Challenges in Pulmonary and Critical Care

NACE

LIVE CME CONFERENCE

Interstitial Lung Disease: Evolving Our Understanding of a Deadly Disease

Final Live Outcome Report

Prepared For Boehringer Ingelheim Pharmaceuticals, Inc.: Grant ID ME201823268

February 17, 2019

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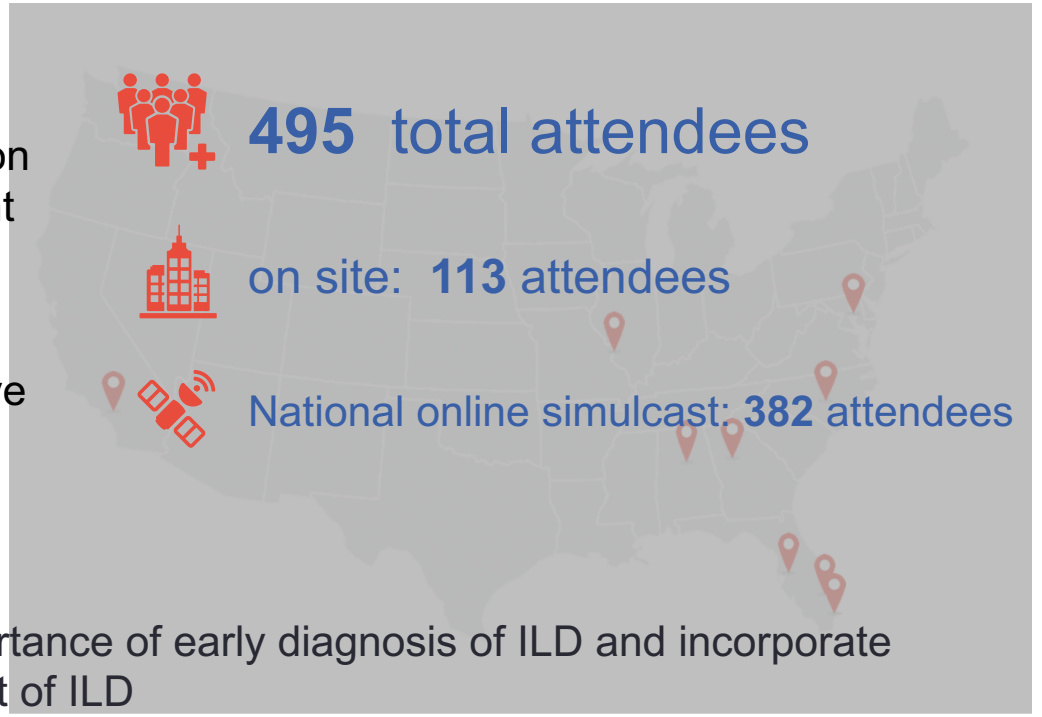
Executive Summary

- This curriculum focused on recognizing the importance of early identification of ILD, appropriate diagnostic approach, management strategies to prevent progression, recognize comorbidities and the importance of patient education.
- 495 attendees in multiple professional specialties were reached via both live onsite and online formats
- Improvement across all learning domains was noted ranging from 13% to 209%
- Overall, the program improved the ability of learners to recognize the importance of early diagnosis of ILD and incorporate appropriate diagnostic and therapeutic strategies for effective management of ILD



Persistent Educational Gaps

- Though improvements were observed, learners demonstrated score slippage on the PCA indicating persistent gaps in the several areas including:
  - Diagnostic evaluation for a patient suspected to have ILD
  - Treatment of ILD
  - Comorbidities associated with ILD
  - Patient education as an integral component of ILD management

The post-test scores, and self reported confidence regarding the care of patients with ILD, signifies a clear gap in knowledge and an unmet need among clinicians. It continues to be an important area for future educational programs.

*These numbers represent the total number of attendees, irrespective of assessment participation

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Learning Objectives

1. Explain the importance of early identification and differentiation of interstitial lung diseases (ILDs).
2. Describe the diagnostic approach for ILD, and when to refer patients to ILD centers.
3. Discuss the management of idiopathic pulmonary fibrosis (IPF), including its risk factors and comorbidities.
4. Recognize the role of patient education for effective management of ILD.

