

# Rheumatoid Arthritis: Pathophysiology, Treatment Strategies, and the Patient Perspective

## Rheumatoid Arthritis: Pathophysiology, Treatment Strategies, and the Patient Perspective

Barbara Goldstein, MD, MMSc; Jason Koffenbach, MD; Kristen Demouette, MD; Ruth Clymor, CPsT Faculty and Disclosures  
CME Released: 03/17/2015 | Valid for credit through 03/17/2016

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**Pfizer**

CME Information



ZOOM SLIDE THUMBNAILS

Rheumatoid Arthritis:  
Pathophysiology, Treatment  
Strategies, and the Patient Perspective

Moderator  
Barbara Goldstein, MD, MMSc  
Assistant Professor  
National Jewish Health and Denver Health

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A CME Activity  
Developed by  
National Jewish Health  
and Medscape Education

# **Outcomes Summary**

**Online Enduring Activity**

**Grant #:16627051**

**March 17, 2015 – March 17, 2016**

**Accreditation Details:**

This program was certified for 0.5 *AMA PRA Category 1 Credits™*.

**Total credits claimed by learners: 597.75**

## Roundtable Participants

### Moderator

**Barbara Goldstein, MD, MMSc**

Assistant Professor

National Jewish Health and Denver Health

### Faculty

**Kristen Demoruelle, MD (Panelist)**

Assistant Professor

University of Colorado Denver & National Jewish Health

**Jason Kolfenbach, MD (Panelist)**

Assistant Professor

University of Colorado Denver

### Patient

**Ruth Clymor, CPhT (RA patient)**

## Executive Summary – Activity Details

### **Background:**

The Office of Professional Education along with the Division of Rheumatology, who are considered to be key opinion leaders in the field, partnered to produce Rheumatoid Arthritis: Pathophysiology, Treatment Strategies, and the Patient Perspective.

The goal of this online, interactive and innovative program was to improve the health care team's knowledge and competence and close gaps related to treating patients with rheumatoid arthritis (RA), including the pathophysiology of RA, the emerging strategies for DMARD therapy, including emerging inflammation therapies, and the communication with patients about their disease and treatment plans. The roundtable panel discussion incorporated unique perspectives from experts selected to maximally impact learning on how we manage and treat patients with RA. Rheumatologists representing clinician, researcher, and clinical educator perspectives were joined in the discussion by a patient with RA. The collaborative input from these panelists improved knowledge and competence of the target audience, which included specialists as well as primary care physicians and allied health professionals.

### **Target Audience:**

This activity was developed for rheumatologists and primary care physicians who treat RA, as well as nurses, physician assistants, and nurse practitioners who work in rheumatology and primary care practices and treat patients with RA.

## Executive Summary – Activity Details

### Method of Learning:

The *roundtable panel discussion* was a professionally filmed program, featuring a 30-minute video of a moderated dialogue between a key opinion leader moderator (a rheumatology clinician) and three panelists (a rheumatology researcher, a clinical educator experienced in rheumatologic education for medical students, primary care physicians, and other allied health providers, and a patient with RA). The activity provided an ideal vehicle to assess and summarize the impact of recent research on clinical practice, offer an in-depth exploration of issues and access to expert opinions, and highlight recommendations for patient care.

Generally, educational panel discussions include only members of the healthcare team as faculty; however, we decided to use a unique approach that provided valuable perspective from an important and often overlooked component: ***the patient.***

## Executive Summary: Outcomes and Learning Objectives

### **Educational Outcomes Strategy:**

National Jewish Health and Medscape designed the activity to measure knowledge and competence. The success of the program was measured by the following:

- Pre-test
- Post-test
- Evaluation

### **Learning Objectives:**

1. Identify the different mechanisms by which factors involved in the pathophysiology of RA can be modulated.
2. Describe the new and emerging therapies for RA and their mechanisms of action.
3. Elucidate strategies for the selection of therapeutic agents following failure of TNF inhibitors.
4. Describe guideline recommendations for the treatment of RA.
5. Discuss the epidemiology and burden of disease of RA.
6. Demonstrate effective patient communication skills.

