Diagnosis and Treatment Selection for Eosinophilic Granulomatosis with Polyangiitis:



[Live and Online Final Outcomes]

Program Overview

This program consists of a multi-media online enduring activity and robust series of (7) interactive virtual webinar grand rounds presentations; (6) conducted within specialty academic centers, community/local hospitals, or regional chapter meetings of pulmonology and rheumatology associations via virtual webinar. (1) Live webinar presented to a national audience and marketed to the target audience via freeCME.com. The engaging, multimedia series features whiteboard animation of the pathophysiology of EGPA, physician/patient discussion, intra-activity polling questions, and case scenarios. Parallel content was video recorded to extend reach with an online enduring activity. The program builds upon the success of previous NJH live and online activities in EGPA and provides practical tools for healthcare providers with competing priorities and limited time to integrate into their practice. The goal of this educational activity is to improve clinician's knowledge and competence within the educational gaps of diagnosis and treatment of EGPA as well as to improve understanding of the patient's journey with EGPA.

Learning Objectives

- Describe clinical features that distinguish
 EPGA from other eosinophilic lung diseases
- Summarize best practices for the evaluation and differential diagnosis of EGPA
- Identify appropriate treatments for patients with EGPA
- Address quality of life concerns with patients and families using a person-centered care approach

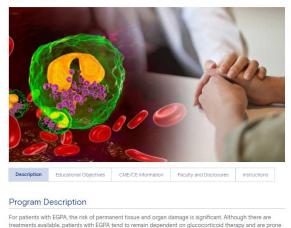
"This was an absolutely excellent presentation & one of the best CME's I have completed in terms of general review of specific diseases."

- Online enduring learner

Online Enduring Program

Diagnosis and Treatment Selection for Eosinophilic Granulomatosis with Polyangiitis: Person-Centered Care in EGPA

CME 1.00 Credit

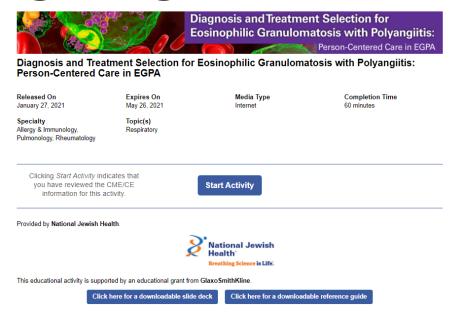


myCME: Launched 5/26/2020

to relapse. Clinical data shows that new therapies can improve patient outcomes and clinicans are challenged to stay apprised of changes in this lesser-known and evolving therapeutic space. This activity addresses the diagnosis and treatment of EGPA as well as understanding the patient's journey with EGPA.

"Excellent format – the aid in the resources is helpful."

- Online enduring learner



FreeCME*: Launched 1/27/2021

*In an effort to increase participation numbers, we placed the activity on an additional platform for the remainder of the program.

"Great representation of the topic."
- Online enduring learner

Program Summary Dashboard – Final Outcomes Summary Through 5/26/2021

Diagnosis and Treatment Selection for Eosinophilic Granulomatosis with Polyangiitis: Person-Centered Care in EGPA

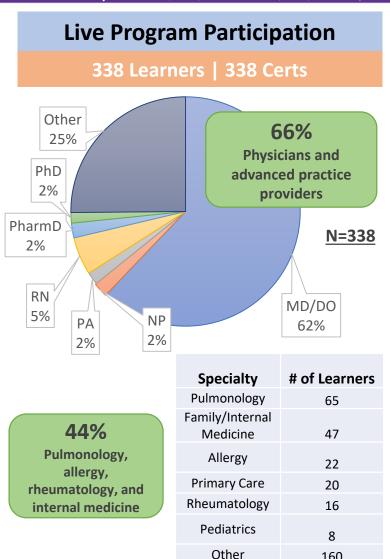
Program Faculty: Michael E. Wechsler, MD, MMSc, Curry Koening, MD, MS

Live: Webinar Series: March 2020 – July 2020

Online: myCME: 5/26/2020 - 5/26/2021; FreeCME: 1/27/2021 - 5/26/2021

160

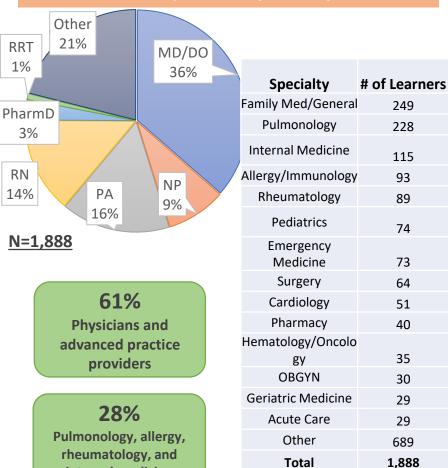
338



Total

Online Program Participation*

1888 Learners | 783 Completers | 758 Certs



internal medicine

Learning Objectives

Learning Objectives

- Describe clinical features that distinguish EPGA from other eosinophilic lung diseases
- Summarize best practices for the evaluation and differential diagnosis of EGPA
- Identify appropriate treatments for patients with EGPA
- Address quality of life concerns with patients and families using a person-centered care approach

Satisfaction

Evaluation respondents in the live and

online activities reported:

The activity was "good" or "excellent" at meeting the learning objectives Live - 98% Online – 91%

The activity was clinically relevant

Live – 100% Online – 97%

The activity was free of commercial bias

Online – 97% Live – 99%

N=758

N=118

Program Summary Dashboard – Final Outcomes Summary Through 5/26/2021

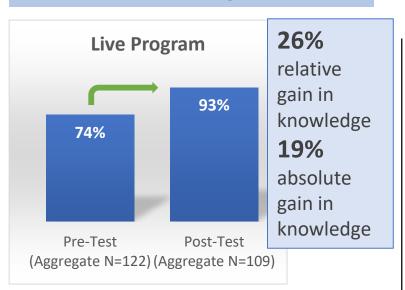
Diagnosis and Treatment Selection for Eosinophilic Granulomatosis with Polyangiitis: Person-Centered Care in EGPA

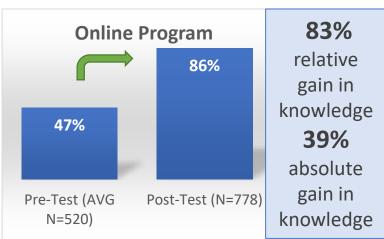
Program Faculty: Michael E. Wechsler, MD, MMSc, Curry Koening, MD, MS

Live: Webinar Series: March 2020 - July 2020

Online: myCME: 5/26/2020 - 5/26/2021; FreeCME: 1/27/2021 - 5/26/2021

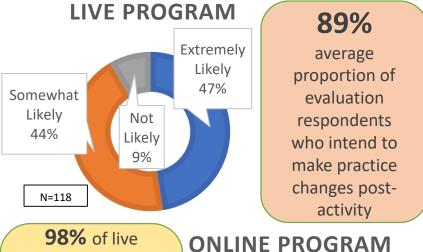
Knowledge





Competence

Evaluation respondents in the live and online activities were asked how likely they are to make changes in their practice as a result of what they learned in the activity:



and 92% of online evaluation respondents reported the activity reinforced and/or improved their skills

Not Likely 15% Somewhat Likely 45% N=758

Performance

- **63%** reported having already made changes to practice within 45 days of the activity [N=16]:
- ✓ Incorporated different diagnostic strategies into patient evaluation (50%)
- ✓ Modified treatment plans (30%)
- ✓ Changed screening/prevention practices (10%)

19% of follow-up survey respondents still remained committed to making changes to practice

Performance change data was collected from live program learners only

Program Summary Dashboard – Final Outcomes Summary Through 5/26/2021

Diagnosis and Treatment Selection for Eosinophilic Granulomatosis with Polyangiitis: Person-Centered Care in EGPA

Program Faculty: Michael E. Wechsler, MD, MMSc, Curry Koening, MD, MS

Live: Webinar Series: March 2020 – July 2020

Online: myCME: 5/26/2020 – 5/26/2021; FreeCME: 1/27/2021 – 5/26/2021

Top 3 Practice Changes

Evaluation respondents in the live and online activities reported specific intended practice changes as a result of what they learned:

Implement diagnostic strategies for earlier diagnosis and improved treatment

Apply knowledge of the disease of EGPA

Improve communication with patients about their treatment plans

Patient Impact

evaluation
respondents in the live and online activities

Based on self-reported number of patients seen on a weekly

Who treat

3,987 patients

with eosinophilic lung diseases weekly

Potential to impact

basis with condition discussed

in activity (multiplied by 52 for

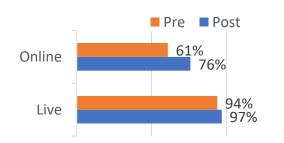
annual estimate).

