



Webcast

PORTRAITS OF

ADHERENCE

**Patient-Centered Strategies
in Cystic Fibrosis**



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MEDICINE



JOHNS HOPKINS
NURSING

Jointly Presented By the Johns Hopkins University School of Medicine and the Institute for Johns Hopkins Nursing.

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**PORTRAITS OF
ADHERENCE**

Patient-Centered Strategies
in Cystic Fibrosis

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DIRECTOR, CYSTIC FIBROSIS ADHERENCE
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JOHNS HOPKINS SCHOOL OF MEDICINE
BALTIMORE, MARYLAND

LEARNING OBJECTIVES

- Integrate effective strategies to identify nonadherence in patients with CF into clinical practice.
- Create a comprehensive plan to address adherence barriers across the developmental spectrum including children, adolescents and adults.
- Incorporate adherence-improvement strategies into daily clinical practice, including using effective communication skills, engaging the multidisciplinary treatment team and making appropriate referrals.

FULL DISCLOSURE POLICY AFFECTING CME ACTIVITIES

The following relationships have been reported for this activity: **PLANNERS**

Name	Relationships
Kristin Riekert, PhD	Consultant: Gilead Sciences, Inc.

No other planners have indicated that they have any financial interest or relationships with a commercial entity.

EDUCATIONAL SUPPORT

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What is Adherence?



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LEARNING OBJECTIVES

- Define the current state of adherence to CF therapies.
- Discuss the impact of adherence to CF therapies on health outcomes.

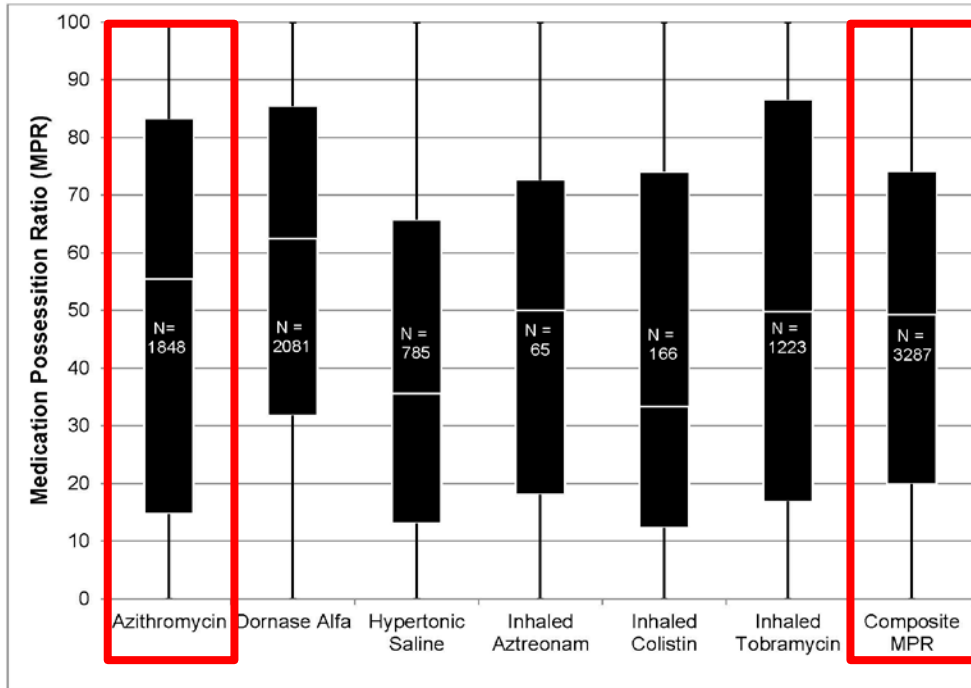
Definition (WHO 2001):

The extent to which a person's behavior – taking medication, following a diet, and/or executing lifestyle changes, corresponds with agreed recommendations.

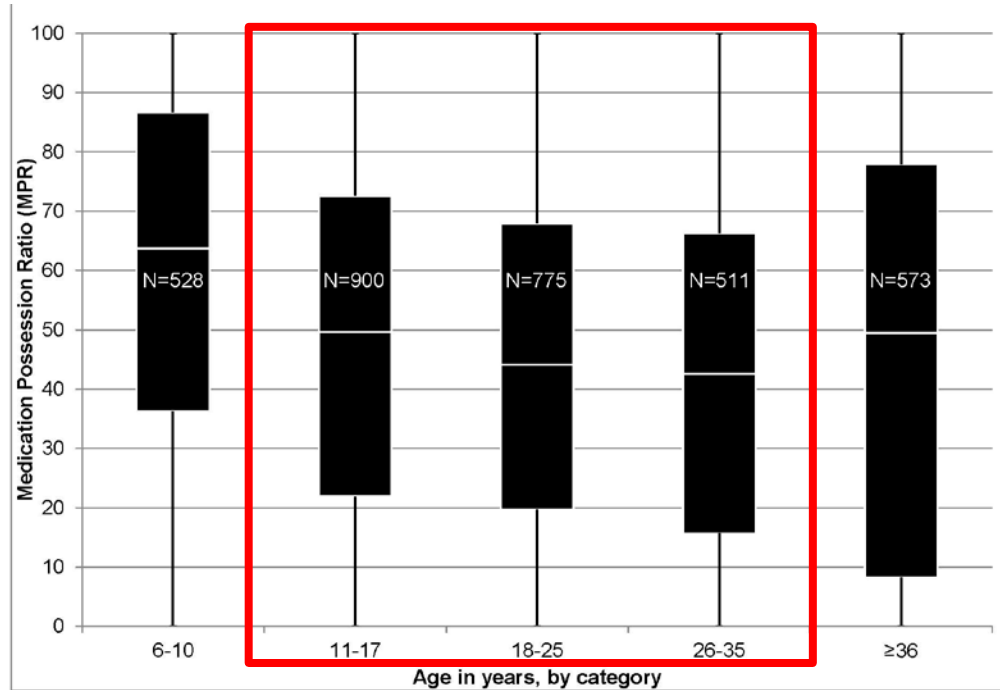
ADHERENCE IS IMPORTANT

- Adherence is linked with better health outcomes
- Adherence to medications is associated with
 - Fewer pulmonary exacerbations
 - Higher lung function
 - Lower cost of hospital care
- Adherence becomes more important as therapies improve.