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*Presented ILD Lecture

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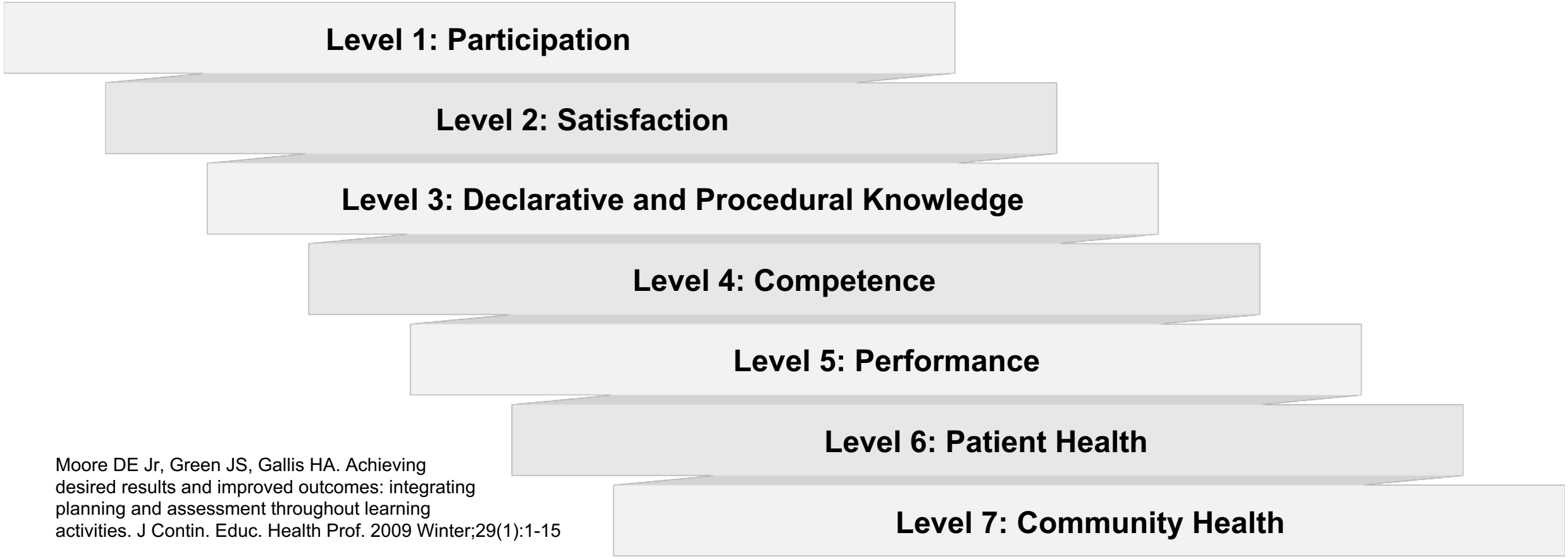
The Challenges in Pulmonary and Critical Care: 2018 CME activity was supported through educational grants or donations from the following companies:

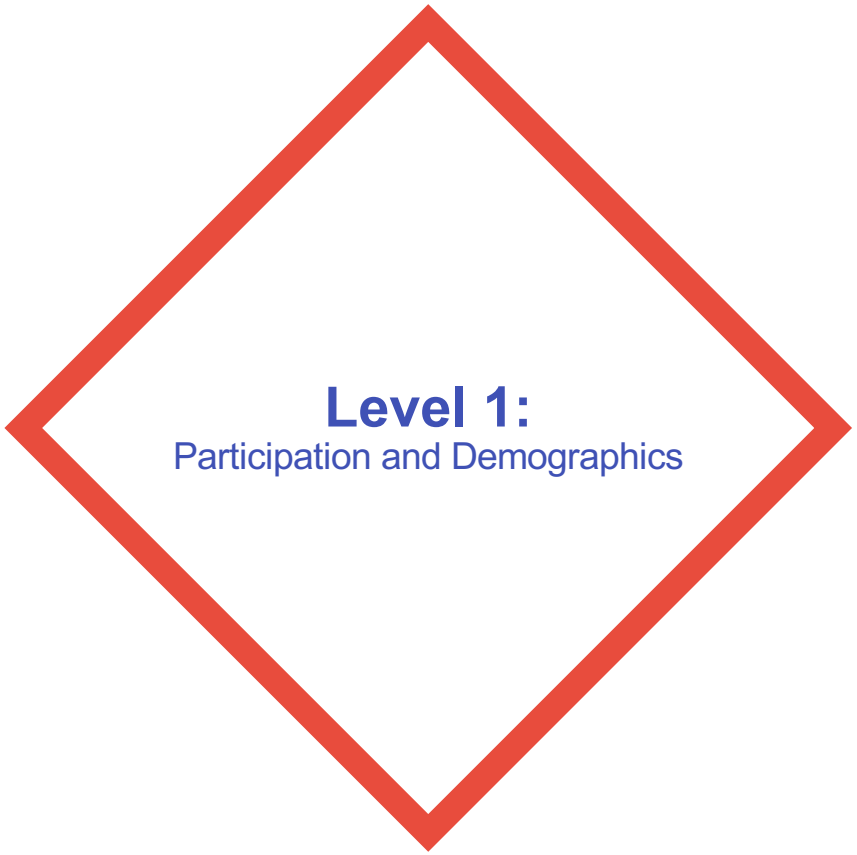
- Bayer HealthCare Pharmaceuticals, Inc.
- Actelion Pharmaceuticals US, Inc.
- Boehringer Ingelheim Pharmaceuticals, Inc.
- CSL Behring, LLC.
- Grifols
- Insmed
- Mallinckrodt Pharmaceuticals, LLC

Levels of Evaluation

Consistent with the policies of the ACCME, NACE evaluates the effectiveness of all CME activities using a systematic process based on Moore's model. This outcome study reaches Level 5.