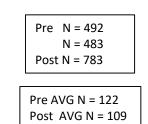
Potential to impact 207,324 patient visits annually

Persistent Gaps and Needs

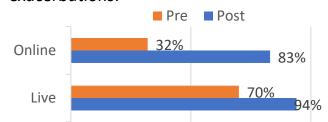
✓ A gap persists related to **identifying appropriate treatments for patients with EGPA.**

Learners were asked to identify clinical findings that would indicate the use of cyclophosphamide:





Learners were asked to identify what treatment is effective in reducing EGPA exacerbations:



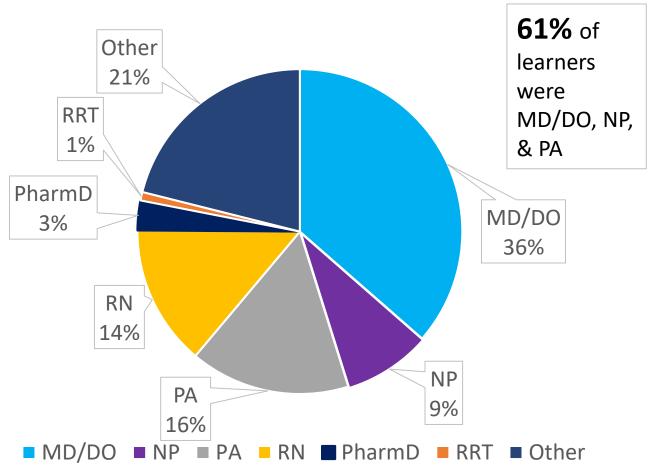
In the online activity, 24% still remained unable to use clinical findings to select treatment at post-test. Live participants showed knowledge in this area both pre- and post-test.

In the online activity, 17% still remained unable to identify treatment that reduces exacerbations at post-test. Despite this persistent gap, online learners did show a relative knowledge gain of 159%.

Program Insights

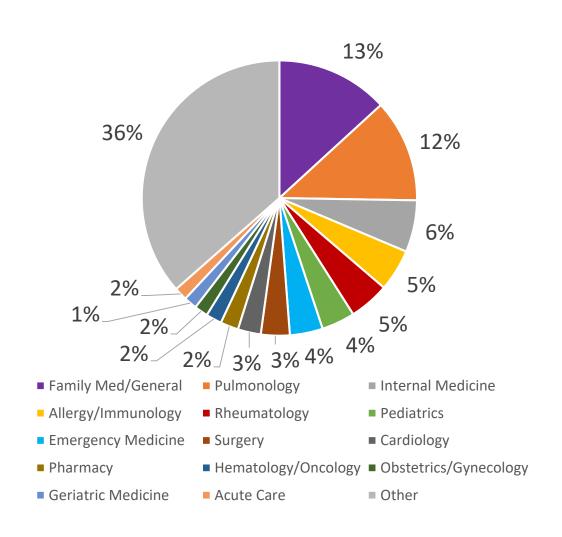
- Learners demonstrated a 97% relative confidence gain across learning objectives.
- Further education is needed on addressing quality of life concerns for EGPA patients and identifying appropriate treatments for patients with EGPA.
- > Diagnostic strategies were the top cited takeaway and the top intended practice change among learners.

Level 1 Outcomes: Online Enduring Activity (Final): Participation by Degree



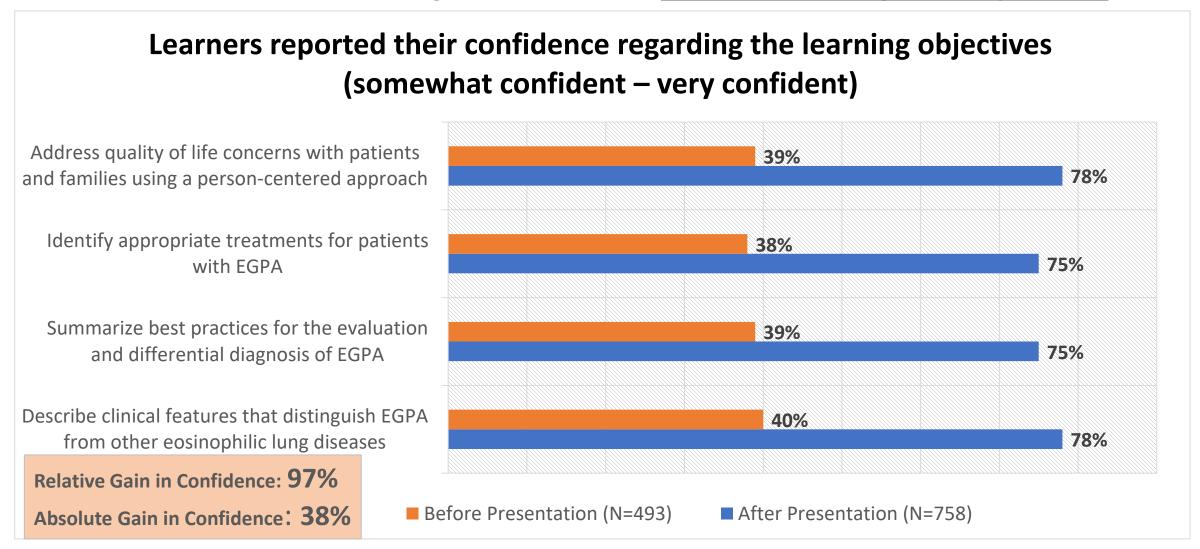
Degree	Total
MD/DO	688
PA	301
RN	264
NP	165
PharmD	56
RRT	16
Other	398
	1,888

Level 1 Outcome: Online Enduring Activity (Final): Participation by Specialty



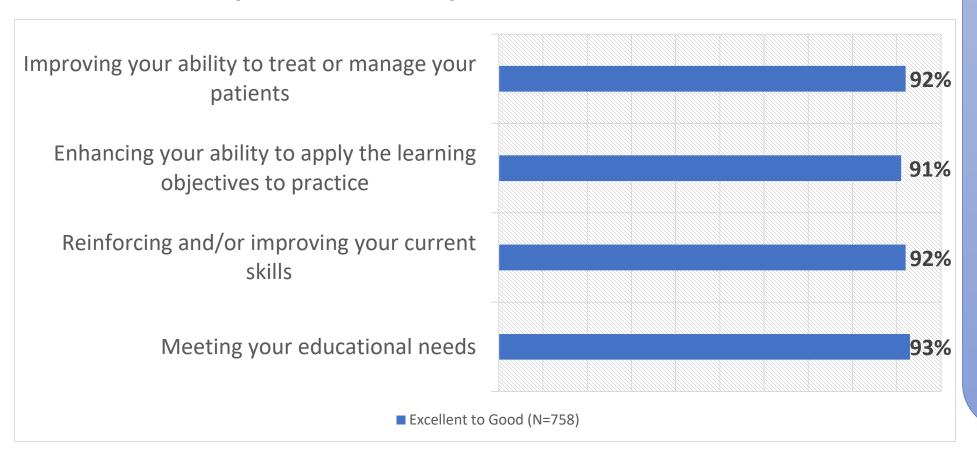
Specialty	Total
Family Med/General	249
Pulmonology	228
Internal Medicine	115
Allergy/Immunology	93
Rheumatology	89
Pediatrics	74
Emergency Medicine	73
Surgery	64
Cardiology	51
Pharmacy	40
Hematology/Oncology	35
Obstetrics/Gynecology	30
Geriatric Medicine	29
Acute Care	29
Other	689
	1,888

Level 2&3 Outcomes: Learning & Satisfaction Online Enduring Activity (Final)



Level 2&3 Outcomes: Learning & Satisfaction: Online Enduring Activity (Final)

Analysis of learners' responses related to educational needs
Learners reported the activity was "Excellent" to "Good" at:

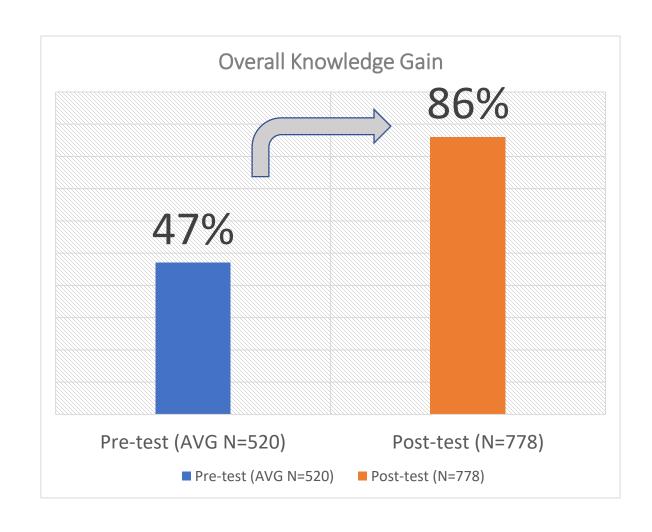


Learners reported high levels of satisfaction related to the ability of the activity to impact practical applications

Level 3 Outcomes (Knowledge): Online Enduring Activity (Final): Overall Knowledge Gain

83% Relative Knowledge Gain

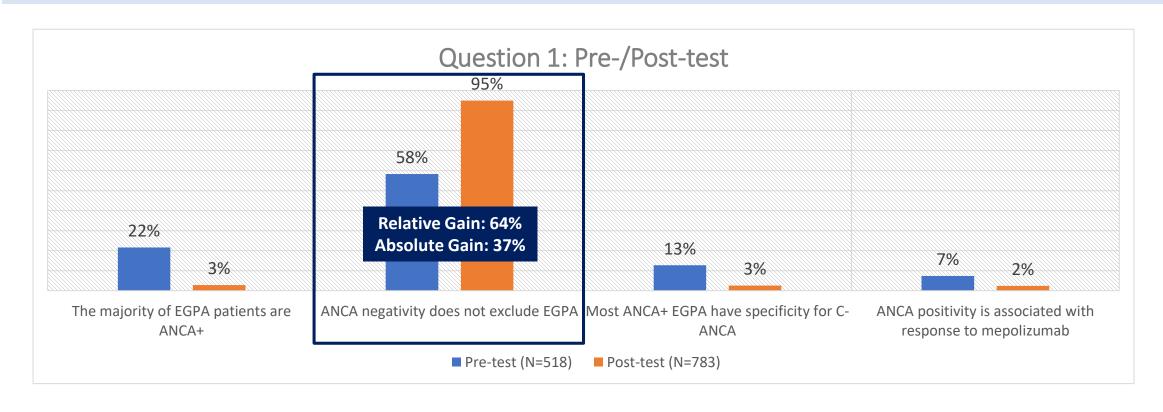
39% Absolute Knowledge Gain



Level 3 Outcomes (Knowledge): Online Enduring Activity (Final): Question 1

Learning Objective: Describe clinical features that distinguish EGPA from other eosinophilic lung diseases.