ADHERENCE BY DRUG

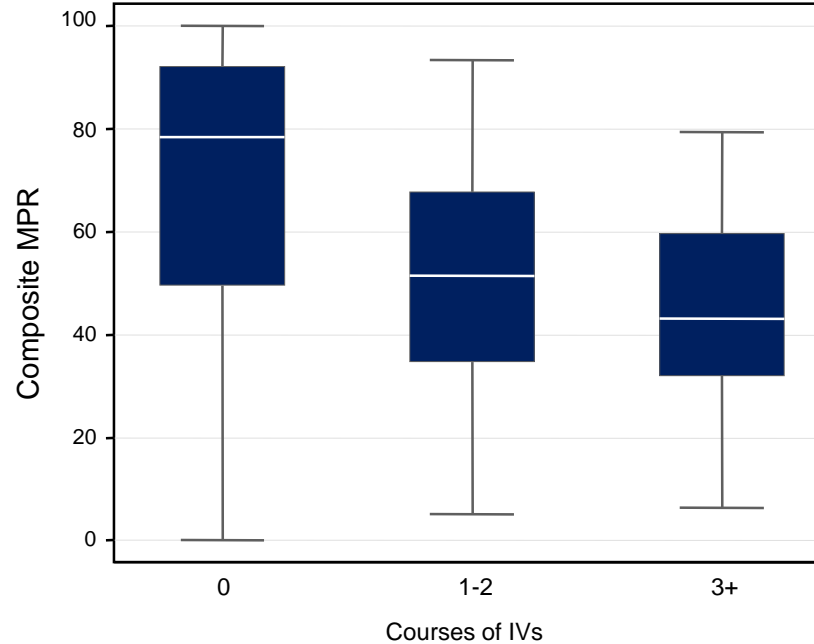


ADHERENCE BY AGE

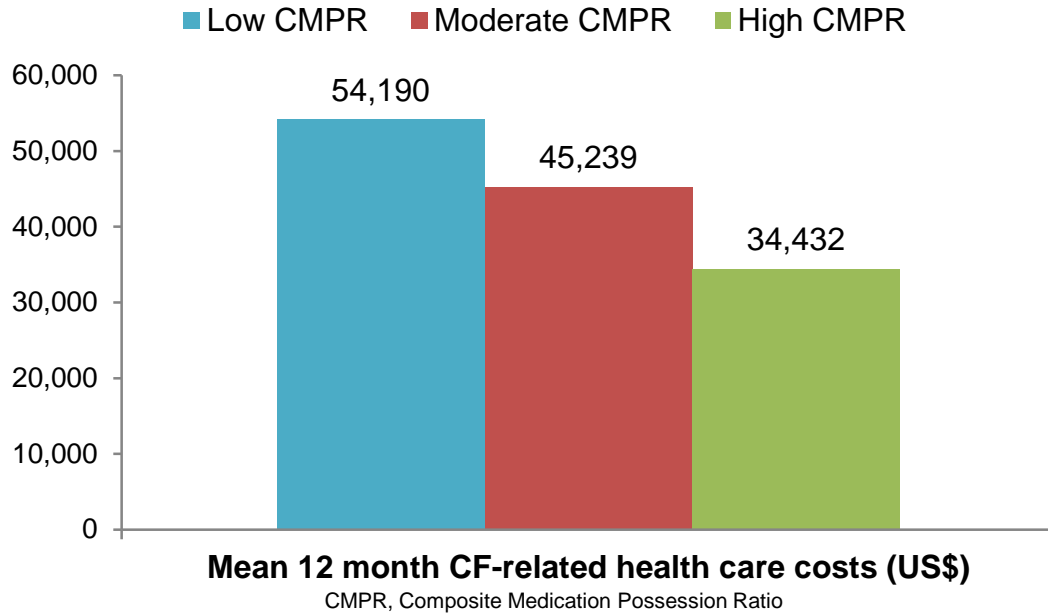


IMPACT OF NONADHERENCE

Courses of IVs



LOW ADHERENCE IS ASSOCIATED WITH HIGHER HEALTH CARE COSTS



CF FOUNDATION'S ADHERENCE STRATEGIC PLAN

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in Cystic Fibrosis

Partnerships for Sustaining Daily Care Program



PATIENT AND PARENT QUOTES

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in Cystic Fibrosis

“The constant self awareness that's needed to make good decisions to maintain one's health. The better you feel, the more you forget about taking care of yourself.”

“You just have to stay to the treatment program at CF. You have no alternatives with CF; you have to just stick with the treatment plan.”

“Finding a balance between living and doing all that is needed to do to be able to live.”

“There is a lot of stress organizing treatment schedule; constant cleaning of equipment; time; money; balance of quality of life vs. quantity of treatments.”



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Conceptualizing Nonadherence



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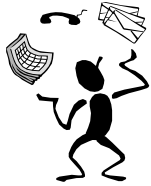
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ADHERENCE TYPOLOGIES



Unwitting

- Patient and provider mistakenly believe that the patient is adherent



Erratic

- Patient understands and agrees with therapy but has difficulty consistently maintaining regimen



“Rationalized”

- Patient deliberately alters or discontinues therapy

THE RUBBER MNEMONIC

Review Regimen

- What does patient say they are taking?

Understanding

- What is patient's understanding of why, how & what they are taking?

Beliefs

- What does patient believe about the efficacy of their medications? Worries & concerns? Goals & values?

Barriers

- Any financial, personal, social, or organizational issues?

Educate

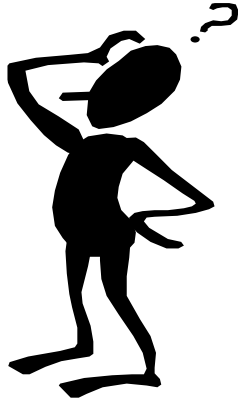
- Clarify new regimen, correct misunderstandings, and answer questions

Repeat

- Ask patient to 'tell you back' what their regimen and understanding is.

REVIEW REGIMEN & UNDERSTANDING

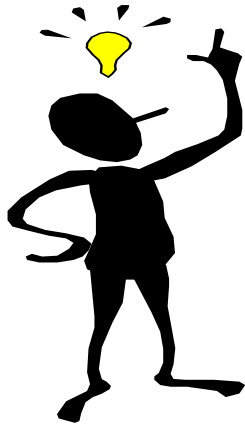
Unwitting Nonadherence



RUBBER

- Provide & review written treatment plan
- Provide education
- Review device technique
- Ask patient to repeat dosing instructions (“Tell me back”)
- Get objective data on adherence levels

“Rationalized” NonAdherence



RUBBER

- Identify beliefs and concerns about therapy
- Develop discrepancy between behavior and personal values and goals
 - Link therapy with these values and goals
- Personalized adherence and health feedback
- Use shared decision-making

Erratic Adherence



RUBBER

- Simplify & tailor regimen
- Behavioral strategies
- Reinforcement
- Encourage accessing social support
 - Including mental health support
- Link patient to resources

RUBBER

- Elicit-Provide-Elicit
- “Tell me back” / “Teach back”
- Follow-up
 - Every clinic visit (You were going to try X, how did it go?)
 - Between visits (Was thinking of you, how is it going?)