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 and Demographics

Level 1:Participation

December 1, 2018 Fort Lauderdale, FL

90%

Provide direct patient care

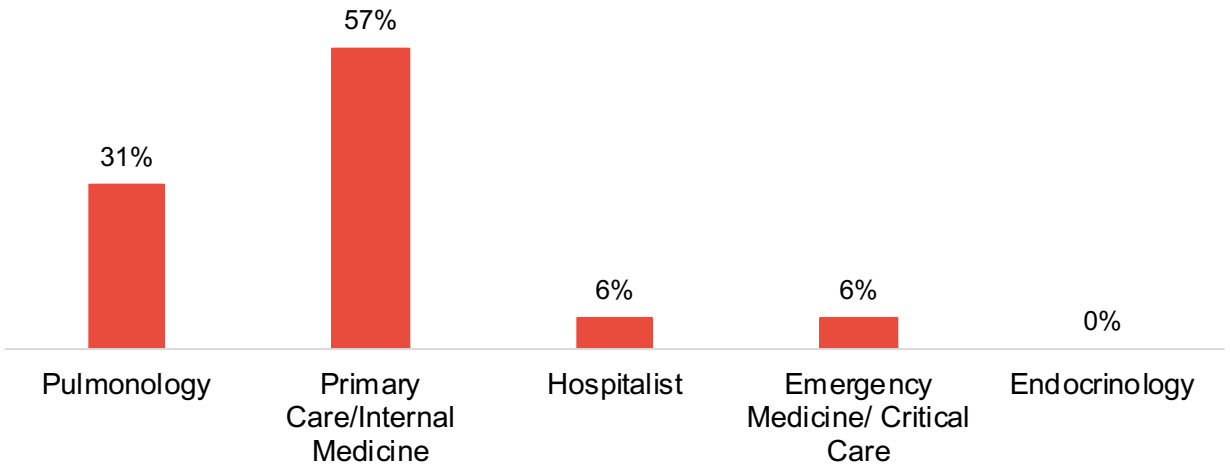
495 total attendees

On site: 113 attendees

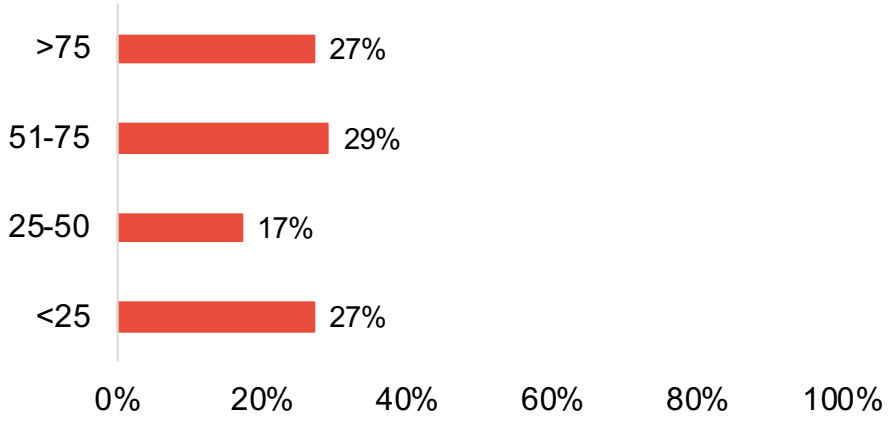
National online simulcast : **382** attendees