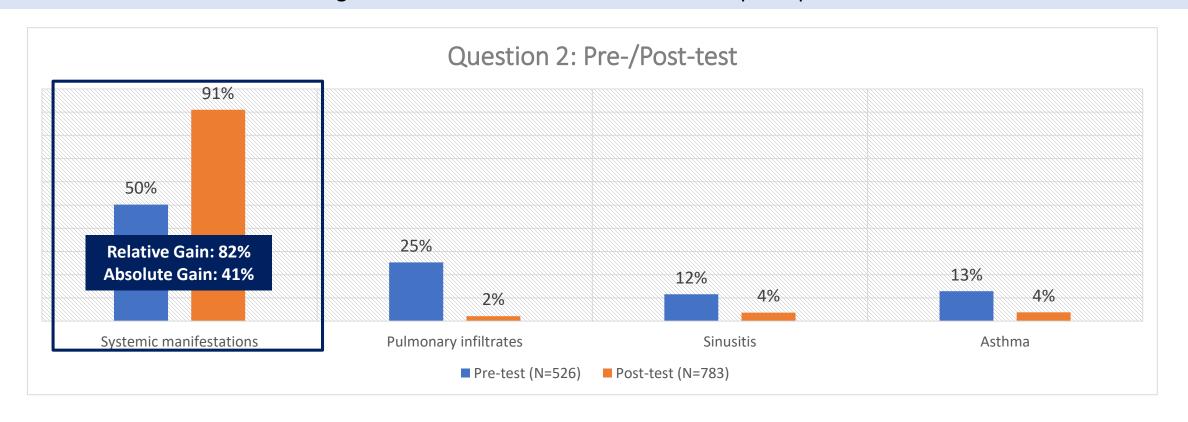
Question 1: As it pertains to Kyle's initial presentation, which of the following is a true statement?



Level 3 Outcomes (Knowledge): Online Enduring Activity (Final): Question 2

Learning Objective: Describe clinical features that distinguish EGPA from other eosinophilic lung diseases.

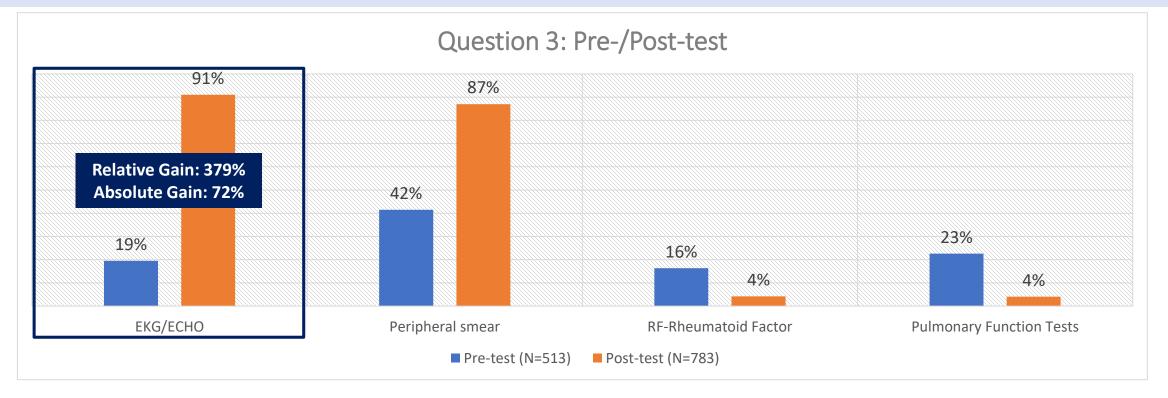
Question 2: Which of the following differentiates EGPA from chronic eosinophilic pneumonia?



Level 3 Outcomes (Knowledge): Online Enduring Activity (Final): Question 3

Learning Objective: Summarize best practices for the evaluation and differential diagnosis of EGPA.

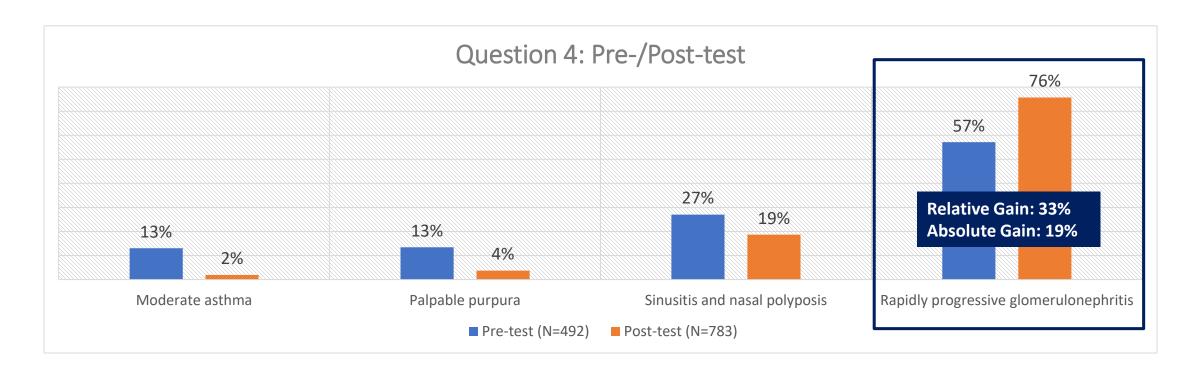
Question 3: As it relates to the differential diagnosis of EGPA, which of the following will help to exclude more rare eosinophilic conditions/vasculitides?



Level 3 Outcomes (Knowledge): Online Enduring Activity (Final): Question 4

Learning Objective: Identify appropriate treatments for patients with EGPA.

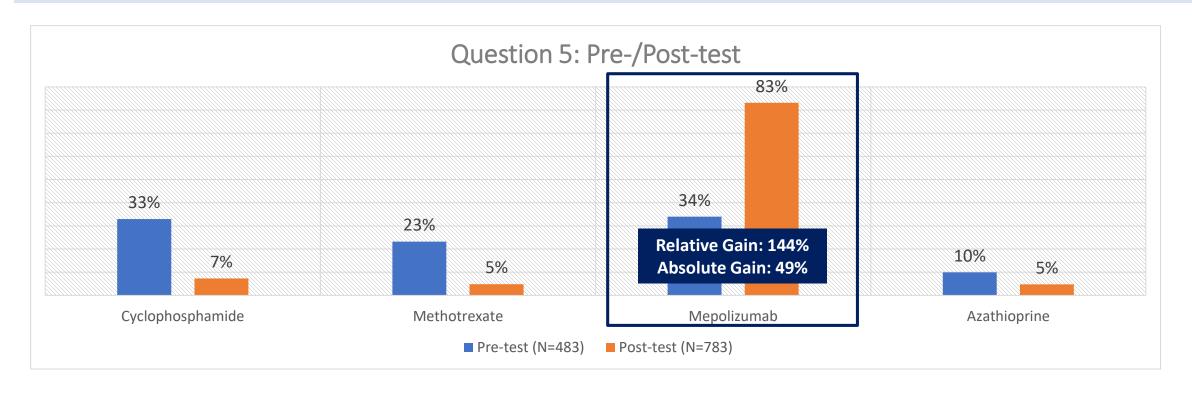
Question 4: Which one of these clinical findings would be an indication to use cyclophosphamide?



Level 3 Outcomes (Knowledge): Online Enduring Activity (Final): Question 5

Learning Objective: Identify appropriate treatments for patients with EGPA.

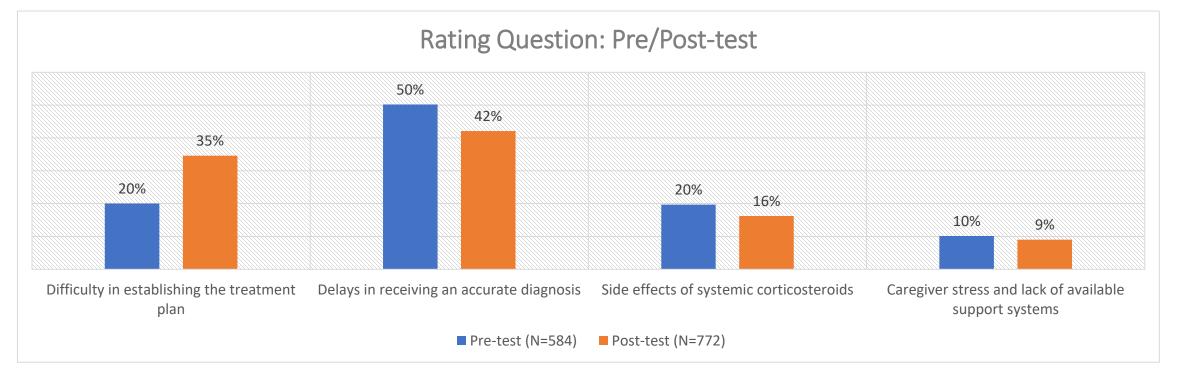
Question 5: Which of the following has been shown to be effective in reducing EGPA exacerbations?



