Program Outcome Summary
Grant 9526

(Draft)

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ProCE, Inc. is an independent continuing education provider that develops, delivers, and evaluates educational programs for healthcare professionals.

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PROGRAM OVERVIEW

A continuing education program titled *The Changing Face of Multiple Sclerosis: Impact on Diagnosis and Treatment* was presented at 3 live dinner symposia on October 27, October 29, and November 10, 2011. This CE activity discussed the global changes in the epidemiology of MS, and how to distinguish MS from disease variants. Participants also broadened their understanding of integrative medicine and ways to build effective provider-patient relationships. Program content also covered the latest techniques to motivate patients and their families and to make an observable difference in health outcomes and quality of life. Nurses, nurse practitioners, and physician assistants received 1.5 hours of continuing education credit for their participation in this activity. Accreditation for physician assistant credit was provided by the American Academy of Physician Assistants, and nursing credit was provided through collaboration between ProCE, Inc. and Wild Iris Medical Education, Inc.

Learning Objectives

At the conclusion of this program, participants should be able to:

- Discuss the changing epidemiology of MS from a multicultural perspective
- Define the concept of integrative medicine in the context of MS management
- Distinguish MS from disease variants, such as neuromyelitis optica, and their unique response to immunomodulatory therapies
- Discuss the use of disease-modifying therapies for MS disease and symptom management
- Design integrative treatment plans that rely on partnership with the MS patient

Outcome Methodology

Outcome levels are defined in this report according to the Expanded CME Framework described by Moore and colleagues. Please see *Addendum B* for a description of each outcome level.

Program Highlights

*Data were obtained from evaluations submitted at the conclusion of the seminar by 80 of the 84 attendees (see Addendum B for a sample evaluation form). All attendees did not respond to every question.*

- Approximately 94% of respondents indicated that they will apply the information provided to their practice *(Outcome Level 4 – Competence).*
  - The vast majority intended to better differentiate between multiple sclerosis and neuromyelitis optica (NMO) in their diagnostic workups.
- 95% of respondents plan to make a change in their practice based on information provided *(Outcome Level 4 – Competence).*
  - The intended changes that were cited most often were inclusion of NMO in differential diagnosis and heightened awareness of symptoms and early diagnosis.
- The majority of respondents (98%) indicated that the learning objectives were achieved *(Outcome Level 3A – Learning: Declarative Knowledge).*
- The measurements used in the evaluation process reveal almost unanimous (99%) attendee satisfaction with the program design/content overall *(Outcome Level 2 – Satisfaction).*
- All respondents rated the faculty’s teaching effectiveness (organization, delivery, and content) as very good to excellent *(Outcome Level 2 – Satisfaction).*
Faculty

Jong-Mi Lee, NP
Nurse Practitioner
Multiple Sclerosis Center
Stanford Hospital and Clinics
Stanford, California

Participants

(Outcome Level 1 – Participation)

Target audience: Nurses, nurse practitioners, and physician assistants

Total attendees: 84
Evaluations submitted: 80

Total attendees:
- Los Angeles, CA (16)
- Sacramento, CA (39)
- San Francisco, CA (29)

Audience demographics (obtained from submitted evaluation forms):

- 3 Physicians
- 24 Physician assistants
- 22 Nurses
- 29 Nurse Practitioners
- 2 Other
PROGRAM EVALUATION SUMMARY

Evaluation forms were distributed to attendees at the completion of each dinner symposium. 80 of 84 attendees submitted evaluations.

Achievement and Impact of Learning Objectives
(Outcome Level 3A – Learning: Declarative Knowledge)

Key to summary below:
1=Strongly Disagree  2=Disagree  3=Neutral  4=Agree  5=Strongly Agree

The learning objectives listed below were achieved:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Avg</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the changing epidemiology of MS from a multicultural perspective</td>
<td>4.87</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Define the concept of integrative medicine in the context of MS management</td>
<td>4.73</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Distinguish MS from disease variants, such as neuromyelitis optica, and their unique response to immunomodulatory therapies</td>
<td>4.97</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Discuss the use of disease-modifying therapies for MS disease and symptom management</td>
<td>4.75</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Design integrative treatment plans that rely on partnership with the MS patient</td>
<td>4.68</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
For each learning objective below, please check whether you will apply this information to your practice.
(Outcome Level 4 – Competence)