Level 1: Demographics and Patient Reach

Specialty

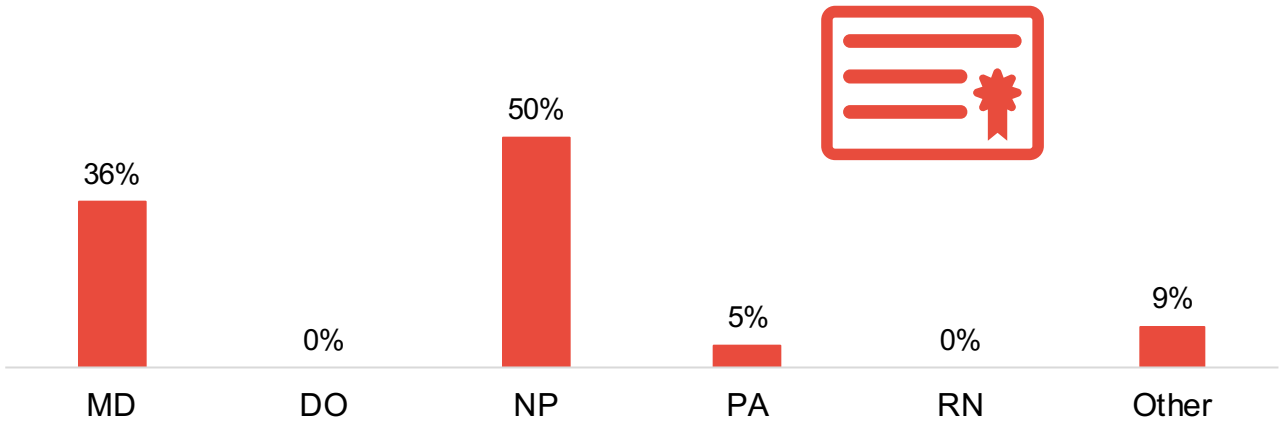


Patients seen each week, in any clinical setting:

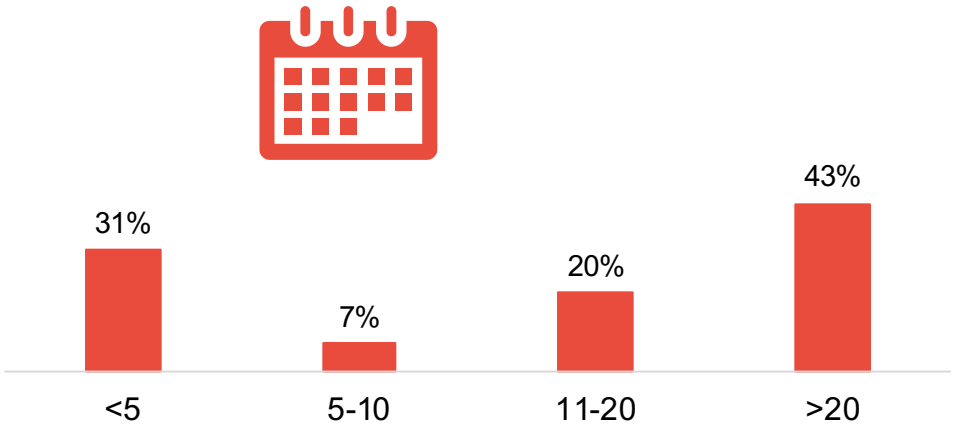


Patient Care Focus: 90%

Profession



Years in Practice




Level 2-5:
Outcomes Metrics

Level 2: Satisfaction

99% rated the activity as excellent

99% indicated the activity improved their knowledge

97% stated that they learned new and useful strategies for patient care

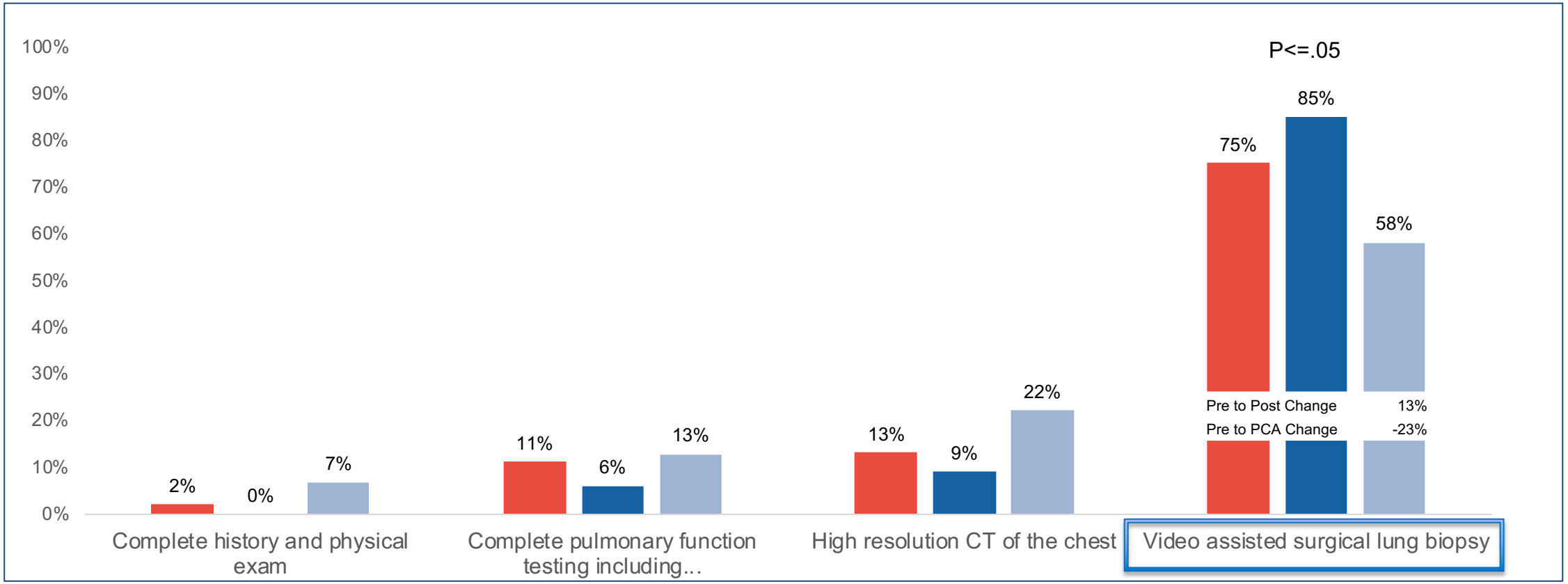
91% said they would implement new strategies that they learned