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Edition: **ENGLISH** DEUTSCH ESPAÑOL FRANÇAIS PORTUGUÉS

**Medscape**  
News & Perspective

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Upon completion of this activity, participants will be able to:

1. Identify the different mechanisms by which factors involved in the pathophysiology of RA can be modulated.
2. Describe the new and emerging therapies for RA and their mechanisms of action.
3. Elucidate strategies for the selection of therapeutic agents following failure of TNF inhibitors.
4. Describe guideline recommendations for the treatment of RA.
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**Continue to Activity**

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**Moderator**  
Barbara Goldstein, MD, MMSc  
Assistant Professor  
National Jewish Health and Denver Health

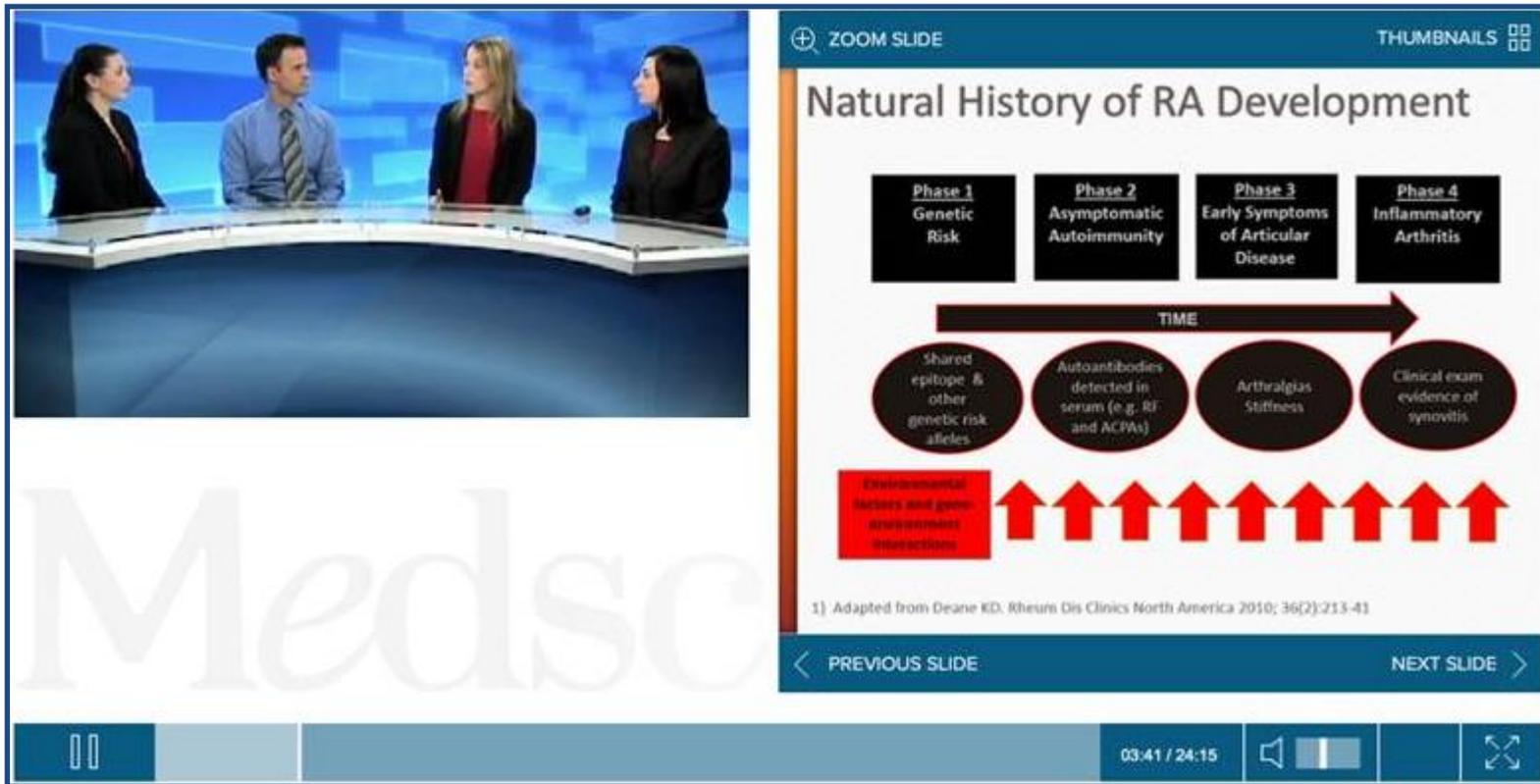
[NEXT SLIDE >](#)

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*Introductory screen included all of the CME and Accreditation information*

## Online Educational Platform



The image shows a Zoom roundtable on the left with four participants (three women and one man) seated around a table. On the right is a slide titled "Natural History of RA Development". The slide features a horizontal timeline with four phases: Phase 1 Genetic Risk, Phase 2 Asymptomatic Autoimmunity, Phase 3 Early Symptoms of Articular Disease, and Phase 4 Inflammatory Arthritis. Below the phases, a red arrow labeled "TIME" points right. Underneath the arrow are four ovals: "Shared epitope & other genetic risk alleles", "Autoantibodies detected in serum (e.g. RF and ACPAs)", "Arthralgia Stiffness", and "Clinical exam evidence of synovitis". At the bottom left of the slide, a red box labeled "Environmental factors and gene-environment interactions" has eight red arrows pointing up towards the timeline. The slide also includes a citation: "1) Adapted from Deane KD. Rheum Dis Clinics North America 2010; 36(2):213-41". The slide interface includes "ZOOM SLIDE" and "THUMBNAILS" buttons at the top, and "PREVIOUS SLIDE" and "NEXT SLIDE" buttons at the bottom. A "Medsc" watermark is visible in the background of the slide area.