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the changing epidemiology of MS from a multicultural perspective (n=77)</td>
<td>73 (96%) 4</td>
</tr>
<tr>
<td>Define the concept of integrative medicine in the context of MS management (n=76)</td>
<td>72 (95%) 4</td>
</tr>
<tr>
<td>Distinguish MS from disease variants, such as neuromyelitis optica, and their unique response to immunomodulatory therapies (n=76)</td>
<td>74 (97%) 2</td>
</tr>
<tr>
<td>Discuss the use of disease-modifying therapies for MS disease and symptom management (n=76)</td>
<td>70 (92%) 6</td>
</tr>
<tr>
<td>Design integrative treatment plans that rely on partnership with the MS patient (n=75)</td>
<td>69 (92%) 6</td>
</tr>
</tbody>
</table>

Impact of Program on Clinical Practice

Please describe specifically what you learned today that you will apply to your practice.
(Outcome Level 4 – Competence)

Differentiate MS from neuromyelitis optica
- Ability to differentiate between MS and NMO
- An extra differential diagnosis – NMO
- Being aware of NMO spectrum and NMO criteria for diagnosing
- Consider NMO in differential
- Diagnosis criteria for NMO
- Diagnostic criteria for NMO
- Difference between MS and NMO
- Difference between MS and NMO
- Difference between MS and NMO
- Difference between NMO and MS
- Differences between MS and NMO - make sure other staff members are aware of the differences along with what to look for

- Differences between NMO and MS
- Differential diagnosis - NMO and MS - will use guidelines
- Differential diagnosis - MS vs. NMO - treatment MS vs. treatment NMO
- Differentiate between MS and other neurological disease such as NMO, use of MRI and other diagnostic tools
- Differentiating MS from NMO
- Differentiating MS from NMO and how to adequately diagnose MS and NMO in my patients
- Differentiation of NMO vs. MS
- Distinguishing NMO vs. MS
- Greater than 3 vertebrae, think NMO in non-white patients
- How to diagnose MS vs. NMO
How to use MS in differential diagnosis, including NMO
I got a better understanding of MS, NMO and ways to differentiate
I knew very little about NMO prior to this program - I am now on the alert
I learned the difference between MS & NMO
I will utilize what I learned and ensure MS and NMO is on my differential - in addition I will utilize the info on MRI change
Knowing the signs and symptoms of MS and NMO will help in looking for the specific diagnosis
Learned about NMO and prevalence in African-Americans and East Asian populations
Learned how to distinguish MS from NMO
Look for signs and symptoms regarding NMO vs. MS and diagnostic factors. NMO - I have not had exposure to
MRI findings - current treatment for MS and NMO
MS vs. NMO
MS vs. NMO diagnostic tools
MS vs. NMO - how to distinguish. Treatment with Interferon not recommended for NMO
MS vs. NMO differential
Must remember to keep NMO in mind for the diagnosis
New information about NMO
NMO
NMO - I didn't know about it
NMO and MS are different and can often be diagnosed or differentiated by ethnicity
NMO antibody sensitivity
NMO diagnosis and treatment modalities as it differs with the MS population
NMO in differential diagnosis
NMO is different from MS with contraindicated drug therapies
NMO new to me
NMO vs. MS diagnosis
NMO vs. MS symptoms and treatment options
NMO-MS -who knew?
That MS is an inflammatory, demyelinating disease of the CNS - signs and symptoms to look for - NMO
That there is NMO, which is treated differently than MS and that it can be misdiagnosed. Now I know the diagnostic criteria that I can apply
The difference between MS and NMO
The difference between MS and NMO
The difference between MS and NMO
The difference between NMO and MS
The diagnosis of NMO
The importance of MRI on detecting the span of the lesion in order to r/o NMO or MS
Very good information on NMO

Other comments
Being aware of clinical symptoms before referring to neurologist
Better understanding and approach to treatment and management of patients
Compare symptoms to include MS in diagnosis
Compare with category B
Consider patient symptoms might be related to MS
Diagnostic test of the disease and the rehab. and treatment
Have heard about all the data before, but really enjoyed how it was presented - understandable
I have learned the importance of early diagnosis of MS
Learned different types of MS, Rx, plans
Measure vitamin D level
MRI lesion findings
We only infuse medications prescribed by Neurology, but it was very helpful to know the details about MS to be able to help our patients more
Change in Practice Behavior

I intend to make a change in my practice based on the information provided. (Outcome Level 4 – Competence; n=153)

How do you plan to implement what you learned today in your practice? (Outcome Level 4 – Competence)

Include NMO in differential diagnosis
- Add NMO to differential diagnosis esp. depending on background of patient
- Apply what I learned today to patients who come in our office with unilateral eye pain
- Be aware of different presentations of NMO and MS
- Colleagues not really understanding signs/symptoms of MS/NMO
- Consider MS and MNO when reviewing x-rays and MRI and think of NMO if I were to encounter a long chord lesion
- Consider MS more in various populations; better understand both disease processes for my patients
- Consider NMO in differential
- Distinguish these diseases from the diagnostic test and result - MRI and clinical history
- Focusing more closely on differential of diagnosis of MS and NMO

