in terms of self-reported likelihood of practice change. Based on the data collected at this educational activity, there appears to be a need for further education on this topic.