*The video roundtable included corresponding slides throughout the 30 minute activity*

## Level 1 Outcomes: Participation

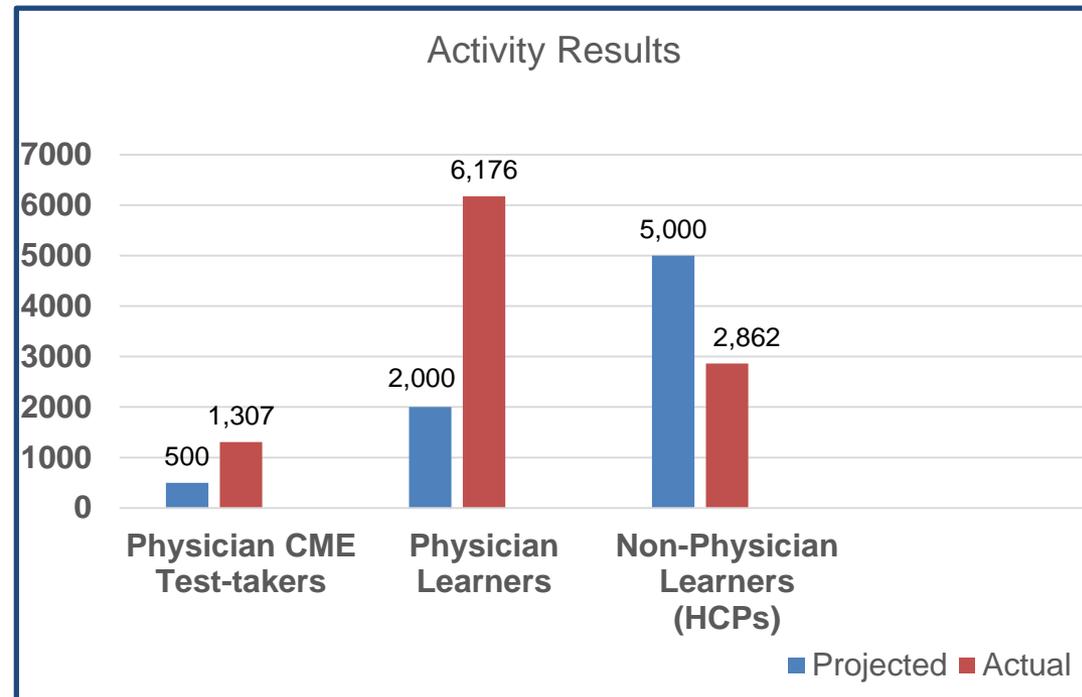
### Projected Scope:

- **500** physician CME test-takers
- **2,000** physician learners
- **5,000** non-physician learners (HCPs)