Level 3 Outcomes (Knowledge): Online Enduring Activity (Final): Rating Question

Learning Objective: Address quality of life concerns with patients and families using a person-centered care approach.

Question: Which of the following do you feel is the most closely associated with overall lower quality of life for patients with EGPA?



This question doesn't have a "correct" answer but was intended to elicit thought about the patient journey.

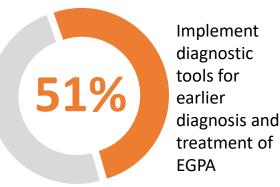
Level 4 Outcomes (Competence): Online Enduring Activity (Final)

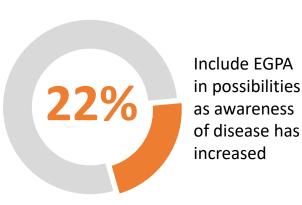
An analysis of open-ended comments demonstrate the following changes learners intend to make:

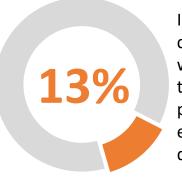


N=758

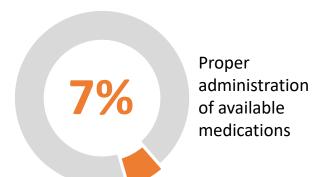
Learners intend to make changes to practice as a result of the activity







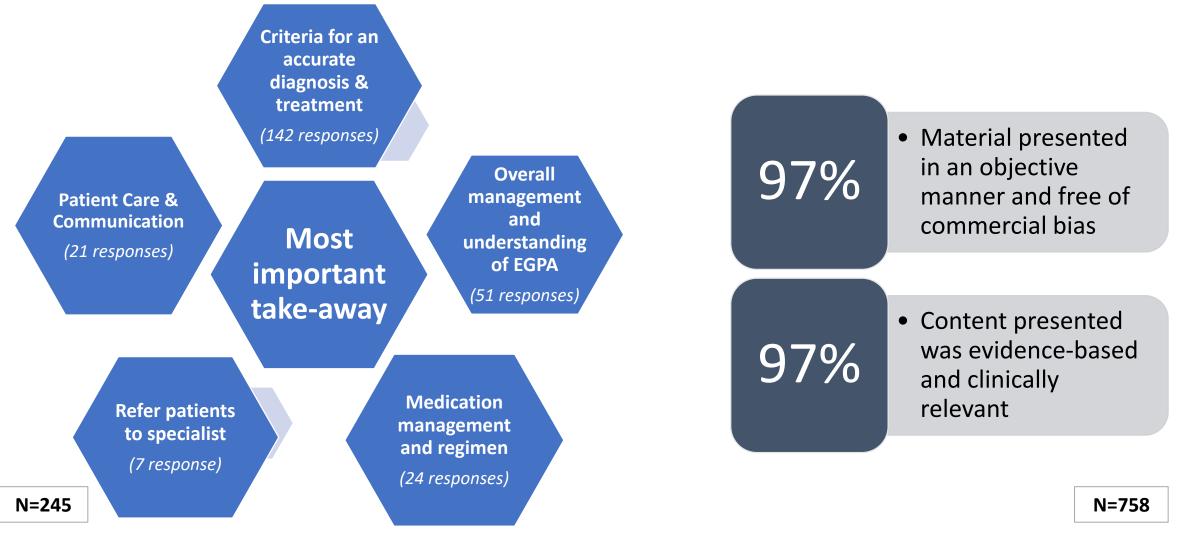
Improve communication with patient on their treatment plans and education of disease





Refer to specialists and collaboration with multidisciplinary team

Program Evaluation: Online Enduring Activity (Final)



Program Evaluation: Online Enduring Activity (Final)

What do you think is the primary reason why making a diagnosis of EGPA is so difficult?		
Delay in diagnosis	Rare condition	
Symptoms mistaken for other diseases	Same with asthma	
Many variables	Crossover with other conditions	
Lack of knowledge	Not many studies	
Spectrum of disease manifestations and severity	Lack of confidence	
Rarely encountered and easy to forget	Lack of awareness	
Amount of testing involved to reach diagnosis	Costs and coverage	
Trained clinicians in this area	Patient barriers	
Lack of coordination with specialists	Time constraints	

Program Evaluation: <u>Online Enduring Activity</u> (Final) Strategies for Overcoming Barriers

- ✓ Understanding the diagnosis
- ✓ Better treatment options available
- ✓ How to communicate and support patients
- ✓ Access to medication
- ✓ Medication compliance
- ✓ Multidisciplinary approach

65%

N=758

the activity
addressed strategies
for overcoming
barriers to optimal
patient care

Program Evaluation: Online Enduring Activity (Final)

What topics would you like more information about in future educational activities? Patient communication Laboratory department **Asthma** Sleep Aspirin related respiratory disorders Pathology Cardiology Updates on treatment Chronic eosinophilia **Immunotherapy Vasculitis** ILD

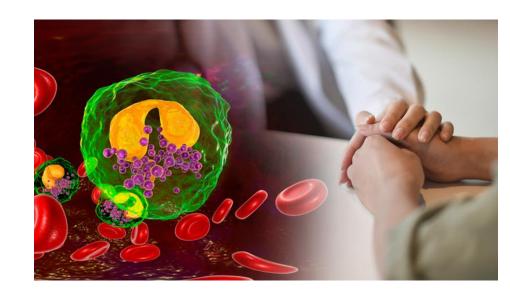
(7) Live Activities



Michael E. Wechsler, MD, MMSc
Professor of Medicine
Director of the Cohen Family Asthma Institute
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National Jewish Health, Denver, CO



Curry Koening, MD, MS
Associate Professor of Medicine, Division of Rheumatology
Director of the Vasculitis Clinic
University of Utah and Salt Lake City Veterans Affairs Medical Center
Salt Lake City, UT



Live Virtual Grand Round Series

(1) Allergy Rounds at National Jewish Health (NJH), Denver, CO (3/25/2020): 40 Learners

(2) St. Joseph Hospital, Denver, CO (4/3/2020): 11 Learners

(3) National Jewish Health, Denver, CO (6/12/2020): **52 Learners**

(4) Creighton University, Omaha, NE (6/22/2020): 29 Learners

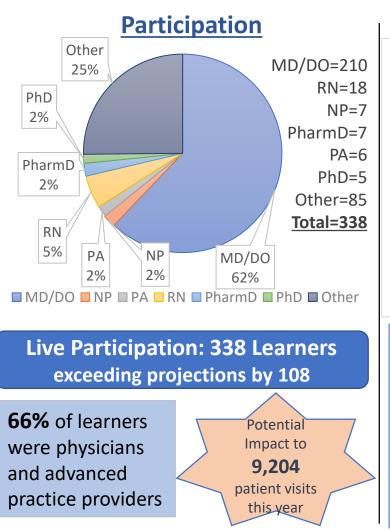
(5) Cedars-Sinai Medical Center, Los Angeles, CA (7/10/2020): 22 Learners

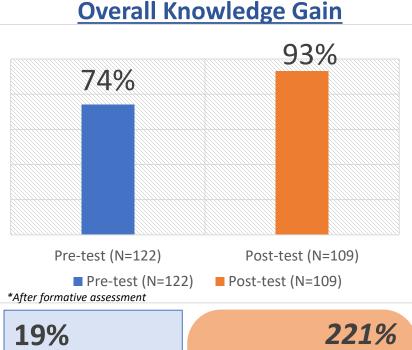
(6) University of Kansas, Lawrence, Kansas (7/22/2020): 95 Learners

(7) FreeCME – Nationally marketed live webinar (7/23/2020): **89 Learners**

[Live Final Outcomes]

Quantitative Educational Impact Summary: Live Virtual Grand Round Sessions





absolute gain in

relative gain in

knowledge

knowledge

26%

Post-test (N=109)

221%

relative gain in confidence

53%

absolute gain in confidence

Top 3 Practice Changes

63% reported having already made changes to practice within 45 days of the activity:

- ✓ Incorporated different diagnostic strategies into patient evaluation (50%)
- ✓ Modified treatment plans (30%)
- ✓ Changed screening/prevention practice (10%)

92%

N=118

Learners intend to make changes to practice as a result of the

activity

"This
program was
of great
practical
value!"
- Live virtual
session attendee

Qualitative Educational Impact Summary: Live Virtual Grand Rounds Sessions

Participants

338

Total Learners

Who see

177

EGPA Patients
Weekly

Which translates to

9,204

Potential patient Visits Annually

Educational Impact

77% of learners reported that they were very confident or confident in their ability to distinguish EGPA from other eosinophilic lung diseases, summarize best practices for evaluation and differential diagnosis, identify appropriate treatments and address quality of life concerns of patients with EGPA after the activity [N=122]

92% of learners indicated they intend to make changes to their practice based on the education in the areas of a more thorough work-up to lead to an earlier diagnosis, treatment regimen, and monitoring [N=118]