100% said the program was fair-balanced and unbiased

Knowledge Assessment

Each of the following diagnostic tests should typically be performed in the evaluation of patients with suspected ILD except:

(Learning Objective 2)

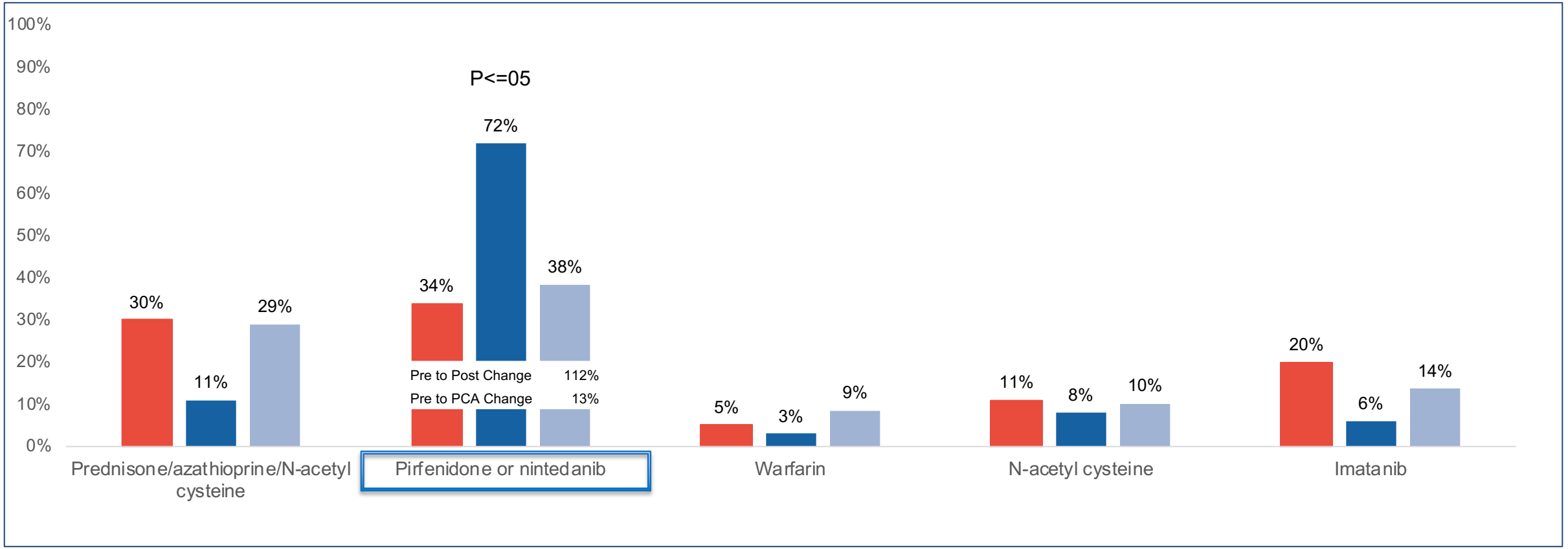


N= Pre: 175 Post: 162 PCA: 117

Knowledge Assessment

A 64 year old male with newly diagnosed IPF returns to clinic to discuss possible therapy. Which of the following choices would be most likely to slow the decline in his lung function (FVC)?

(Learning Objective 3)