### Activity Results:

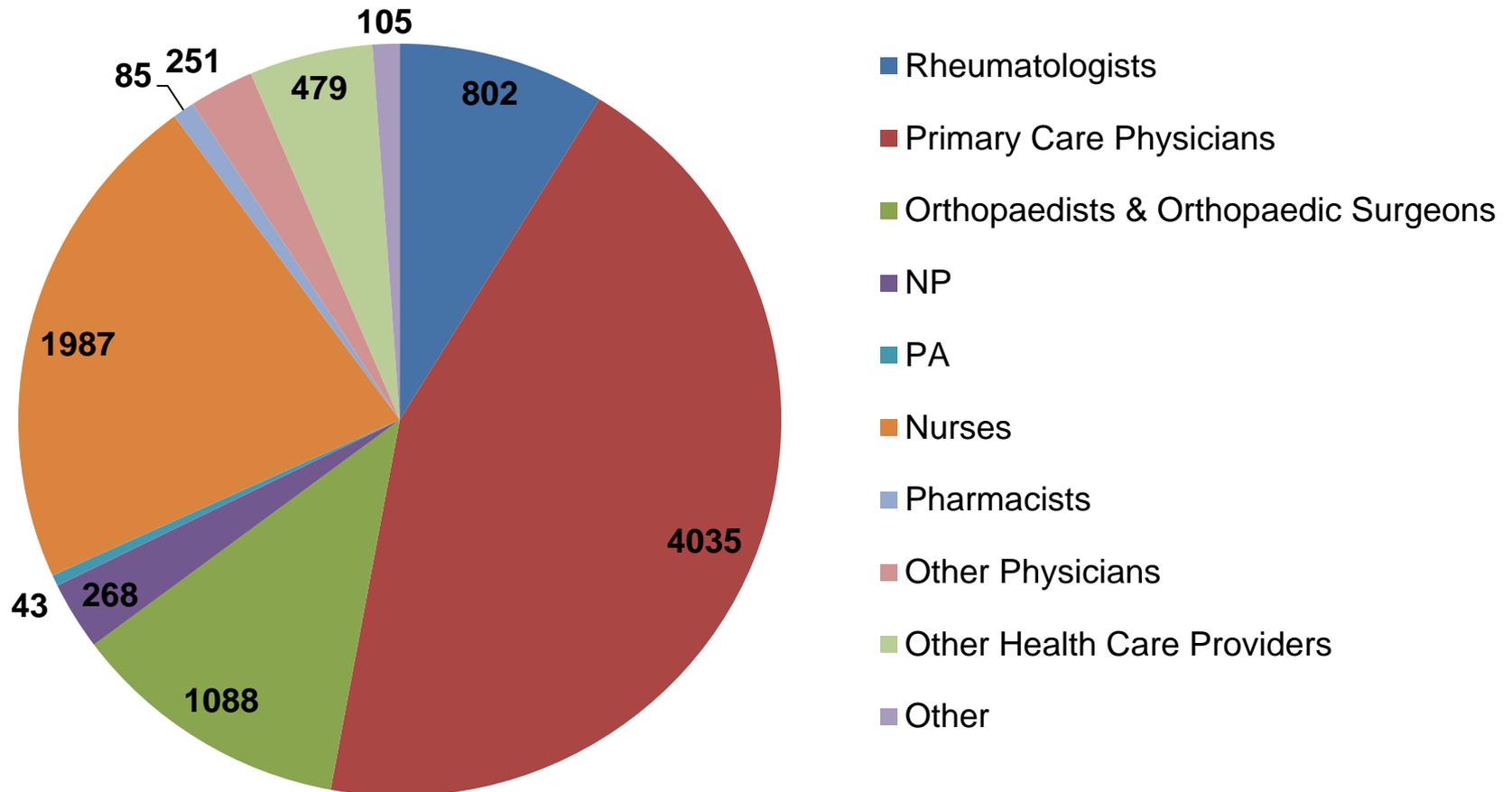
- **1,307** physician CME test-takers
- **6,176** physician learners
- **2,862** non-physician learners (HCPs)