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Why Adolescents Don't Adhere



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GREGORY SAWICKI, MD, MPH
ASSISTANT PROFESSOR OF PEDIATRICS
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DIRECTOR, CYSTIC FIBROSIS CENTER
BOSTON CHILDREN'S HOSPITAL
BOSTON, MASSACHUSETTS

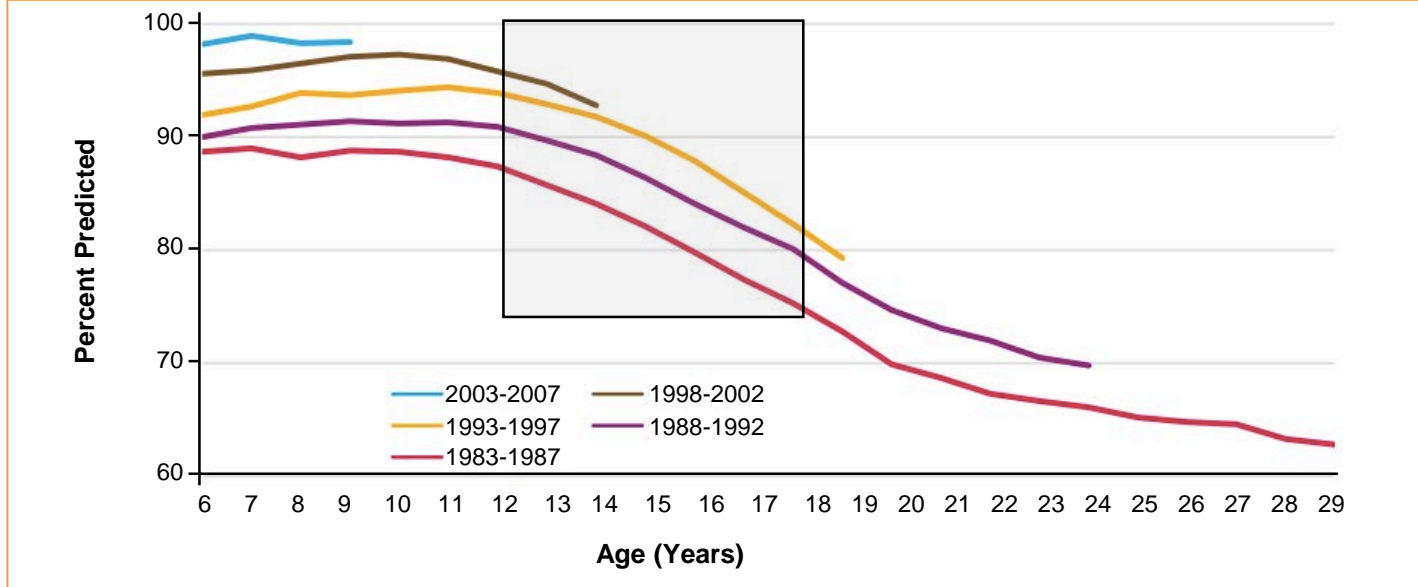
Gregory Sawicki, MD, MPH has indicated that he has served as consultant to Gilead Sciences, Inc.

LEARNING OBJECTIVES

- Identify the various types of barriers an adolescent with CF may experience.
- Recognize that each adolescent has individualized reasons for nonadherence.
- Describe ways to identify an adolescent's adherence barriers.

ADOLESCENCE: A HIGH RISK PERIOD IN CF

Median FEV₁ Percent Predicted vs. Age by Birth Cohort



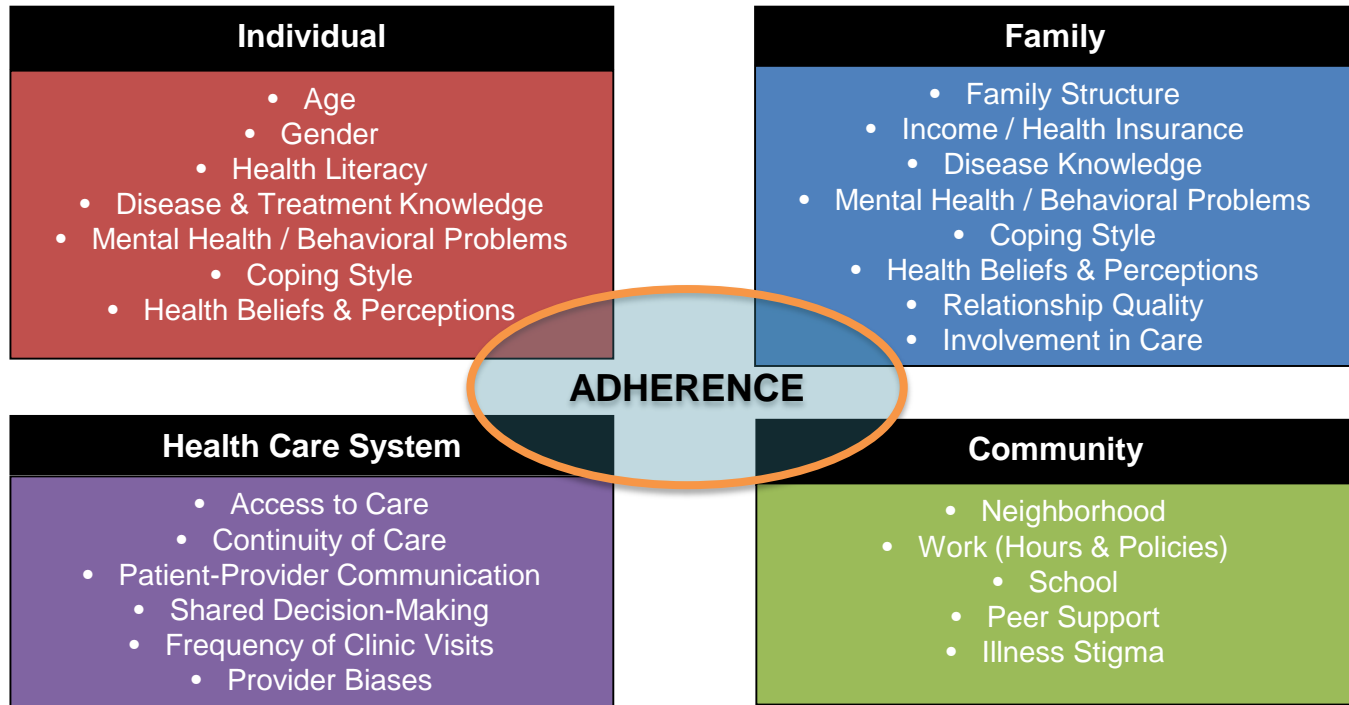
COMMON ATTITUDES OF ADOLESCENTS WITH CF

- CF is a problem their parents take care of
- CF is on the back burner
- Symptoms are a nuisance and are minimized
- Taking medication / completing treatments does not result in feeling better
 - May actually result in feeling worse!
- “When I skip my treatments I don’t feel sick”
- “If I am perfect with my meds I won’t or shouldn’t have problems”
- Anger at disease and caregivers

