

A background image of a molecular structure with white spheres and connecting lines, set against a light gray gradient. A vertical bar on the left side of the slide is divided into three colored segments: teal at the top, orange in the middle, and red at the bottom.

Continuing Professional Development to move Healthcare Professionals along the Learning Continuum

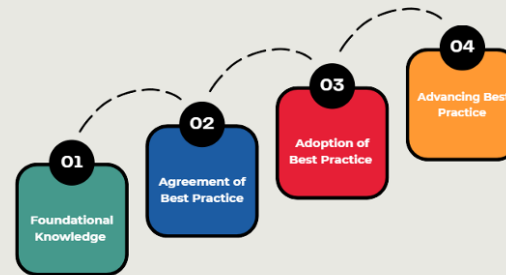
Sarah A. Nisly, PharmD, MEd, BCPS, FCCP
Senior Vice President, Outcomes and Insights
Clinical Education Alliance



Clinical education alliance, parent company for CCO, PCE, and ProCE CPD business units

How we learn and apply change

Learning Continuum Steps



Change theory, stages of behavioral change, etc. All to show that a single moment doesn't control everything, but rather it's a piece of the puzzle or your journey.

“Leading the charge on obesity management: The endocrinologist’s role in empowering community providers to join the fight”

- **Live program** took place at the American Diabetes Association 2023 Scientific Sessions in San Diego, California on June 22, 2023.
- The program was led by 3 endocrinology faculty members with expertise in obesity management representing both academic and private practice.
- The faculty focused the program on strategies to equip primary care HCPs with **overcoming bias**, improving **motivational interviewing techniques**, the **latest evidence** for weight loss strategies, and how to **engage with primary care HCPs**.
 - Dan Bessesen, MD, FTOS: academic researcher and specialist
 - Jamie Almandoz, MD, MBA, FTOS: academic researcher and specialist
 - Joanna Miragaya, MD, PhD, FACE: community and private practice healthcare professional and specialist

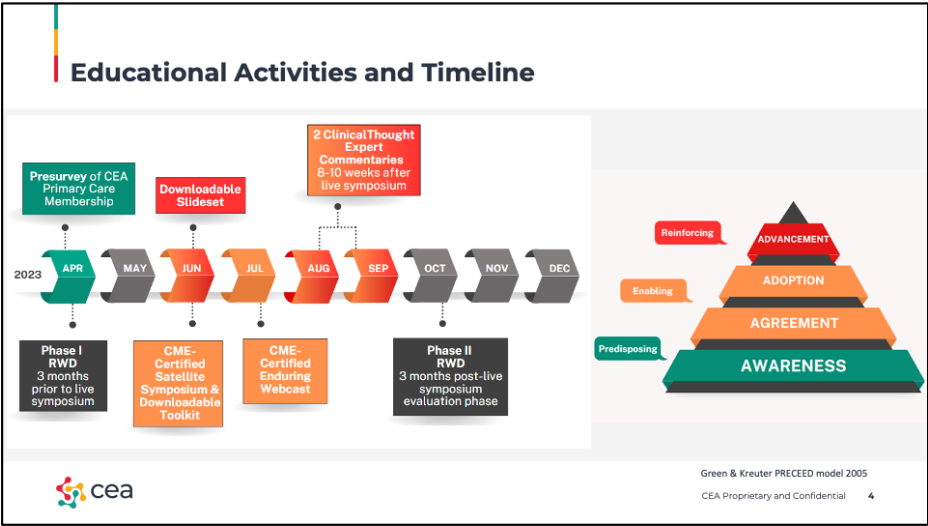
PROGRAM GOAL: to **improve** the competence, skills, and performance of **endocrinologists** and other specialists to support and **empower community-based HCPs** to optimize the management of patients with obesity.



Supported by an educational grant from Eli Lilly

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Overall program design
Focus on PCP empowerment



PRECEED model overlain with learning continuum
 Corresponding programmatic activities
 RWD phase 3/3/3

Primary Care Survey on Barriers to Obesity Management

45% report patients are **unmotivated** to lose weight

31% state treatment is **not effective** to maintain weight loss

35% are **hesitant** on how to communicate with patients

- Evaluating effective strategies to empower community-based HCPs to prioritize obesity management in their clinical practice
- Formulate strategies to engage with community-based HCPs in order to disseminate the latest evidence and practical strategies for incorporating pharmacotherapy into the long-term management of obesity
- Apply strategies to empower community-based HCPs to initiate conversations and sustainable practices that support long term weight loss maintenance in patients with obesity



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HCP bias
Limited knowledge on evidence
Limited skill to communicate (motivational interviewing)

Enriching CPD Outcomes and Insights with Real World Data

Real-world data sources:

- Validated medical claims data
- Primary diagnosis claims data, identified by ICD-10 codes

Overlay data within analysis to inform and report educational outcomes and HCP real-world practice and decision-making insights