**9,143 Total Learners**  
**1,206 Physician Certificates**



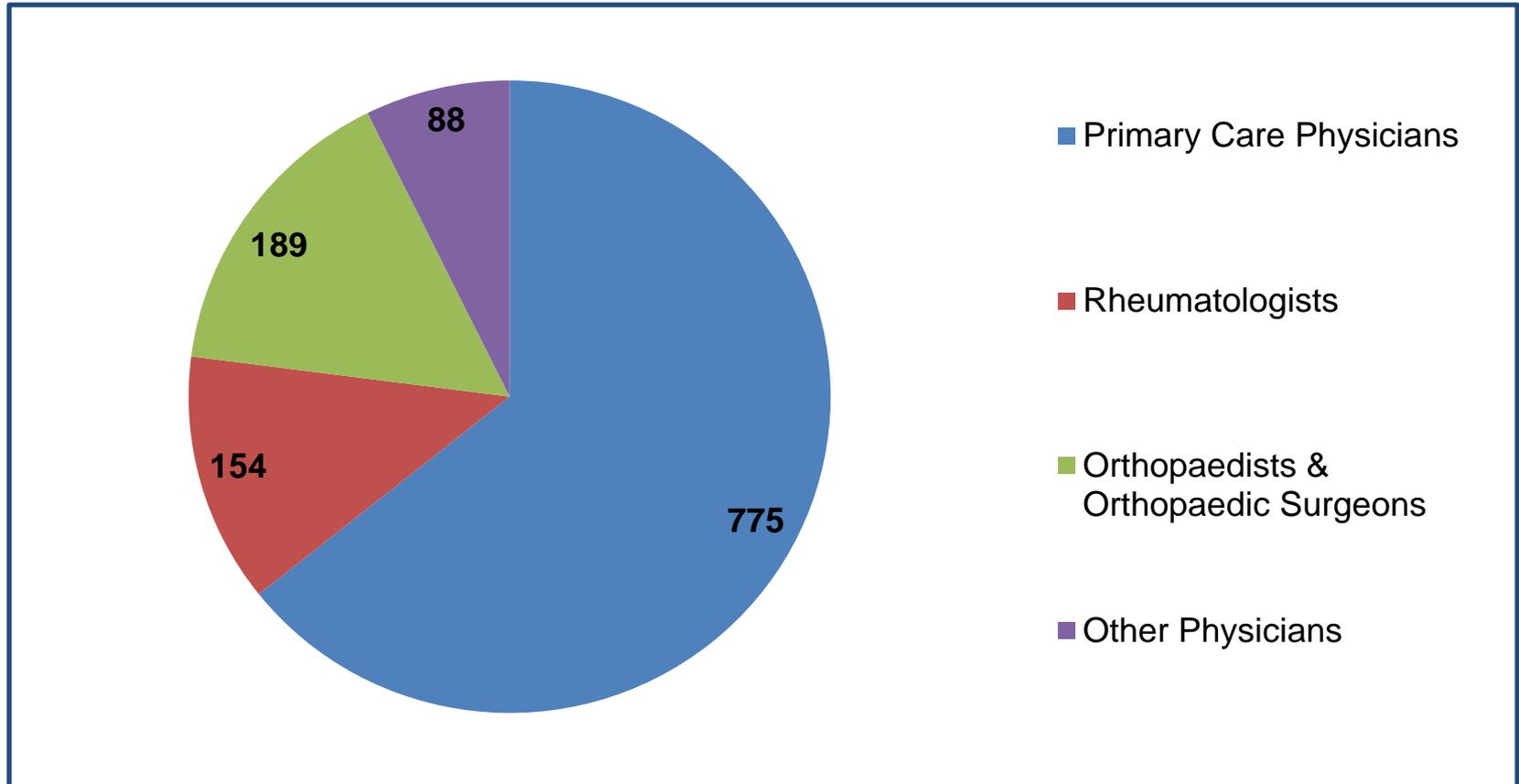
## Level 1 Outcomes: Participation

### Overall Participation (N=9,143)



## Level 1 Outcomes: Participation

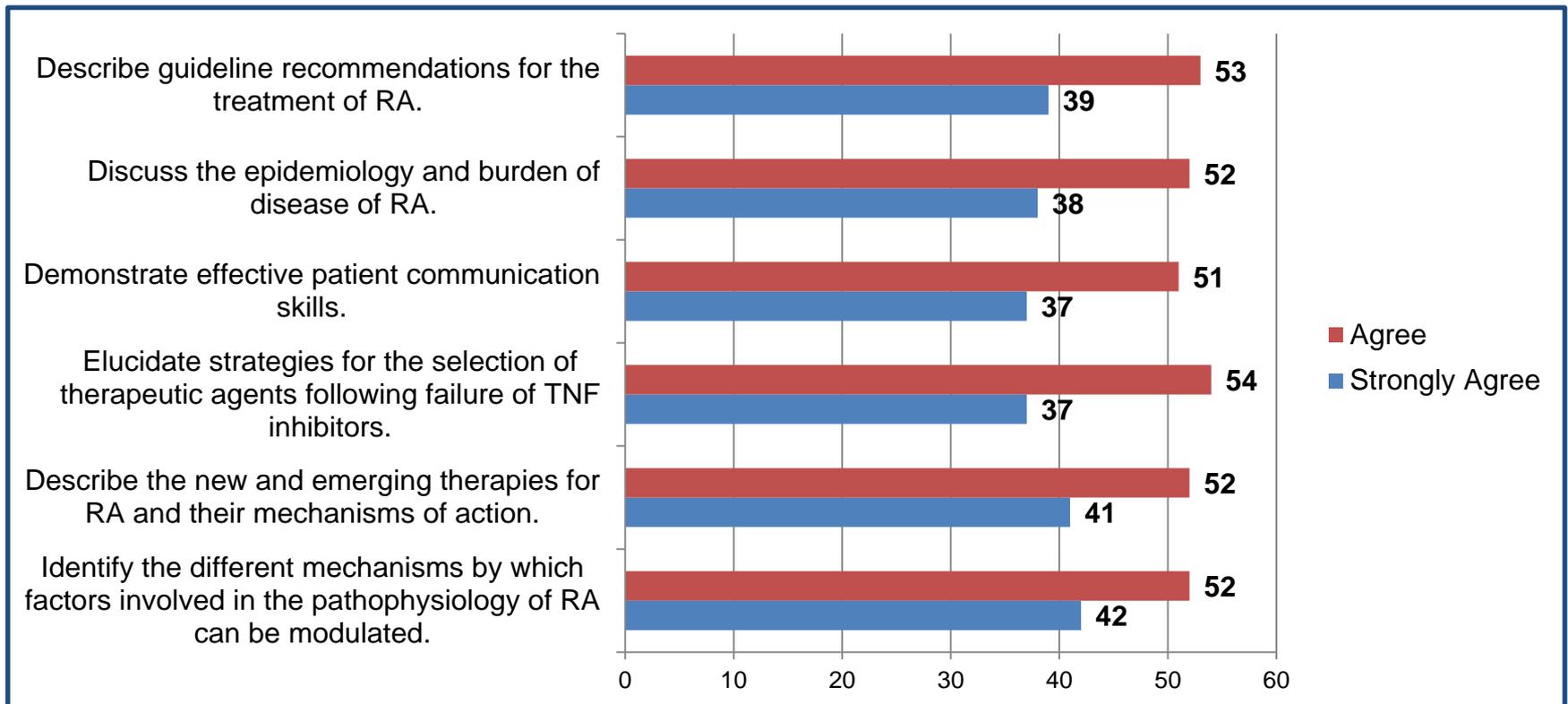
Physician CME Certificates Awarded (N=1,206)