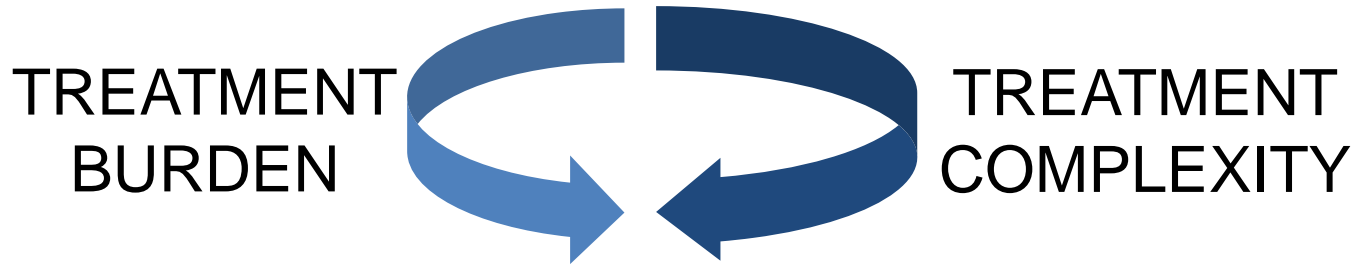
WHAT IMPACTS ADHERENCE?

PORTRAITS OF ADHERENCE

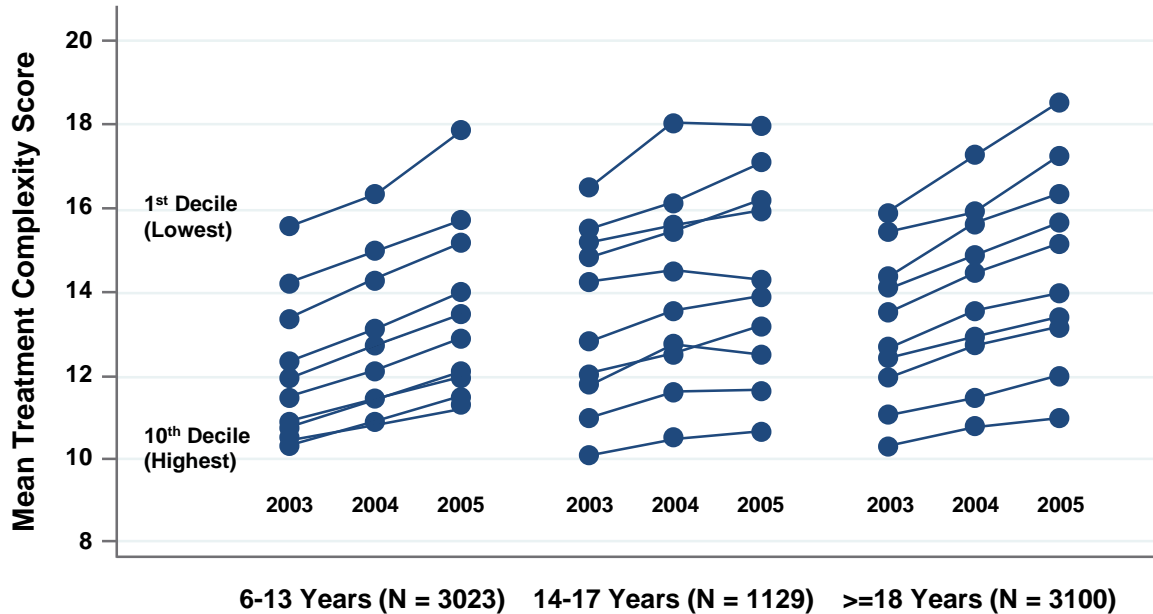
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CHALLENGE TO ADHERENCE #1: TREATMENT BURDEN AND COMPLEXITY



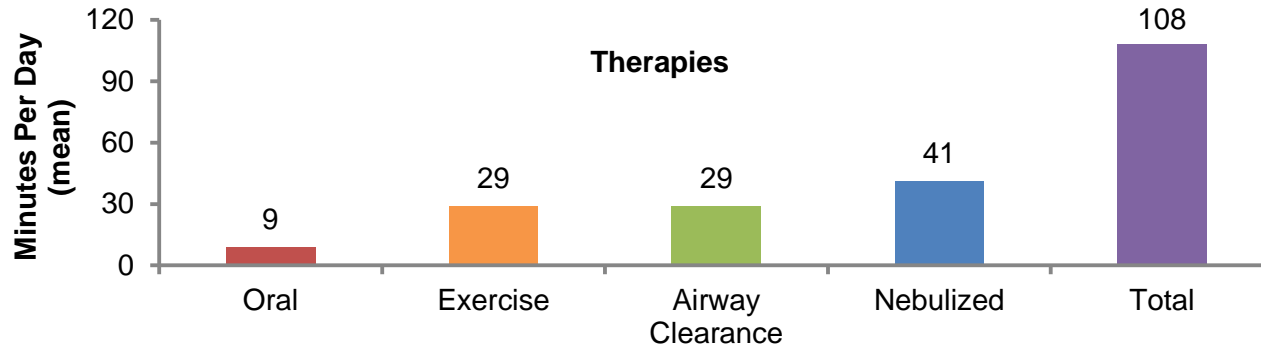
TREATMENT COMPLEXITY IN CF HAS INCREASED



HIGH TREATMENT BURDEN IN CF

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Medications	Median (Range)
# of Oral Medications	3 (0-7)
# of Nebulized Medications	2 (0-5)
# of Inhaled Medications (MDI)	1 (0-4)
# of Total Medications	7 (0-20)

CHALLENGE TO ADHERENCE #2: DEVELOPMENTAL ISSUES IN ADOLESCENCE

- Desire for greater independence
- Less parental supervision
- More erratic life style (sleep, schedules)
- Concerns increase over social acceptance, disclosure, physical appearance
- Experimentation and risk-taking
- Sense of invulnerability
- Lack of long-term goals

BARRIERS TO ADHERENCE: ADOLESCENT PERSPECTIVES

- Immediate time pressures
 - Lack of time
 - Uncertain schedules
 - Forgetfulness – accidental or purposeful
- Awareness of disease trajectory
 - Recognizing the potential for futility in adhering to a therapeutic regimen
 - Avoiding therapies in favor of other activities due to a sense that life may be limited
- Competing priorities
 - Balancing time trade-offs
- Privacy concerns
 - Wanting to be “normal”; not wanting to seem different or disabled
- Lack of perceived consequences
 - Not seeing an impact on one's health from skipping treatments or medications

FACILITATORS OF ADHERENCE: ADOLESCENT PERSPECTIVES

- Recognize the importance of therapies
 - Accepting responsibility for one's health and CF care
- Foster relationships with the CF Care Team
 - CF team should be creative in problem-solving with the adolescent and parent
- Empower adolescents
 - Enabling parents to cede control and entrust responsibility to adolescents
 - Allowing adolescents to experience the negative consequences to their health of nonadherence in order to increase the likelihood of future adherence to treatments
- Develop self-care skills through repeated practice
 - Gradually increasing responsibility given to the child for self-care
- Establish a structure
 - Having a daily routine, “making it a ritual”