61% of learners indicated the education addressed strategies for overcoming barriers to optimal patient care including communication with the patient, understanding their frustrations, and doing testing as baseline during initial evaluation can lead to earlier diagnosis [N=118]

Practice Change

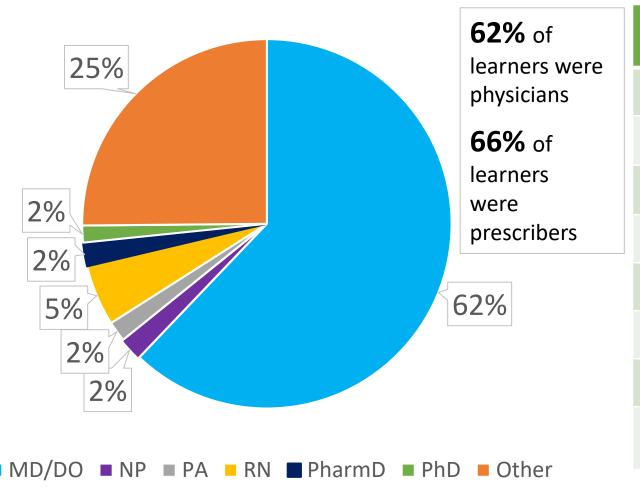
92% of evaluation respondents reported they intended to make changes to their practice as a result of the educational activity [N=118] 63% for follow-up survey [N=16]

60% of follow up survey respondents reported they had not yet made changes, but were "very" to "somewhat likely" to make practice changes [N=16]

61% of follow up survey respondents reported lack of time, patient knowledge, and applicability of guidelines to current practice as barriers to patient outcomes.

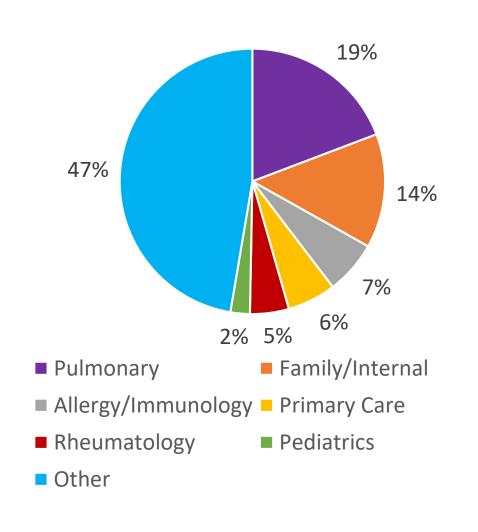
[N=16]

Level 1 Outcomes: Live Virtual Grand Round Sessions: Participation by Degree



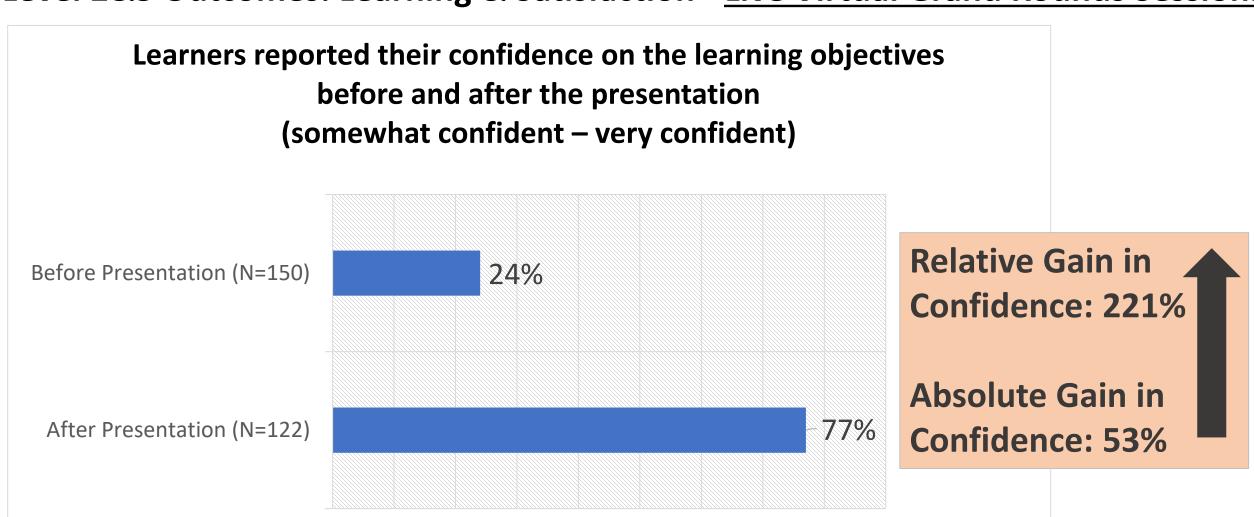
Degree	Total
MD/DO	210
RN	18
NP	7
PharmD	7
PA	6
PhD	5
Other	85
	338

Level 1 Outcome: Live Virtual Grand Rounds Sessions: Participation by Specialty



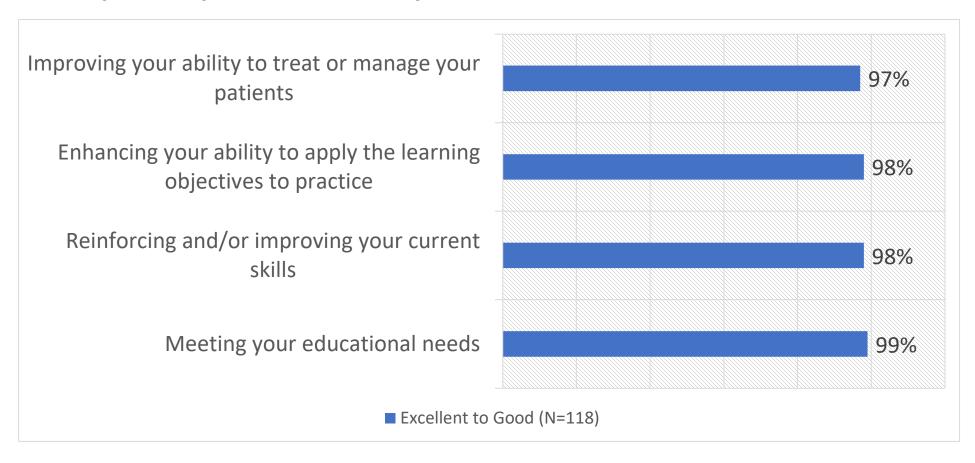
Specialty	Total
Pulmonology	65
Family/Internal	47
Allergy/Immunolo gy	22
Primary Care	20
Rheumatology	16
Pediatrics	8
Other	160
	338

Level 2&3 Outcomes: Learning & Satisfaction - Live Virtual Grand Rounds Sessions



Level 2&3 Outcomes: Learning & Satisfaction: Live Virtual Grand Round Sessions

Analysis of participants responses related to educational needs
Participants reported the activity was "Excellent" to "Good" at:



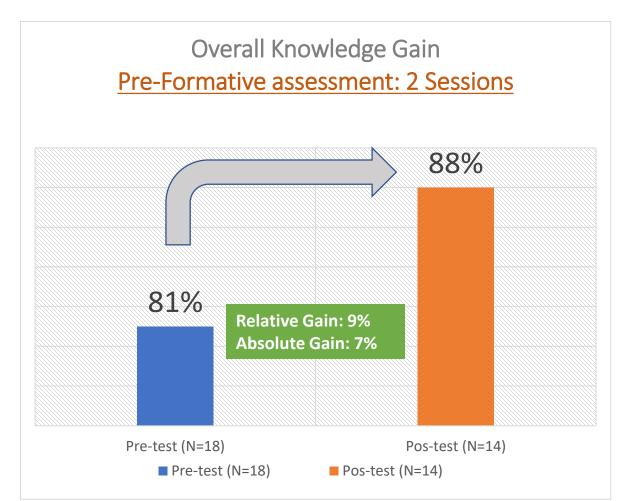
reported high levels of satisfaction related to the ability of the activity to impact practical applications

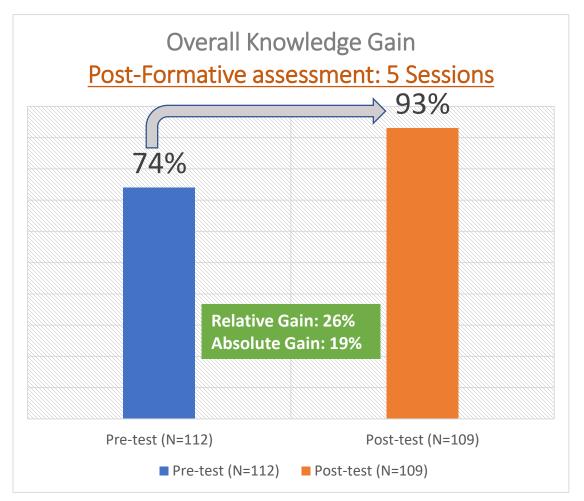
Formative Assessment

National Jewish Health strives to offer the best possible education to physician and healthcare providers. Our gold standard approach to a series of live presentations include formative assessment between sessions to support evidence-based refinement and improvement of subsequent presentations.