## Level 2 Outcomes: Satisfaction

### Analysis of Participants' Responses Related to Learning Objectives

Participants were asked whether the activity supported achievement of each learning objective:

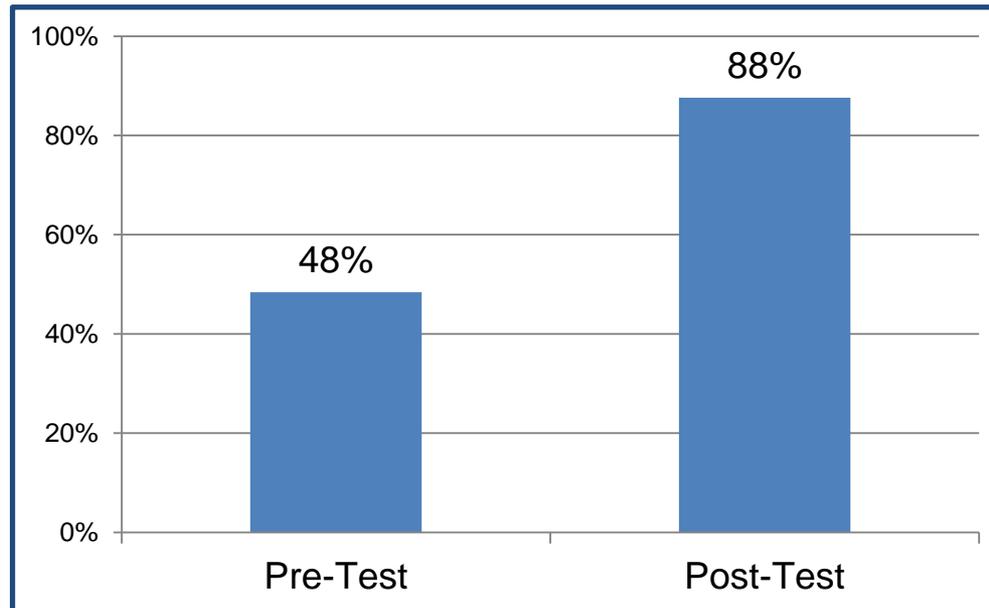


Measured in %

## Level 2 and 3 Outcomes: Satisfaction and Learning

Level 2 and 3 outcomes were measured by comparing participants' pre- and post-test answers. The attendees' responses to these questions demonstrated that participants gained knowledge as a result of the activity.

*The **overall average increase** in correct responses from pre- to post-activity (knowledge gain) was **40%**.*