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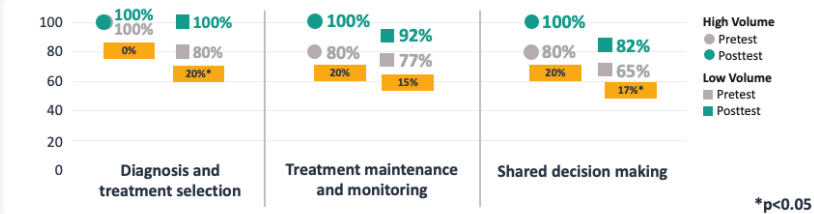
Validated NPI learners
Treaters and non treaters

Real-World Data Analysis: Impact of Education on “High Volume” vs “Low Volume” HCP Treators of Patients with Obesity

Analysis of educational impact among HCPs whose real-world treatment volume of patients with obesity is in the top tertile of the HCP learner cohort shows statistically significant impact on treatment maintenance/monitoring and SDM, and significant gains were also seen among HCPs with a lower volume of patients. The education equipped validated HCP treators of patients with obesity with improved understanding and skills in key areas of care.

High Volume Treators: 50 Patients impacted weekly

Low Volume Treators: 27 Patients impacted weekly



High Volume Treators: Practice changes worth noting

28% are changing their referral, diagnosis, or treatment practice

14% educating others on this information

14% team process changes

Low Volume Treators: Practice changes worth noting

69% are applying literature and moving into acceptance of treatments with their peers

22% team process changes



Significance testing was performed to test impact between pre- and post-test scores for each grouping; N=118

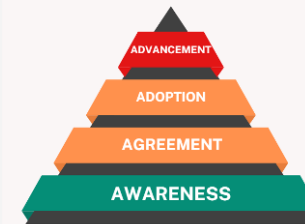
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Slide orientation, compelling story, but not the major take home point for this education.

Self-Reported Movement in the Learning Continuum

A single intervention can help shift learners on their learning continuum journey and translate to objective change in behavior.

Self-Reported Learning Continuum Change	Objective Claims Evidence Confirmed
Adoption to Advancement	Increase in obesity claims submitted
Awareness to Agreement	Increase in obesity claims submitted



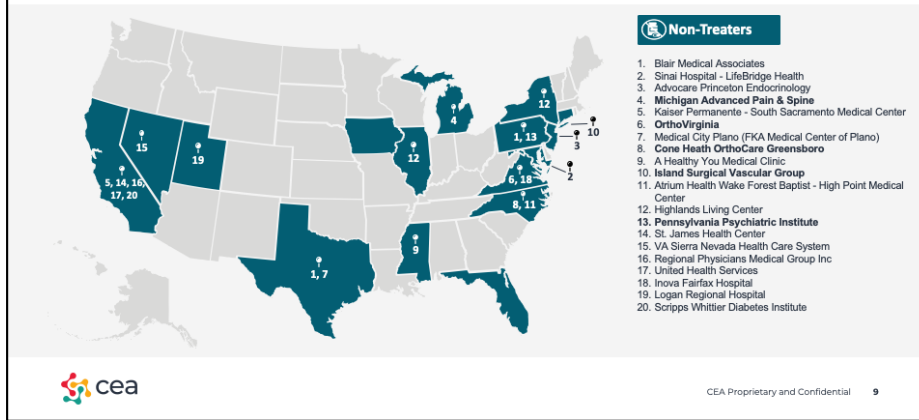
* The activity evaluation presents the learning continuum as a shift from Awareness to Agreement to Adoption to Advancement

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Exploration of our learning continuum question and objective medical evidence

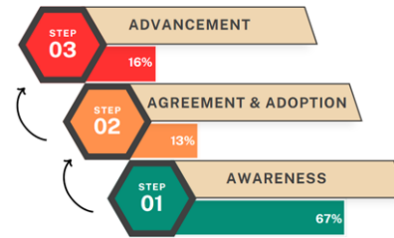
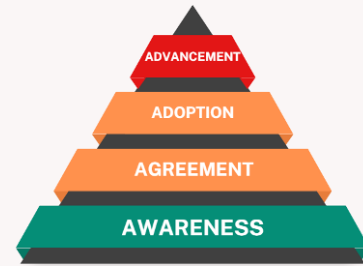
**Real-World Data Analysis:
Practice Groups for HCPs Learners Who Do Not Demonstrate Real-World Treatment for Patients with Obesity**

Takeaway: The education reached HCP learners who do not have medical claims to indicate they are specifically treating patients for obesity, across the US, despite the prevalence of obesity in the US population, indicating the potential impact of the education in improving practice among these HCPs to engage them to actively engage with patients with obesity in evidence-based strategies



Clinical academician for 20 years, I'm interested in why people do what they do
Non-treater tells a more interesting story

A Team Focus on the Learning Continuum



Remember bias, unknown evidence, nervous about communicating with patients re: obesity

Conclusions and Next Steps

Conclusions

- Proof of concept that the validated evaluation tool can yield further insights for exploration
- The education program yielded data for target and non-target audiences
- One piece of the larger educational journey

Next Steps

- Curriculum based programs
 - Serial learning over time
- Year over year learning
 - Repeat learners in a specific topic
- Confidence &/or self-efficacy
- Associated learning objectives and themes
- Topics, areas of interest, professions, specialties

POC that is only one piece in the overall story of a learners educational journey
Yields more insights and continued exploration



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