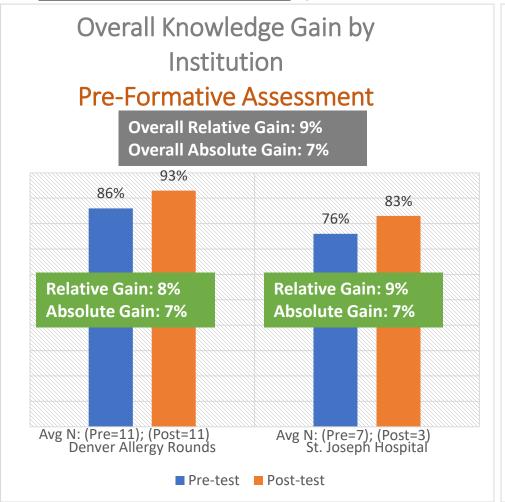
In this series, pre-/post-test questions were revised after the first two institution presentations at Denver Allergy Rounds and St. Joseph Hospital.

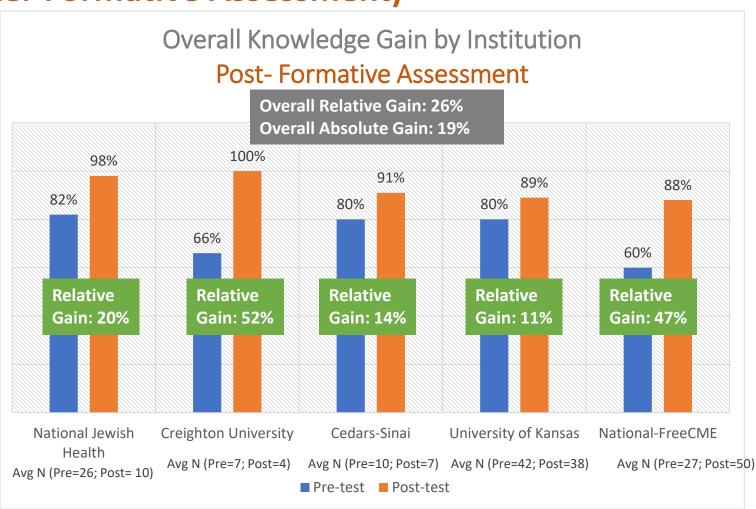
Level 3 Outcomes (Knowledge): <u>Live Virtual Grand Round Sessions: Overall Knowledge Gain</u> (Before & After Formative Assessment)





Level 3 Outcomes (Knowledge): <u>Live Virtual Grand Round Sessions: Overall Knowledge Gain</u> (Before & After Formative Assessment)





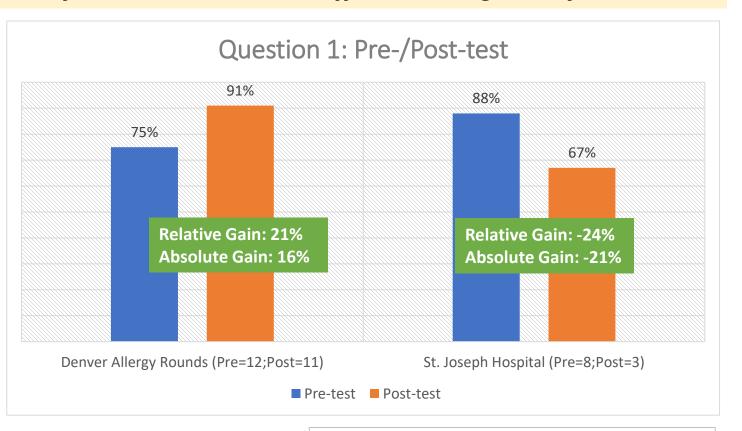
Level 3 Outcomes (Knowledge): Live Virtual Grand Round Sessions: Question 1

Learning Objective: Summarize best practices for the evaluation and differential diagnosis of EGPA.

Question 1 (Pre-formative assessment):

The most common cause of pulmonary infiltrates with eosinophilia in the United States is:

- a. Chronic eosinophilic pneumonia
- b. Eosinophilic granulomatosis with polyangiitis
- c. Parasitic infection
- d. Drug reaction



Average Knowledge Gain (Question 1): -3%

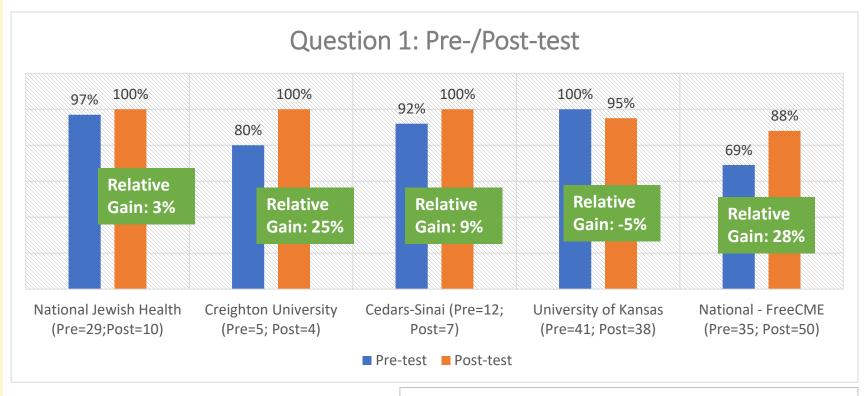
Level 3 Outcomes (Knowledge): Live Virtual Grand Rounds Sessions: Question 1

Learning Objective: Describe clinical features that distinguish EGPA from other eosinophilic lung diseases.

Question 1 (Revised after formative assessment):

As it pertains to Kyle's initial presentation, which of the following is a true statement?

- a. The majority of EGPA patients are ANCA+
- b. ANCA negativity does not exclude EGPA
- c. Most ANCA+ EGPA have specificity for C-ANCA
- d. ANCA positivity is associated with response to mepolizumab



*After formative assessment

Average Knowledge Gain (Question 1): 10%

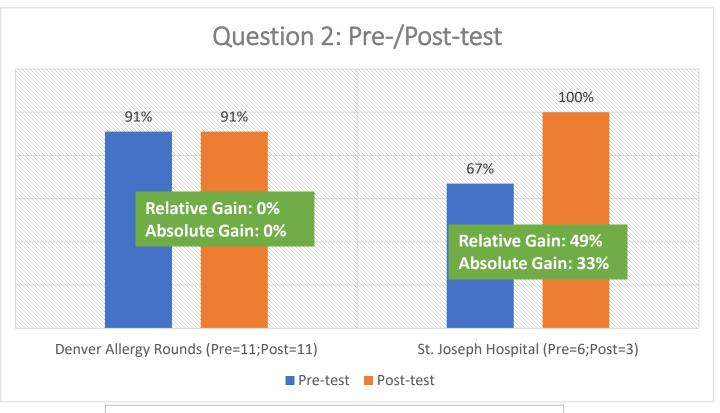
Level 3 Outcomes (Knowledge): Live Virtual Grand Round Sessions: Question 2

Learning Objective: Describe clinical features that distinguish EPGA from other eosinophilic lung diseases.

Question 2 (Pre-formative assessment):

EGPA can be differentiated from Chronic Eosinophilic Pneumonia and Hypereosinophilic syndrome with which of the following:

- a. Pulmonary infiltrates
- b. Blood eosinophilia
- c. BAL neutrophilia
- d. + ANCA



*Before formative assessment

Average Knowledge Gain (Question 2): 21%

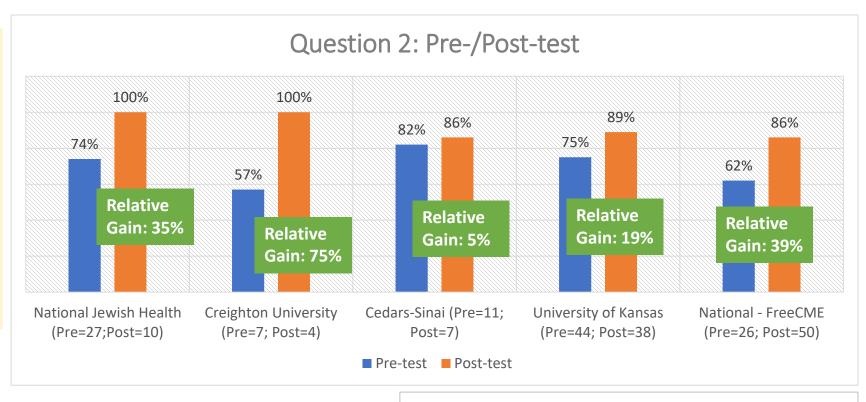
Level 3 Outcomes (Knowledge): Live Virtual Grand Round Sessions: Question 2

Learning Objective: Describe clinical features that distinguish EGPA from other eosinophilic lung diseases.

Question 2 (Revised after formative assessment):

Which of the following differentiates EGPA from chronic eosinophilic pneumonia?

- a. Systemic manifestations
- b. Pulmonary infiltrates
- c. Sinusitis
- d. Asthma



Average Knowledge Gain (Question 2): 32%

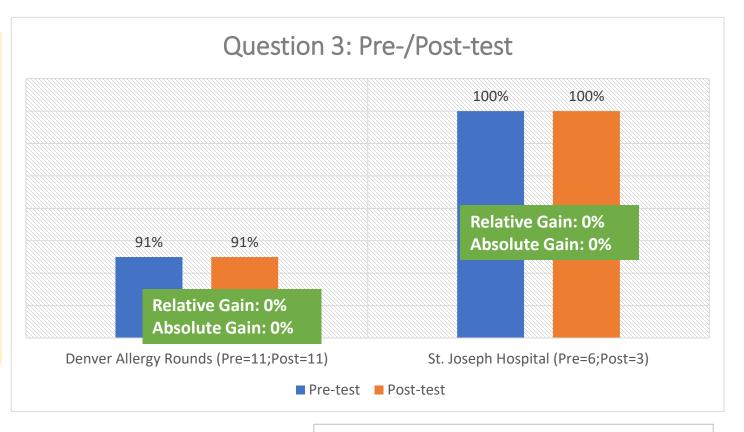
Level 3 Outcomes (Knowledge): Live Virtual Grand Round Sessions: Question 3

Learning Objective: Identify appropriate treatments for patients with EGPA.