- I will apply the previous differential diagnosis and treatment of NMO and MS to my practice
- I will be better equipped to include MS & NMO in my differential diagnosis
- I will utilize what I learned and ensure MS and NMO is on my differential - in addition I will utilize the info on MRI change
- Include NMO in the different diagnosis of some patients
- Look for diagnostic info that determines MS vs. NMO
- Look for symptoms of MS and NMO
- Now aware of other non MS presentation
- Take ethnicity into consideration when diagnosing MS - utilize “take home messages” provided
- Test for NMO, especially because MS treatments will worsen this diagnosis
- To be aware of NMO and distinguish between differences and similarities.

0% 0% 5% 21% 74%
• To recognize signs & symptoms of MS & NMO and the different treatments - medication and complementary that I can educate patients about
• Utilize in differential diagnosis
• When to order MRI to diagnose MS / NMO
• Will pay more attention to differentiation between NMO and MS

**Heightened awareness of symptoms, early diagnosis**

• Awareness
• Be aware
• Be more aware of symptoms to help identify these patients
• Being more aware of symptom presentation
• Clinical presentation and diagnostic findings
• Earlier diagnosis - possible different treatment
• Early diagnosis
• I don't see many patients with MS - Will help me to define/refine my interviewing skills when taking history or finding out the progression
• I will be more careful to not miss the early signs and symptoms
• Listen carefully to person’s history & presentation. Follow-up with other diagnostic tools.
• More awareness - neurological differences
• To keep an open mind when patients have generalized symptoms and keep MS at a differential diagnosis.

**Patient education**

• Able to discuss the current treatments of MS with my patients upon their requests to discuss treatment plans of their Neurologists
• By informing my patients on treatments and use of complementary therapies
• Discuss with patients their medical options
• Passing on information to person with MS
• Patient education
• Revise counseling strategies

**Other comments**

• Helps with patient care and keeping up with diagnosis
• I have MS patients on my case load - have never had any one diagnosed with NMO
• I'm pretty much up to date on diagnosing MS - Have not encountered any NMO patients yet
• In my nursing practice
• Not quite sure just yet
• Refer any psychiatric client with these symptoms to neurology
• Share with co-workers
• Teaching ability
• Testing and MRI
• This information will help me in my PA recertification exam
• To be determined
What barriers do you expect to encounter?

- Access issues with insurance
- Always time in an urgent care practice
- Because I work in Peds, I think it will be difficult to actually diagnose solely on signs and symptoms
- Closed-mindedness to different types of treatments
- Confuse patient's symptoms with drug side effects
- Cultural barriers
- Diagnosis - as expected
- Difficult obtaining equipment, i.e., neuro-stimulator for balance
- Difficult to get client to neurologist on an emergency basis
- Effects of treatment options
- Insurance
- Insurance coverage for diagnosis and treatment
- Insurance coverage for MS or specialty MD
- Insurance coverage not available to run blood tests
- Insurance for testing
- Insurance to approve treatment
- Low income, no insurance populations
- Non-formulary

- None
- None
- None
- None
- None
- None at this time
- None, this will just be an additional tool to utilize
- Not sure
- Ordering NMO IgG antibody and getting that test approved by insurance
- Other practitioners unaware of the difference between MS & MNO and patient awareness
- Patient's insurance
- Payment source to pay for probabilities
- Presence of MRI – patient's ability to do MRI, insurance approval, etc.
- Probably cost of diagnostic tests
- Resistance from patients
- Socioeconomic factors
- Symptomatology variables
- The doctors agreeing with a change of treatment when NMO has not been identified, but the lesion extends beyond >3 vertebrae
- The limited resources in the help of diagnosing patients
- Time
- Time - limited interactions with patients
- Treatment criteria
- Treatment meds approval
Effectiveness of Speakers and Overall Program
(Outcome Level 2 – Satisfaction)

Key to summary below:
1=Poor   2=Fair   3=Good   4=Very Good   5=Excellent

Teaching Effectiveness of Faculty Speakers

<table>
<thead>
<tr>
<th>Organization</th>
<th>Delivery</th>
<th>Content</th>
<th>Audio-Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg: 4.93</td>
<td>Avg: 4.95</td>
<td>Avg: 4.90</td>
<td>Avg: 4.88</td>
</tr>
<tr>
<td>Min: 4</td>
<td>Min: 4</td>
<td>Min: 4</td>
<td>Min: 3</td>
</tr>
<tr>
<td>Max: 5</td>
<td>Max: 5</td>
<td>Max: 5</td>
<td>Max: 5</td>
</tr>
</tbody>
</table>

