### Introduction

Pulmonary arterial hypertension (PAH) is a complex, progressive condition that is challenging to treat, in particular for nonpulmonology treaters, such as cardiologists, who often manage the patient population.

• Education has shown moderate understanding of the use of phase III randomized PAH trials in PAH patient management, based on their perceptions of interest and use of educational materials.

• The cardiologists in this study demonstrated a need for education related to PAH, as they are in a unique position to serve as their own controls. A paired 2-tailed t-test was used to assess whether the mean pre-assessment score was different from the mean post-assessment score.

• This assessment of cardiologists' knowledge identified education gaps that support the need to develop additional CME activities on PAH management for this specialty group:

  - Recognizing patient characteristics associated with disease worsening
  - Understanding challenges associated with PAH clinical trials, including the use of surrogate endpoints
  - Assisting treatment goals for patients with PAH
  - Understanding emerging therapies in PAH

### Methods

An online CME activity was developed as a 25-minute roundtable discussion with a John Hopkins consensus panel for the treatment of PAH. This activity included a broadcast of the discussion and a downloadable slide deck to highlight and reinforce key data and recommendations from the video roundtable discussion. The CME activity included a transcript of the discussion and a downloadable slide deck to highlight and reinforce key data and recommendations from the video roundtable discussion. The video content was designed to provide educational content, ensuring members access by the many challenges they may face on disease management.

### Outcomes Assessment

• This study designed complex participant responses to examine before and after education in the educational content pre-assessment. Together with the same participants' responses to the same questions post-assessment, the educational content (post-assessment measurement).

• Efficacy assessment: postassessment questions about the most important learning concepts, and these concepts were reinforced for between 10% and 62% of learners (Figure 2).

### Results

Correct responses on post-assessment questions were up to 250% higher after CME exposure to educational content (pre-assessment measurement) compared to pre-assessment questions responses, with an overall median effect size of 0.5 (Figure 1).

### Discussion

The educational intervention and outcomes measurement were funded through an independent educational grant from Actelion Pharmaceuticals, Ltd. For more information, contact Jelena Spyropoulos, PhD, Director, Educational Strategy, Medscape, jelena.spyropoulos@medscape.com.

### References