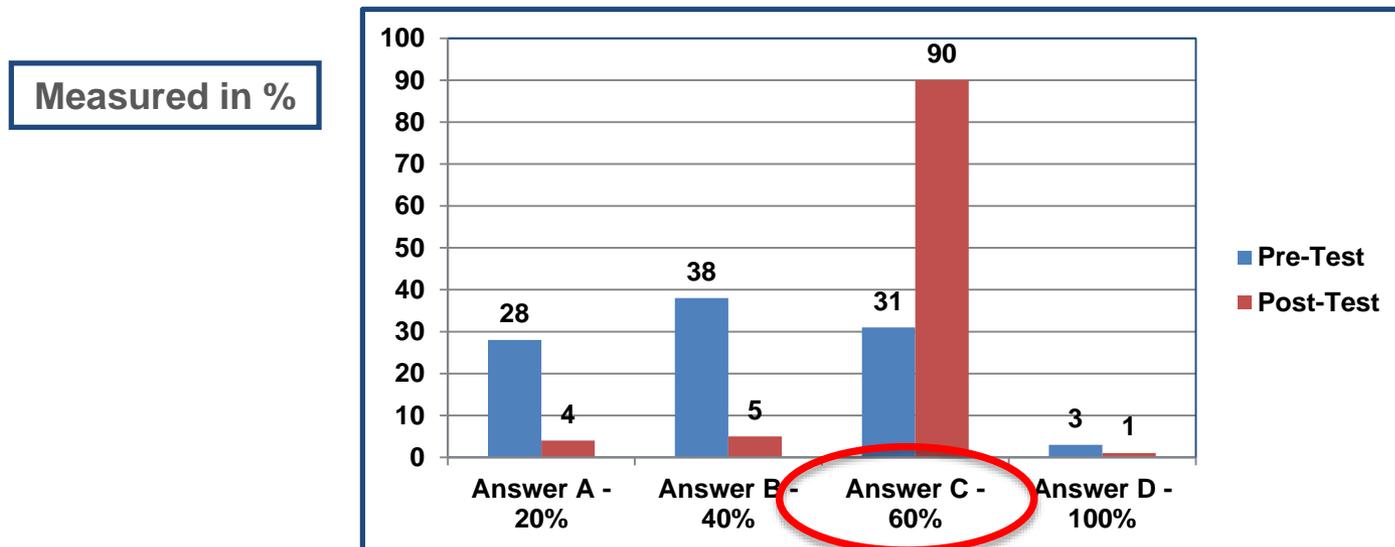


Measured in % of Correct Answers

## Level 3 Outcomes: Learning

Pre/Post Test Comparison: Indication of Knowledge Gained  
*Question Example Addressing Learning Objective #5*

**Question:** How much of the risk of RA can be explained by genetics?

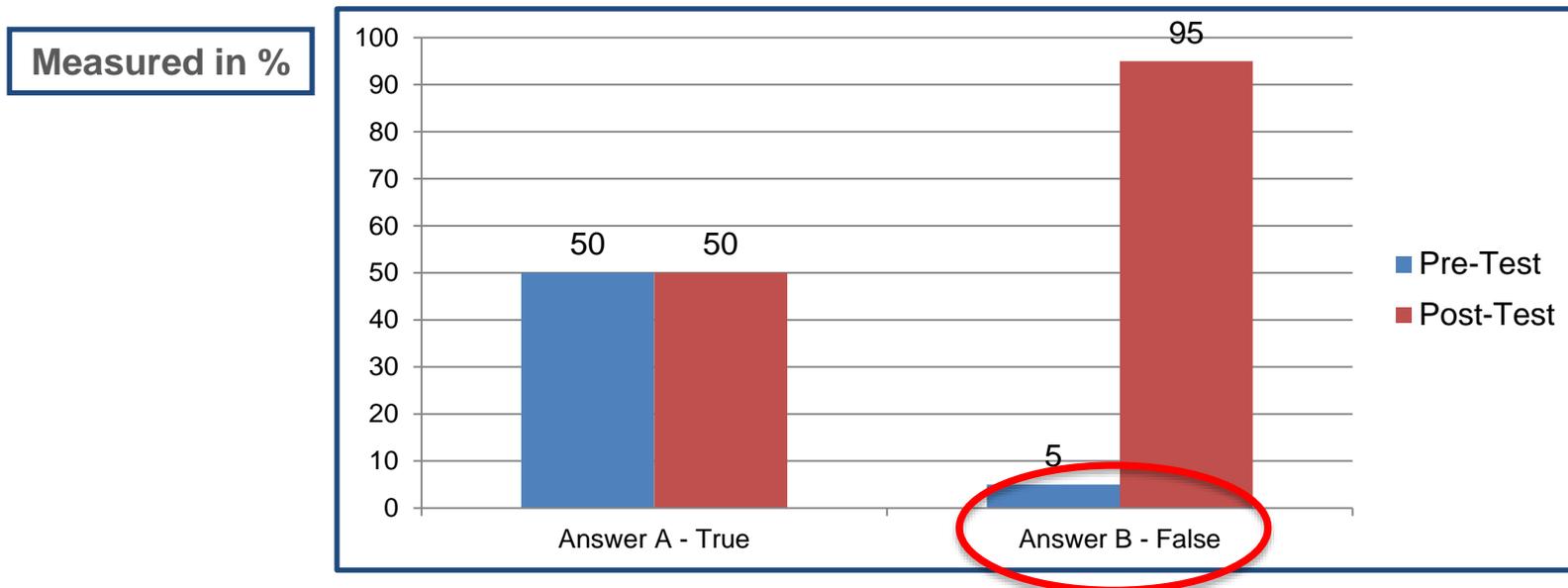


**Answer:** The correct answer is c, **60%**. Only 31% of participants that responded selected the correct answer during the pre-test, **compared to 90% in the post-test.**