SOME PLACES TO START

- Address Treatment Complexity
 - Explore ways to make therapies and interventions more practical
 - Identify ways to reduce treatment burden
- Design Interventions Tailored to Developmental Trajectories
 - Facilitate youth-derived goals for adherence behaviors that incorporate parents, peers, and multidisciplinary clinician input
 - Promote adult developmental milestones through early initiation and repeated practice of self-management skills



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HOW TO MEASURE ADHERENCE



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LEARNING OBJECTIVES

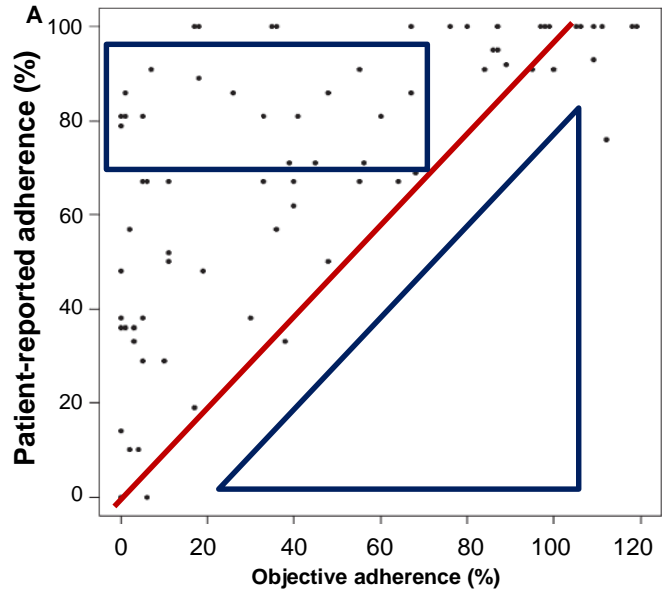
- Describe challenges in measuring adherence to chronic therapies in CF.
- Identify strategies to measure adherence in CF.
- Characterize advantages and disadvantages of various measures of adherence in CF.

WAYS TO MEASURE ADHERENCE

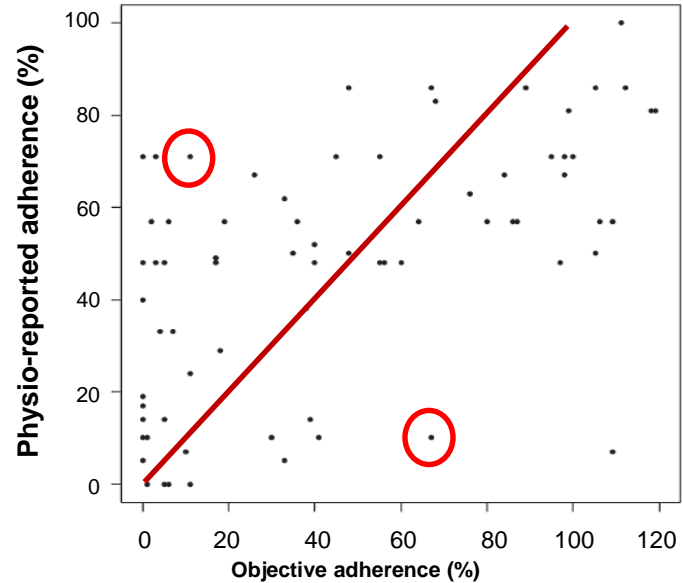
- Self-report
 - Daily diaries
 - Questionnaires
 - Interviews
- Clinician-report
 - Questionnaires
- Pharmacy records
 - Medication Possession Ratio (MPR)
 - Proportion of Days Covered (PDC)
 - Number of refills
- Electronic monitors
 - MEMS caps
 - “Chipped” devices
 - MDI monitors

CHALLENGES WITH SELF-REPORT AND CLINICIAN-REPORT

PATIENT REPORT



PROVIDER REPORT



Advantages

- Continuous, long-term, real-time measure
- More objective than diaries or self-report
- Can identify a spectrum of issues
 - Underdosing
 - Delayed dosing
 - Drug “holidays”
 - “White-coat” adherence

Disadvantages/Challenges

- Device malfunction
 - Recording events that did not occur
 - Fail to record events that did occur
 - Technology failure
- Cost
- Privacy concerns

ELECTRONIC MONITORING: NEBULIZED THERAPIES

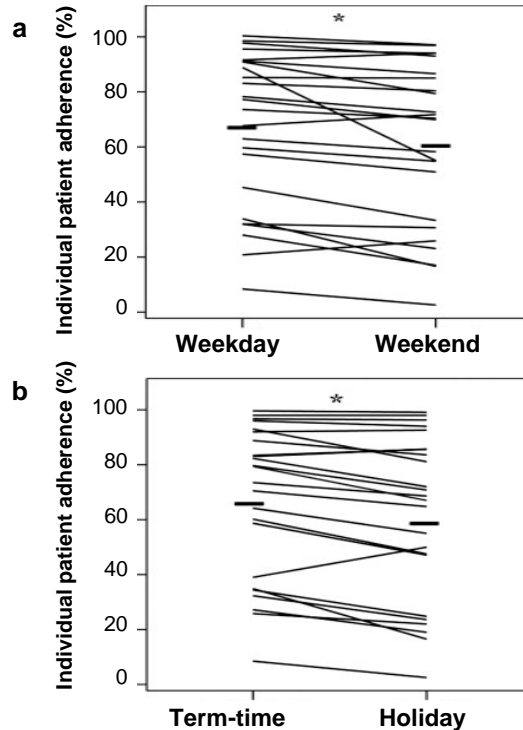


Fig. 1 Comparison of adherence to treatment for individual patients during a) weekdays and weekends and b) holidays and term-times. The horizontal thick bars represent mean adherence for the group (P = <0.001).