Key to summary below:
1=Strongly Disagree   2=Disagree   3=Neutral   4=Agree   5=Strongly Agree

<table>
<thead>
<tr>
<th>The learning materials were appropriate and effective</th>
<th>Avg: 4.87</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min: 3</td>
</tr>
<tr>
<td></td>
<td>Max: 5</td>
</tr>
<tr>
<td>The learning activities were appropriate and effective</td>
<td>Avg: 4.81</td>
</tr>
<tr>
<td></td>
<td>Min: 3</td>
</tr>
<tr>
<td></td>
<td>Max: 5</td>
</tr>
<tr>
<td>The facility/location was conducive to learning</td>
<td>Avg: 4.80</td>
</tr>
<tr>
<td></td>
<td>Min: 3</td>
</tr>
<tr>
<td></td>
<td>Max: 5</td>
</tr>
<tr>
<td>The program was fair balanced and lacked commercial</td>
<td>Avg: 4.86</td>
</tr>
<tr>
<td>bias</td>
<td>Min: 43</td>
</tr>
<tr>
<td></td>
<td>Max: 5</td>
</tr>
</tbody>
</table>

Additional Participant Comments

- Best speaker/educator I have seen in a long time - Thanks
- Excellent
- Excellent
- Excellent
- Excellent
- Excellent
- Excellent - very knowledgeable
- Excellent
- Excellent presentation - practical, comprehensive - learned about NMO (never heard of it)
- Excellent presentation and question and answer session
- Excellent program - Great speaker that provided easy to understand information on MS and MNO
- Excellent program - very dynamic and knowledgeable speaker - enjoyed the presentation and differentiation between classic MS vs. NMO
- Excellent speaker and presentation
- Excellent speaker
- Excellent speakers and setting
- Excellent talk - Speaker was very knowledgeable
- Excellent! Thank you for bringing your international experiences
- Good program - good speaker
- Good speaker- unique subject
• Good to have diet suggestions
• Great
• Great - speaker is very knowledgeable
• Great - very understandable
• Great learning experience
• Great lecture!
• Great presentation - Perhaps a little more information on the patient presentation and symptoms
• Great presenter
• Great program
• Great program. Wonderful speaker!
• Great speaker - comprehensive - simple
• Great speaker and restaurant
• Great!
• I learned a lot and the speaker was very informative
• Informative
• It was very organized - helped us to diagnosis and treat MS
• Thank you
• The topic was well presented and covered the many faces of MS. Ms. Lee did an exceptional job
• This program was very interesting as well as informative. I had no idea that a condition similar to MS existed. Good to know the differences of MS vs. NMO
• This was very informative and interesting. Great presentation! Thank you for the information.
• Very dynamic speaker
• Very good
• Very good
• Very good presentation
• Very good presentation; motivating and enthusiastic attitude
• Very informative
• Very informative - did not know much about NMO
• Very informative
• Very informative. Speaker has a wealth of hands on experience. Very helpful!
• Very interesting and takes a well-rounded holistic approach to the treatment of MS and NMO.
• Very interesting presentation
• Very knowledgeable - clear and concise
• Very thorough speaker
• Wonderful program, great presentation, very interesting
Suggestions for future CE/CME programming:

- Autoimmune Disorders
- Brain Tumors
- Cardiology topics
- Case studies specifically
- Coronary Artery disease, Afib/Aflutter, CHF
- Diabetes, Chronic Kidney Disease
- Headaches - migraine vs. other types
- HRT - what's new on this topic
- Huntington's disease
- Morbid obesity in young adults - what's the best approach before surgery
- Neuropathy
- Osteoporosis
- Other auto immune diseases

Suggestions for future programming on MS

- Adding alternative medical theories
- Bladder, bowel dysfunctions
- CEU on pharmacology
- Complementary therapies for MS
- Discuss more on diagnostic test
- Have more imaging studies
- More info about MS treatment
- More information regarding outpatient treatment
- More programs addressing cultural case studies
- Ongoing care of MS
- Open up to schools of nursing
- There is so much to learn- longer session
- Would like to see a focus on symptoms with management, not just classic - would involve close observations and knowledge from MS patients to be able to tell
- Would love to see more video/audio-video of symptoms