## Level 3 Outcomes: Learning

### Pre/Post Test Comparison: Indication of Knowledge Gained *Question Example Addressing Learning Objective #2*

**Question:** True or false: Biosimilars are FDA approved in the United States for RA.



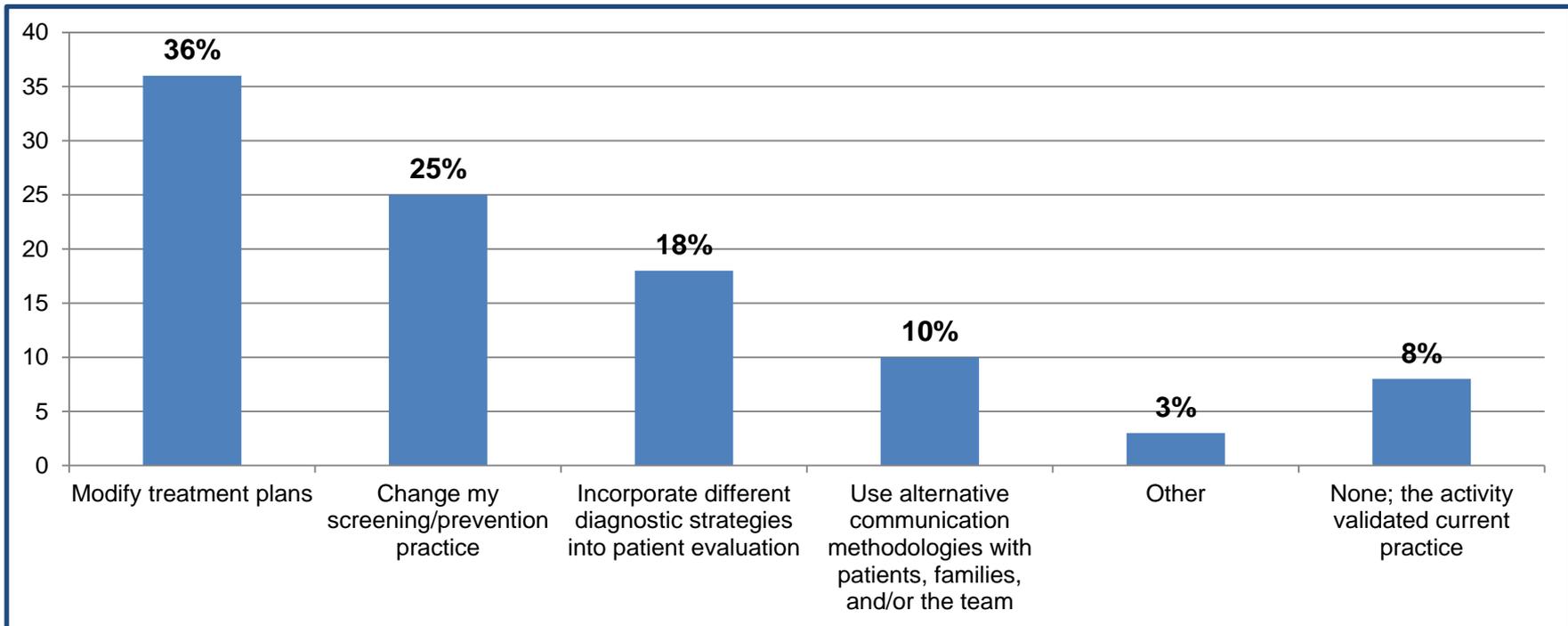
**Answer:** The correct answer is B, **False**. Only 50% of participants that responded selected the correct answer during the pre-test, **compared to 95% in the post-test**.

## Level 4 Outcomes: Competence (Intent to Change)

**92%** of participants stated that they are very to somewhat committed to make changes to their practice based on the content presented.

The changes I intend to make in my practice include:

Measured in % of  
Respondents



## Overall Activity Impact

**Main Findings:** The attendees' responses to post-test evaluation questions demonstrated the following:

- **91%** of participants indicated that the materials were **presented objectively and free of commercial bias** (*7% of participants responded "No Opinion"*).
- **89%** of participants indicated that the **content learned from this activity will impact my healthcare team**.
- **97%** of participants indicated that the activity **promoted improvement in patient outcomes**.
- **93%** of participants stated that they **would recommend this activity to others**.
- **93%** of participants stated that the **online format was appropriate for the subject matter and I was able to access all components of the activity without difficulty**.

## Participant Comments

- “Excellent CME lecture on Rheumatoid Arthritis that discusses the pathophysiology, treatment strategies, and the patient perspective.”
- “Panel and patient - good touch.”
- “Loved listening to the patient. She added an important dimension to the discussion.”
- “Really really good moderator and presenters. Just the right length, very clear. Great slides.”
- “Knowledgeable and useful topic.”
- “Excellent. Thanks for the CME topic.”