Question 3 (Pre-formative assessment):

Which one of these clinical findings would be an indication to use cyclophosphamide?

- a. Moderate asthma
- b. Palpable purpura
- c. Sinusitis and nasal polyposis
- d. Rapidly progressive glomerulonephritis



*Before formative assessment

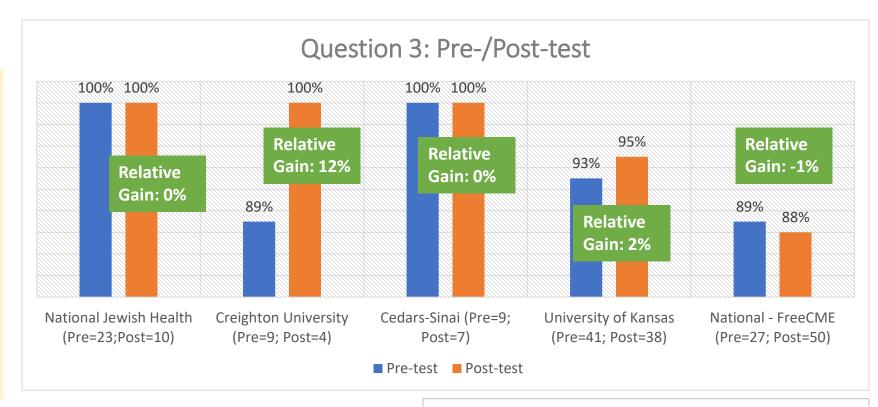
Average Knowledge Gain (Question 3): 0%

Level 3 Outcomes (Knowledge): Live Virtual Grand Round Sessions: Question 3

Learning Objective: Identify appropriate treatments for patients with EGPA.

Question 3 (Same after formative assessment): Which one of these clinical findings would be an indication to use cyclophosphamide?

- a. Moderate asthma
- b. Palpable purpura
- c. Sinusitis and nasal polyposis
- d. Rapidly progressive glomerulonephritis



*After formative assessment

Average Knowledge Gain (Question 3): 3%

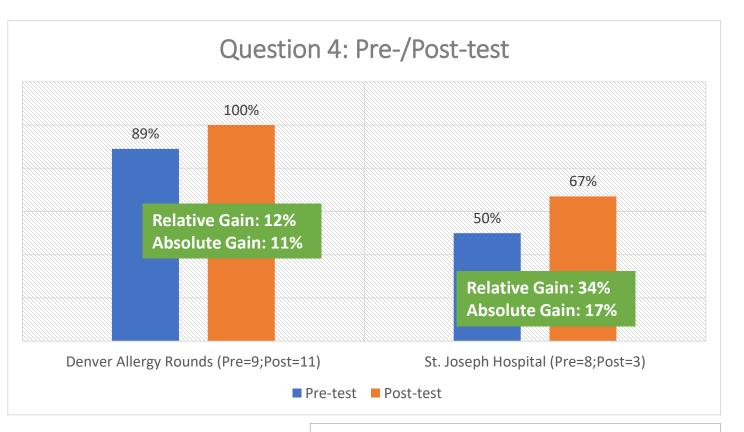
Level 3 Outcomes (Knowledge): Live Virtual Grand Round Sessions: Question 4

Learning Objective: Identify appropriate treatments for patients with EGPA.

Question 4 (Pre-formative assessment):

Which of the following has been shown to be effective in reducing EGPA exacerbations?

- a. Cyclophosphamide
- b. Methotrexate
- c. Mepolizumab
- d. Azathioprine



*Before formative assessment

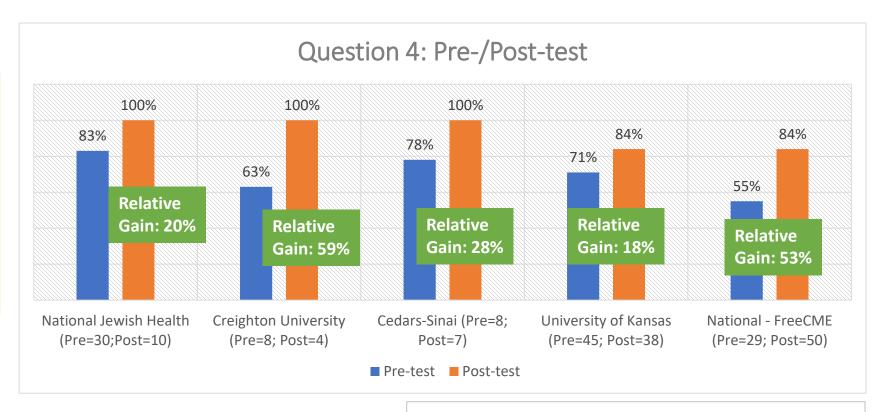
Average Knowledge Gain (Question 4): 20%

Level 3 Outcomes (Knowledge): Live Virtual Grand Round Sessions: Question 4

Learning Objective: Identify appropriate treatments for patients with EGPA.

Question 4 (Same after formative assessment): Which of the following has been shown to be effective in reducing EGPA exacerbations?

- a. Cyclophosphamide
- b. Methotrexate
- c. Mepolizumab
- d. Azathioprine



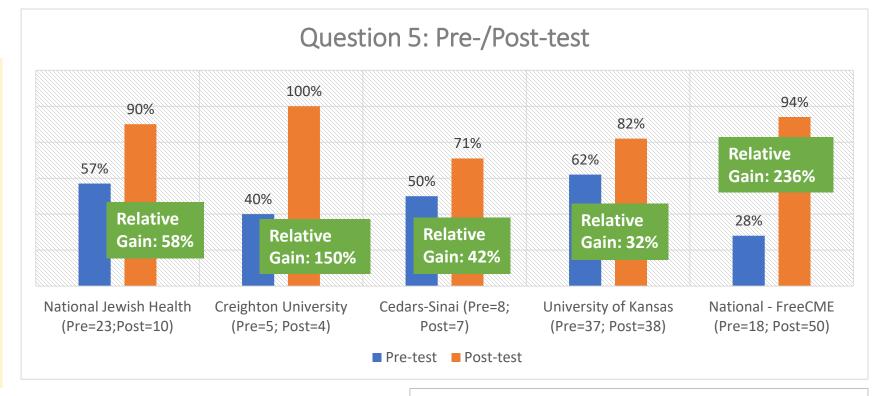
Average Knowledge Gain (Question 4): 34%

Level 3 Outcomes (Knowledge): Live Virtual Grand Rounds Sessions: Question 5

Learning Objective: Summarize best practices for the evaluation and differential diagnosis of EGPA.

Question 5 (Added after formative assessment): As it relates to the differential diagnosis of EGPA, which of the following will help to exclude more rare eosinophilic conditions/vasculitides?

- a. EKG/ECHO
- b. Peripheral smear
- c. RF-Rheumatoid Factor
- d. Pulmonary Function Tests



*After formative assessment

Average Knowledge Gain (Question 5): 84%

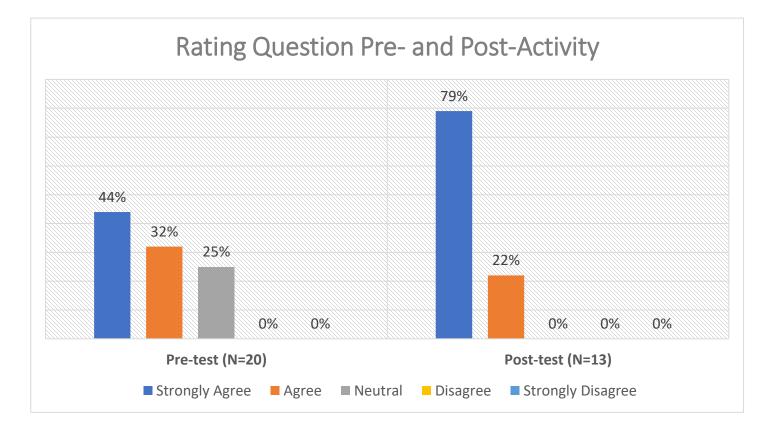
Live Virtual Grand Round Sessions: Rating Question 6 (Pre-and Post-activity)

Learning Objective: Address quality of life concerns with patients and families using a person-centered care approach.

This question doesn't have a "correct" answer, but was intended to elicit thought about the patient journey.