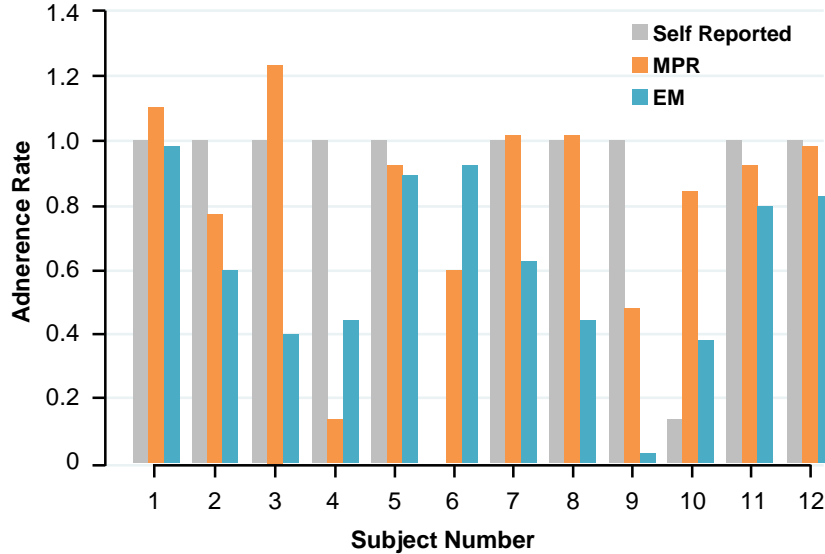
- Adherence in adolescents was higher on weekdays during school term-time

ELECTRONIC MONITORING: IVACRAFTOR

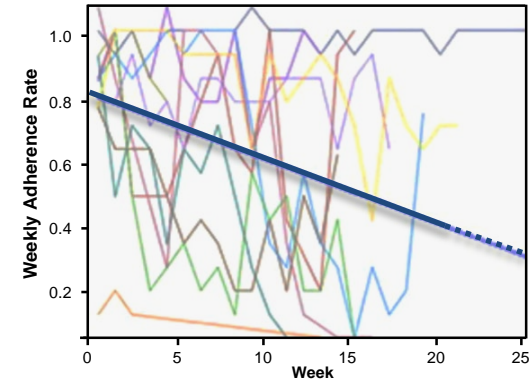
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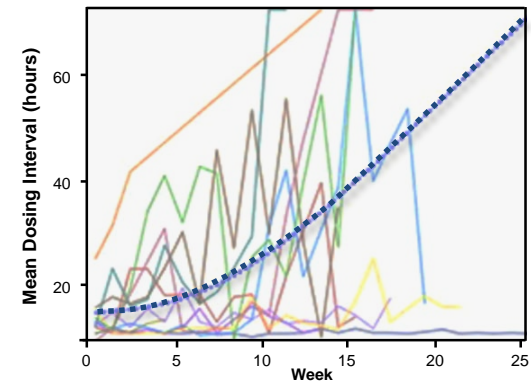
Mean Adherence by EM: 61%



Weekly Adherence Rates



Duration Between Doses



Advantages

- Identify what medications an individual has obtained
 - As opposed to what is prescribed
- Allows for evaluation of adherence over a longer time period without need for individual input/recall

Challenges

- Only measures dispensing of medication
- Not always clear exactly what has been prescribed
 - Dose/frequency
 - “Overfilling” of Rx
 - Lack of written treatment plans
- May not account for changing treatments over time
 - Alternating antibiotics
 - Hospitalizations

WHAT IS THE DOMINANT TYPOLOGY?

1. Unwitting
2. Erratic
3. “Rationalized”

TYPOLOGY

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Typology	Jamie
Unwitting	X
Erratic	XX
"Rationalized"	XXXXXXXXX



HOW MIGHT YOU PROCEED?

- Develop an understanding of goals [“rationalized”--BELIEFS]
- Discuss concerns about therapy [“rationalized”--BARRIERS]
- Consider Problem-solving [erratic—BARRIERS]
- Education on how therapies work & why necessary [unwitting—Understanding & Educate]
- Shared-Decision Making [“rationalized”--BELIEFS]



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**WHY CHILDREN
DON'T ADHERE**



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AMERICAN FAMILY CHILDREN'S HOSPITAL
MADISON, WISCONSIN**

LEARNING OBJECTIVES

- Identify the various types of barriers children with CF may experience.
- Recognize that each child has individualized reasons for nonadherence.
- Describe ways to identify children's adherence barriers.

FACTORS FOR NONADHERENCE: PRESCHOOL AND SCHOOL-AGE CHILDREN

- Limited time and continuity of provider-family interaction
- Unclear/conflicting recommendations
- Health literacy/education
- Child and family characteristics, structure, and function
- Caregiving environments
- Cost/food security

FACTORS FOR NONADHERENCE: PRESCHOOL AND SCHOOL AGE CHILDREN

- Parental Stress/Depression
 - Parental anxiety and guilt associated with child feeding concerns and underweight can lead to:
 - Less structured meals and snacks/increased grazing
 - More intrusive feeding practices
 - Acceptance of mealtime disruptions/negative behaviors
- Culture and beliefs about food and diet
 - Necessity of nutritional interventions
- Child's age

TYPES OF NUTRITION NONADHERENCE IN YOUNG CHILDREN WITH CF

- Food refusal
- Stalling
- Leaving the table
- Distraction
- Negotiating
- Fear of new food
- Mixed messages
- Autonomy and the power of “No”
- Attention seeking (reward)

IDENTIFICATION OF ADHERENCE BARRIERS IN PRESCHOOL AND SCHOOL-AGE CHILDREN

- The “Interview” (“The Who, What, When, Where, and How?”)
 - Who is responsible for meals?
 - What’s eaten?
 - What happens when meal/snack is not eaten or food is refused?
 - What distractions are present both for child and parent (phone, tablet, TV, video game devices, siblings)?
 - When and where meals are taken?
 - How long are meals and snacks?
 - How are enzymes/vitamins/supplements given and how often are they missed? What happens when they are missed? Who’s responsible for administering them?

THE INTERVIEW: PRESCHOOL/SCHOOL-AGE CHILD AND FAMILY

- Does child/caregiver have any concerns about meals/snacks?
- How do caregivers and child feel meal and snack time are going?
- What is the typical meal/snack schedule?
- How much and what does s/he eat at one time?
- Who decides what to eat and how much is enough?

THE RUBBER MNEMONIC

R: Review Regimen: What does the child and family say they are doing?

U: Understanding: What is the child and family's understanding of why, how, and what they are doing for their nutrition care plan?

B: Beliefs: What does the child and family believe about the importance of nutrition? Worries and concerns? Family's goals and values?

B: Barriers: Are there any personal, financial, social or organization/system barriers? Food security? Do any goals and values conflict with religious or cultural beliefs?

E: Educate: Clarify the treatment plan, correct misunderstandings, and answer child's and family's questions

R: Repeat: Ask child and family to "tell you back" what their care plan and understanding is

WHAT IS THE DOMINANT TYPOLOGY?

1. Unwitting
2. Erratic
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TYOLOGY

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Typology	Collin
Unwitting	X
Erratic	XX
"Rationalized"	XXX



HOW MIGHT YOU PROCEED?

- Develop discrepancy [“rationalized” — BELIEFS]
 - What are the family’s goals?
- Discuss beliefs and concerns about nutrition [“rationalized” — BELIEFS]
- Education on nutritional behavior therapy & why necessary [unwitting — rewarding Collin’s eating behaviors with attention and toys]
 - Empathically provided with Elicit-Provide-Elicit
- Shared decision-making [“rationalized” — consistency with parenting — BELIEFS]
 - Plant seeds for future g-tube



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Why Adults Don't Adhere



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LEARNING OBJECTIVES

- Identify the various types of barriers an adult with CF may experience.
- Recognize that each adult has individualized reasons for nonadherence.
- Describe ways to identify an adult's adherence barriers.