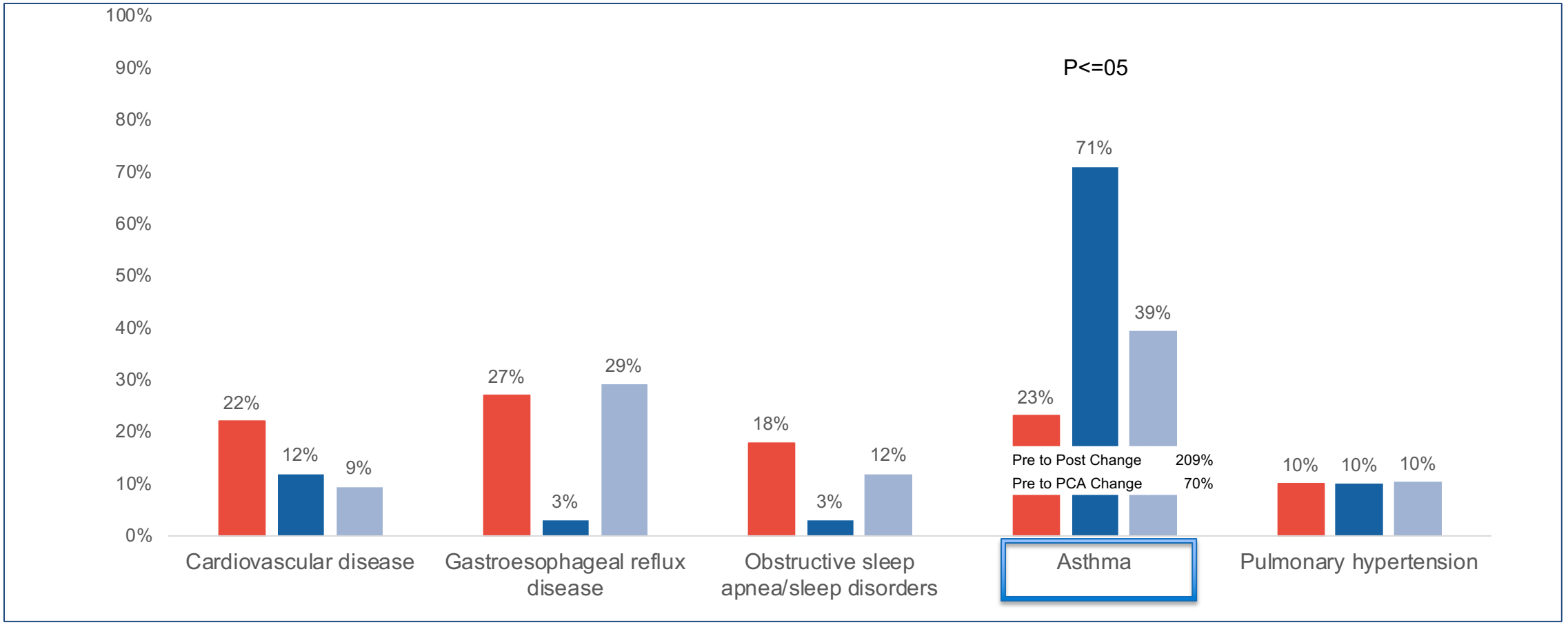


N= Pre: 175 Post: 162 PCA: 117

Knowledge Assessment

Each of the following co-morbidities are common with IPF except:

(Learning Objective 3)