Rating Question 6: (Pre-formative assessment): The side effect of systemic corticosteroids and delays in receiving an accurate diagnosis often result in a lower overall quality of life for patients with EGPA:

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree



^{*}Before formative assessment

Live Virtual Grand Round Sessions: Rating Question7 (Pre-and Post-activity)

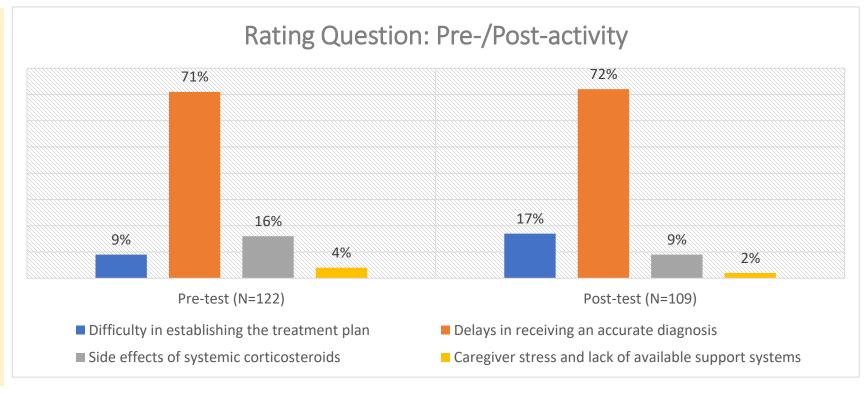
Learning Objective: Address quality of life concerns with patients and families using a person-centered care approach.

This question doesn't have a "correct" answer, but was intended to elicit thought about the patient journey.

Rating Question 7: (Revised after formative assessment):

Which of the following do you feel is the most closely associated with overall lower quality of life for patients with EGPA?

- a. Difficulty in establishing the treatment plan
- Delays in receiving an accurate diagnosis
- c. Side effects of systemic corticosteroids
- d. Caregiver stress and lack of available support systems



^{*}Added after formative assessment

Level 4 Outcomes (Competence): Live Virtual Grand Round Sessions

An analysis of open-ended comments demonstrate the following changes learners intend to make:

92%

N=118

Learners intend to make changes to practice as a result of the activity Extended work-up and incorporate patient's thoughts to come to an earlier diagnosis

[N=50]

Overall increased knowledge on the disease of EGPA

[N=17]

Consideration of use of mepolizumab

[N=9]

Consideration of other agents

[N=9]

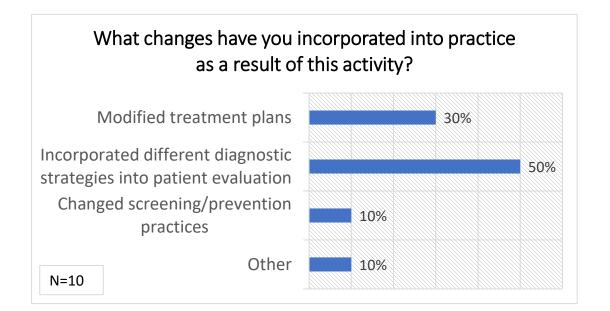
Treatment regimen and monitoring

[N=8]

45-day Follow-up Survey: Live Virtual Grand Round Sessions

63% stated that the activity provided new ideas or information they have used in practice.

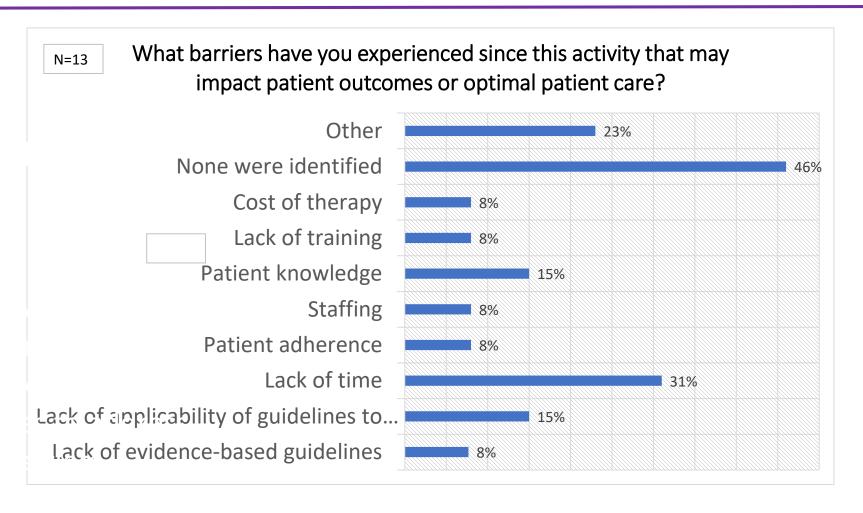
[N=16]



60% indicated if they haven't made changes yet but that they are thinking of making those changes. [N=5]



45-day Follow-up Survey: Live Virtual Grand Round Sessions



Program Evaluation: Live Virtual Grand Round Sessions



Program Evaluation: Live Virtual Grand Round Sessions

What do you think is the primary reason why making a diagnosis of EGPA is so difficult?	
Lack of training and clinical experience	The many manifestations of EGPA
Symptoms and signs shared by other diseases	Not that common
ANCA negativity	Symptoms are a lot like asthma
Difficult getting tests done in a timely manner	Insurance
Hard to find a specialist with expertise	Complexity of disease
Requires collaboration from other disciplines	Lack of understanding of the proper work-up
Non-compliance by patient to medical regimen	Masked signs and symptoms
Lack of access to lab kits and tests	Multi-system involvement of disease

Program Evaluation: <u>Live Virtual Grand Round Sessions</u> Strategies for Overcoming Barriers

- Communication with patient
- Understanding of key frustrations and hurdles patients experience
- Reinforced to not hesitate to do up front testing as baseline during initial evaluation
- Early detection of signs and symptoms of the disease
- Proper approach to diagnosis and step-wise therapy

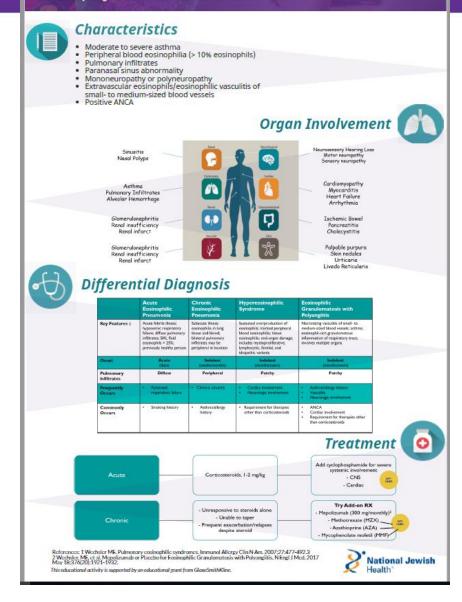
Program Evaluation: Live Virtual Grand Round Sessions

What topics would you like more information about in future educational activities?	
COVID-19	Severe asthma; non-eosinophilic asthma
Management of T-cell mediated drug reaction	Nasal polyps
Pulmonary vasculitis	ANCA diseases
ILD	Sleep disorders
Acute eosinophilia pneumonia	Treatment of refractory asthma
Practical outpatient pearls from specialists	Hypersensitivity reactions
Renal outcomes in EGPA patients	Atypical mycobacteria
Immunosuppressant	Cardiology
Nephrology	Gastroenterology
Vocal cord dysfunction	Use of biologics in asthma
Lung transplant	Polyarteritis nodosa (PAN)
Case studies	Type 1 and 2 diabetes mellitus
Cancer	Skin diseases

[Live Final Outcomes]

A clinical reference aid was developed for healthcare providers to reference in their practice.

Diagnosis and Treatment Selection for Eosinophilic Granulomatosis with Polyangiitis: Person-Centered Care in EGPA



"I really enjoyed the patient speaking about his experiences and the impact of getting a correct diagnosis and treatment made to his quality of life."

-from learner evaluation

"Patient videos are a great addition!" –from learner evaluation



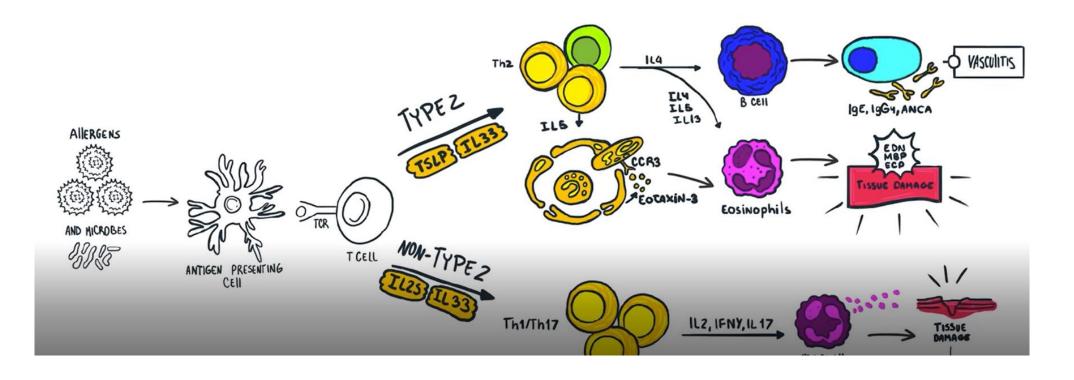
a good reminder to
look deeper and listen
better to patients."

—from learner
evaluation

"Patient example was

Kyle W. – Patient Perspective

Really like the pathophysiology animation slide! – From Learner Evaluation Loved the whiteboard animation!
-From Learner Evaluation



Accreditation

NJH is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians. The NJH Office of Professional Education produced and accredited this program and adhered to the updated ACCME guidelines.

NJH designates the live activity and enduring material for a maximum of 1.0 AMA PRA Category 1 Credits™.

Provider approved by the California Board of Registered Nursing, Provider Number 12724 for 1.0 nursing contact hours.



Thank you for your support of this educational program!