QUALITATIVE INTERVIEWS (ADULTS N=25)

BARRIERS

64%

•Treatment Burden

60%

•Social Demands

60%

•Work Demands

60%

•Forgetting

56%

•Absence of Perceived
Health Benefit

56%

•Fatigue

36%

•Stigma/Embarrassment

FACILITATORS

76%

•Attending CF Clinic

68%

•Support & Reminders

68%

•Presence of Perceived
Health Benefits

48%

•Ease of Completion

48%

•Habit / Routine

44%

•Distractions & Rewards

44%

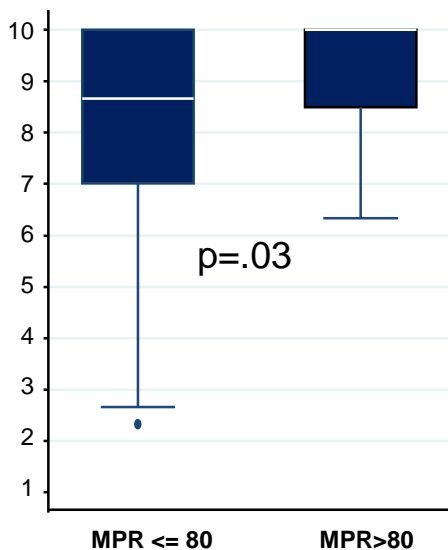
•Guilt

HEALTH BELIEFS

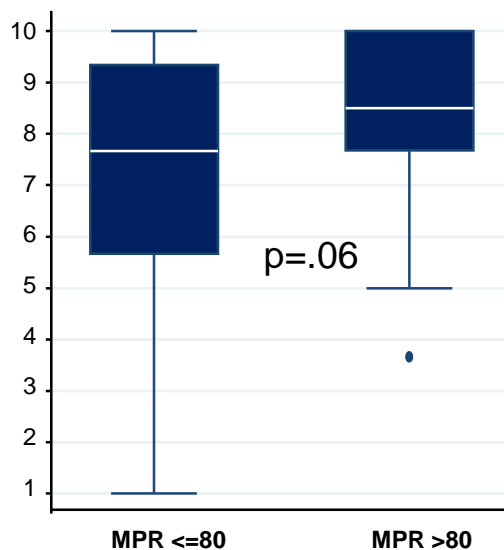
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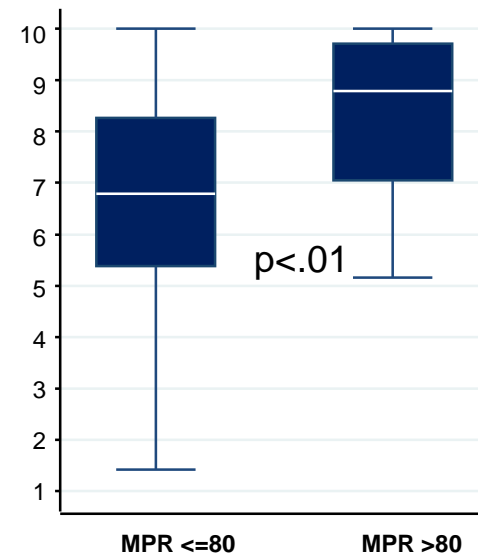
IMPORTANCE



MOTIVATION



SELF-EFFICACY



EMPLOYMENT

- Most adults will attain employment and independence from their parents.
- CF's impact on employment:
 - Career choice
 - Work part time or stop working (regimen burden and health)
 - Workplace discrimination
- Few do therapies at work
- Stressful balancing employment and CF care

SOCIAL ASPECTS

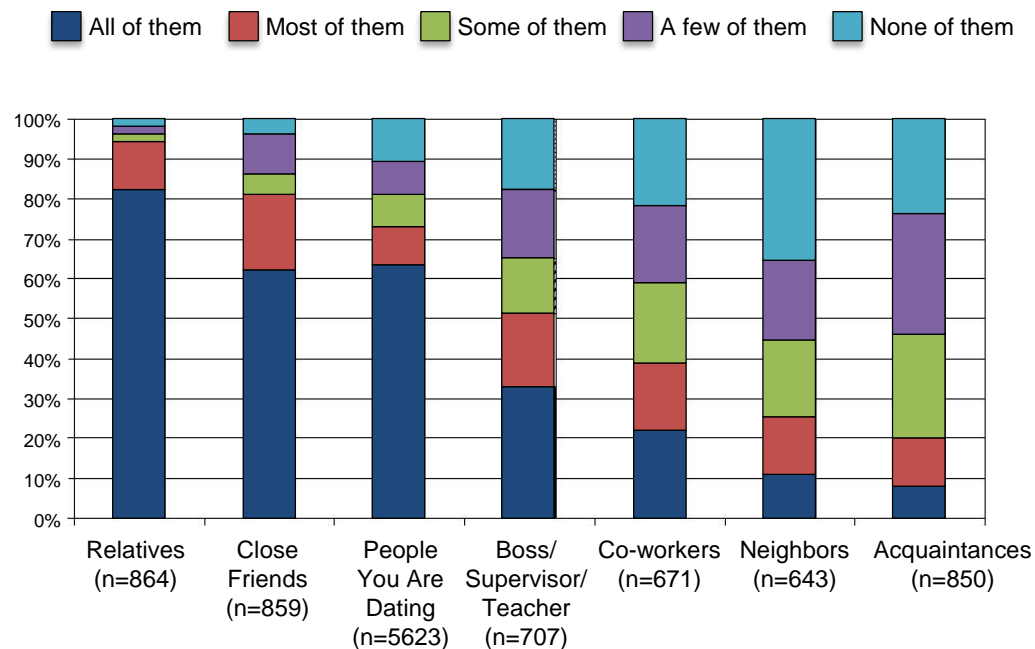
- Young adults = No longer with parents; not yet with spouse
- Social functioning declines with age
- Life satisfaction is lower in adults
 - Even after controlling for lung function and mental health
- Desire for “normal”– get married, have children, be employed
- Unpredictable nature of CF makes it hard to plan

DISCLOSURE

- Comfort doing treatments in front of others
- Comfort discussing CF with others