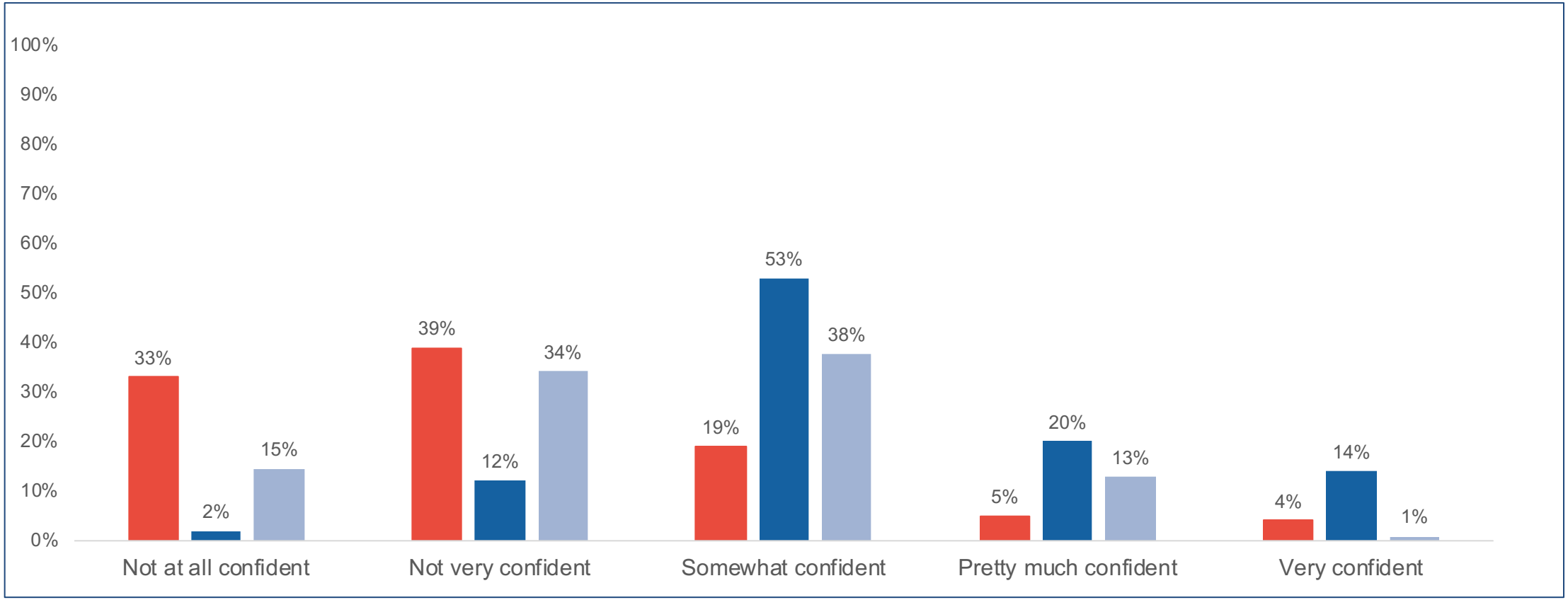


N= Pre: 175 Post: 162 PCA: 117

Confidence Assessment

How confident are you now in your ability to educate patients with ILD on the most effective strategies to improve their outcomes?

(Learning Objectives 1,3,4)

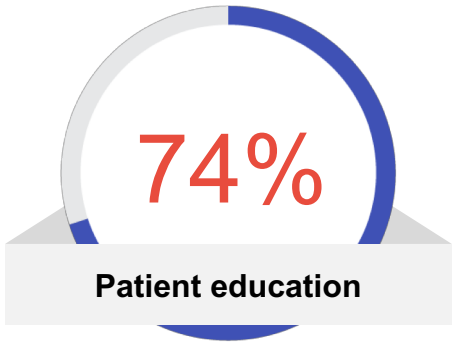


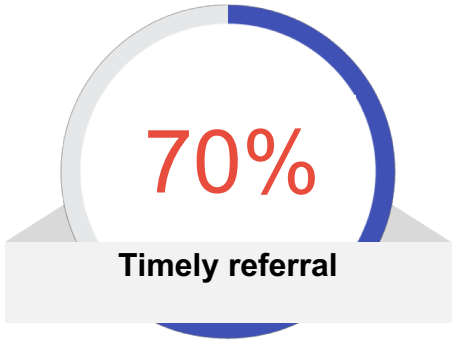
N= Pre: 175 Post: 162 PCA: 117

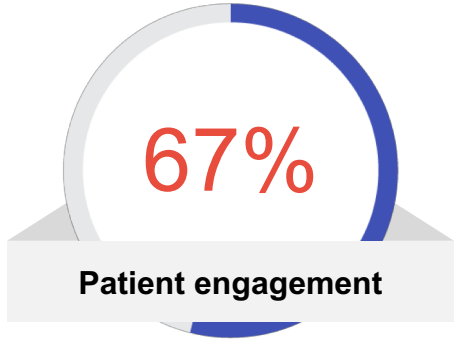
(4-week Post Assessment)

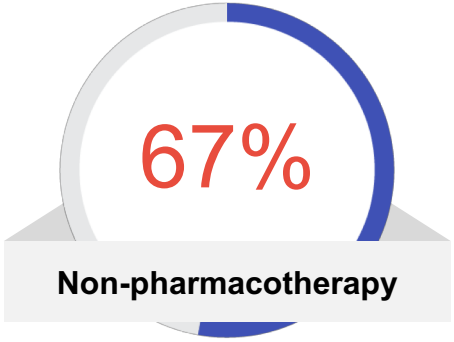
Please select the specific areas of *skills, or practice behaviors*, you have improved regarding the screening, diagnosis and treatment of Interstitial Lung Disease since this CME activity. (Select all that apply.)

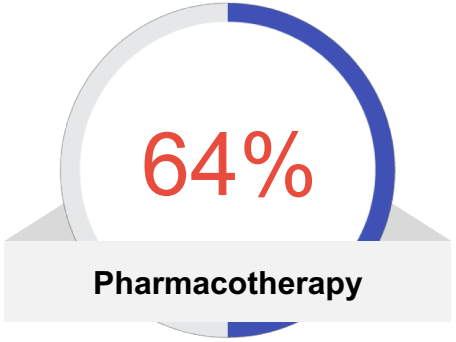
N=117











(4-week Post Assessment)

What specific *barriers* have you encountered that may have prevented you from successfully implementing screening, diagnosis and treatment of Interstitial Lung Disease since this CME activity? (Select all that apply)