- Higher Social Support
- Higher Self Efficacy

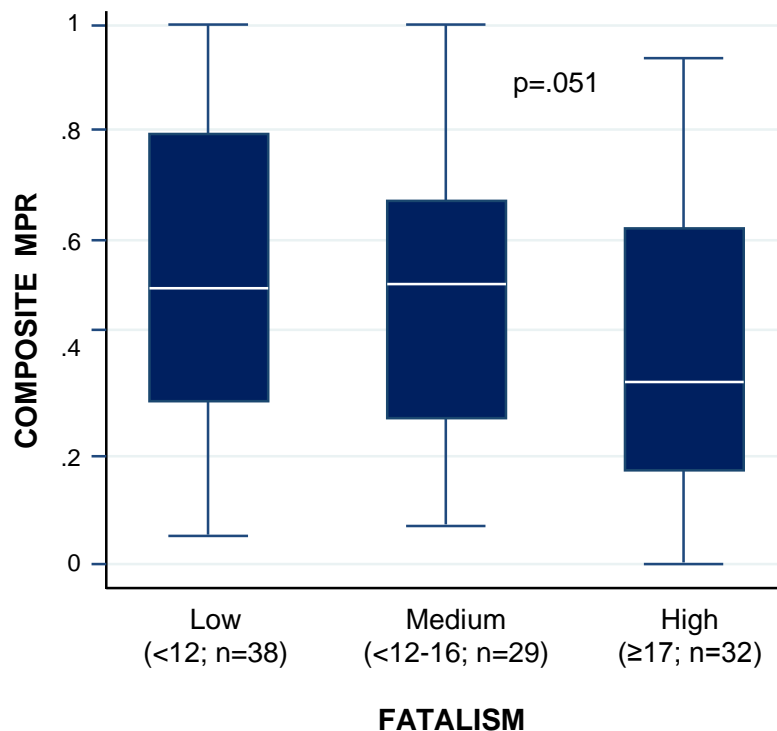


Modi AC, et al. *BMC Pulm Med.* 2010 Sep 10;10:46. doi: 10.1186/1471-2466-10-46.

Borschuk AP, et al. (2015) The Impact of CF on Relationships Throughout the Lifespan Symposium. NACFC Phoenix AZ

FATALISM

Mean (SD) Age = 29 (11) years



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TYOLOGY

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Typology	Amy
Unwitting	X
Erratic	XX
"Rationalized"	XXXXXX



HOW MIGHT YOU PROCEED?

- Develop discrepancy [“rationalized” — BELIEFS]
 - What are Amy’s goals? How does adherence or nonadherence affect success?
- Discuss beliefs and concerns about therapy [“rationalized” — BELIEFS]
- Education on how therapies work & why necessary [unwitting — Understanding & Educate]
 - Empathically provided with Elicit-Provide-Elicit
- Shared decision-making [“rationalized” — BELIEFS]
- Screen for depression [erratic — BARRIERS]
- If willing to try therapy, problem-solving [erratic — BARRIERS]
 - To fit treatments into her day



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Engaging the Patient and Family



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JOHNS HOPKINS
NURSING

Jointly Presented By the Johns Hopkins University School
of Medicine and the Institute for Johns Hopkins Nursing.

Supported By an educational grant from
Gilead Sciences, Inc.

In Collaboration with DKBmed.

LEARNING OBJECTIVES

- Identify patient and family-centered communication skills.
- Recognize when additional support are needed beyond the capacity of the CF Care Team.
- Describe characteristics of difficult conversations about adherence.
- List three conversation tips that promote positive conversations between a patient/family and provider about adherence.

DISCUSSION POINTS

1. What makes it difficult to have conversations about adherence with patients and their families?

DISCUSSION POINTS

PORTRAITS OF
ADHERENCE

Patient-Centered Strategies
in Cystic Fibrosis

2. How do you promote a positive conversation about adherence with your patients and their families?

DISCUSSION POINTS

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3. If more support is needed beyond what your Care Team can provide, what do you do?



Questions and Answers

PORTRAITS OF

ADHERENCE

**Patient-Centered Strategies
in Cystic Fibrosis**



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The screenshot shows the website for eCysticFibrosis Review, Volume 5, Issue 7. The header includes the Johns Hopkins University logo and the text "Jointly presented by the Johns Hopkins University School of Medicine and the Institute for Johns Hopkins Nursing". It also mentions "Vol 5: Supported by education grants from AbbVie, Gilead Sciences, Inc., and Vertex Pharmaceuticals Incorporated". A navigation bar contains links for HOME, CME/CE INFORMATION, PROGRAM DIRECTORS, NEWSLETTER ARCHIVE, EDIT PROFILE, and RECOMMEND TO A COLLEAGUE. The main content area features the title "Optimizing Nutrition in People with Cystic Fibrosis" and a "CLICK HERE NOT A SUBSCRIBER? IT'S FREE!" button. Below the title, there is a paragraph about the importance of nutrition in CF care, followed by a bulleted list of key research topics. A "LEARNING OBJECTIVES" section follows, detailing what participants will be able to do after the activity. On the right side, there is a sidebar with "Program Information" including CME/CE info, Accreditation, Credit Designations, Intended Audience, Learning Objectives, Internal CME/CE Policy, Faculty Disclosures, and Disclaimer Statement. Below that, it lists "Length of Activity" (1 hour for Physicians, 1 contact hour for Nurses), "Release Date" (May 21, 2018), and "Expiration Date" (May 20, 2017). At the bottom right, a "TO COMPLETE THE POST-TEST" section lists three steps: 1. Please read the newsletter. 2. See the post-test link at the end of the newsletter. 3. Follow the instructions to access the post-test.

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HOME CME/CE INFORMATION PROGRAM DIRECTORS NEWSLETTER ARCHIVE EDIT PROFILE RECOMMEND TO A COLLEAGUE

eCysticFibrosis Review VOLUME 5, ISSUE 7

Optimizing Nutrition in People with Cystic Fibrosis

In this issue...

One of the keys of appropriate cystic fibrosis (CF) care involves good nutrition. An excellent nutritional status in people with CF improves outcomes and decreases the risk of mortality. In this issue, we review recent articles from the medical literature which address the importance of nutrition in CF care, including:

- Research on pancreatic enzyme replacement therapy (PERT) dosing in relation to pediatric CF body mass index (BMI)
- New methods for evaluating protein malabsorption in people with CF
- How BMI affects health-related quality of life in children with CF
- Recent research as to how BMI, as well as other factors, can predict mortality in adolescents with CF
- The effectiveness of appetite stimulants as a modality of CF nutrition care

LEARNING OBJECTIVES

After participating in this activity, the participant will demonstrate the ability to:

- Explain how appropriate pancreatic enzyme replacement therapy (PERT) dosing is associated with an improved body mass index (BMI) as well as improved protein and fat absorption in people with cystic fibrosis (CF).
- Summarize how health-related quality of life (HRQOL) is improved in people with CF who have a good nutritional status, and why a low BMI is a risk factor for increased mortality in adolescents with CF.
- Assess the current evidence describing the use of appetite stimulants to improve weight gain in people with CF.

The Johns Hopkins University School of Medicine takes responsibility for the content,

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Disclaimer Statement

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Step 3.
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- 6th volume launching this winter
- Monthly topic-focused literature reviews
- Case-based podcasts
- Designed for the whole Care Team
- Delivered via email

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attending today***

THANK YOU