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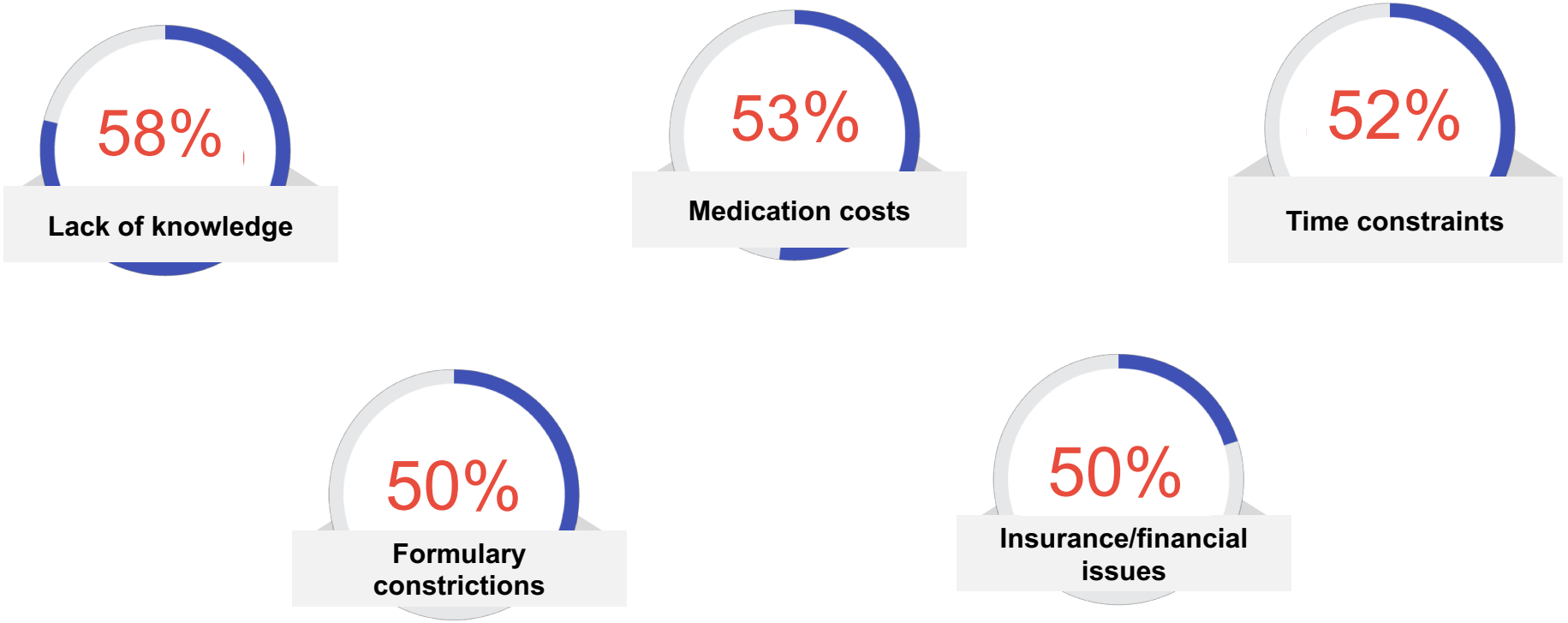
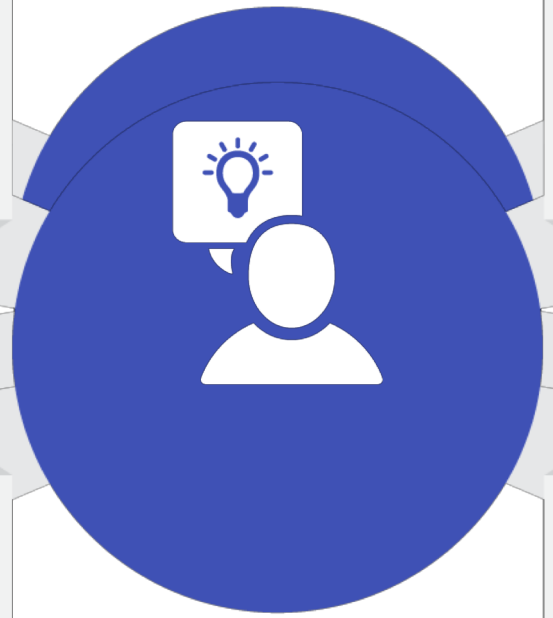


Participant Educational Gains

112% increased recognition that pirfenidone or nintedanib have both been shown to slow progression of Idiopathic Pulmonary Fibrosis.

13% increased awareness that video assisted lung biopsy is not indicated in the evaluation of patients with suspected ILD but that history and physical, pulmonary function tests and High Resolution CT chest are.



209% increase awareness of the comorbidities commonly seen with IPF.

Significant increase in confidence in ability to educate patients with ILD on the most effective strategies to improve their outcomes.

Persistent Educational Gaps After 4 Weeks

- Diagnostic evaluation for a patient suspected to have ILD
- Treatment of ILD
- Comorbidities associated with ILD
- Patient education as an integral component of ILD management

Key Take-home Points

91% of learners plan to implement new strategies they learned during this program into practice.

90% of clinicians are actively caring for patients.

After 4 weeks, the following improved skills were reported regarding the **screening, diagnosis and treatment of ILD** : 74% patient education, 70% timely referral, and 67% patient engagement.

Net gains were seen in all learning domains but some score slippage after 4 weeks reinforces the need for continued education on the evaluation and management of ILD.