How did you hear about this program?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ProCE website</td>
<td>6</td>
<td>Given a Brochure</td>
<td>3</td>
</tr>
<tr>
<td>Mailed Brochure</td>
<td>32</td>
<td>Colleague</td>
<td>22</td>
</tr>
<tr>
<td>Fax</td>
<td>0</td>
<td>E-mail</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Addendum A – Outcome Levels

<table>
<thead>
<tr>
<th>Original CME Framework</th>
<th>Miller’s Framework</th>
<th>Expanded CME Framework</th>
<th>Description</th>
<th>Source of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Participation</td>
<td>LEVEL 1</td>
<td>The number of physicians and others who participated in the CME activity</td>
<td>Attendance records</td>
</tr>
<tr>
<td></td>
<td>Satisfaction</td>
<td>LEVEL 2</td>
<td>The degree to which the expectations of the participants about the setting and delivery of the CME activity were met</td>
<td>Questionnaires completed by attendees after a CME activity</td>
</tr>
<tr>
<td>Learning</td>
<td>Knows</td>
<td>LEVEL 3A</td>
<td>The degree to which participants state <em>what</em> the CME activity intended them to know</td>
<td><em>Objective:</em> Pre- and posttests of knowledge. <em>Subjective:</em> Self-report of knowledge gain</td>
</tr>
<tr>
<td></td>
<td>Knows how</td>
<td>LEVEL 3B</td>
<td>The degree to which participants state <em>how</em> to do what the CME activity intended them to know how to do</td>
<td><em>Objective:</em> Pre- and posttests of knowledge. <em>Subjective:</em> Self-report of knowledge gain</td>
</tr>
<tr>
<td></td>
<td>Shows how</td>
<td>LEVEL 4</td>
<td>The degree to which participants <em>show</em> in an educational setting <em>how</em> to do what the CME activity intended them to be able to do</td>
<td><em>Objective:</em> Observation in educational setting. <em>Subjective:</em> Self-report of competence; intention to change</td>
</tr>
<tr>
<td>Performance</td>
<td>Does</td>
<td>LEVEL 5</td>
<td>The degree to which participants <em>do</em> what the CME activity intended them to be able to do in their practices</td>
<td><em>Objective:</em> Observation of performance in patient care setting; patient charts; administrative databases. <em>Subjective:</em> Self-report of performance</td>
</tr>
<tr>
<td>Patient health</td>
<td>Patient health</td>
<td>LEVEL 6</td>
<td>The degree to which the health status of patients improves due to changes in the practice behavior of participants</td>
<td><em>Objective:</em> Health status measures recorded in patient charts or administrative databases. <em>Subjective:</em> Patient self-report of health status</td>
</tr>
<tr>
<td>Community health</td>
<td>Community health</td>
<td>LEVEL 7</td>
<td>The degree to which the health status of a community of patients changes due to changes in the practice behavior of participants</td>
<td><em>Objective:</em> Epidemiological data and reports. <em>Subjective:</em> Community self-report</td>
</tr>
</tbody>
</table>

Addendum B – Sample Evaluation Form

The Changing Face of Multiple Sclerosis: Impact on Diagnosis and Treatment

Participant Type: □ Nurse □ Physician Assistant □ Other (specify) ___________________________

Specialty (neurology, primary care, other, etc.): ____________________________________________

Please print clearly — illegible writing may result in a delay in processing your CE/CME Certificate

Last Name ____________________________________________________________________________
First Name __________________________________________________________________________

Hospital OR Institution Name __________________________________________________________________________
Department ________________________________________________________________________________

Address _________________________________________________________________________________
City __________________________ State ________ Zip Code __________________________

Email Address (where you would like your CE/CME Certificate sent) ________________________________________
Daytime Phone Number __________________________________________ Extension ________________________

Please circle the number that represents your response.
1=Poor 2=Fair 3=Good 4=Very good 5=Excellent

<table>
<thead>
<tr>
<th>Faculty Speaker</th>
<th>Teaching Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jong-Mi Lee, NP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organization 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Delivery 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Content 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Audio-Visual 1 2 3 4 5</td>
</tr>
</tbody>
</table>

Please circle the number that represents your response.
1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

The learning objectives listed below were achieved:

➢ Discuss the changing epidemiology of MS from a multicultural perspective 1 2 3 4 5
➢ Define the concept of integrative medicine in the context of MS management 1 2 3 4 5
➢ Distinguish MS from disease variants, such as neuromyelitis optica, and their unique response to immunomodulatory therapies 1 2 3 4 5
➢ Discuss the use of disease-modifying drugs with complementary therapies for MS disease and symptom management 1 2 3 4 5
➢ Design integrative treatment plans that rely on partnership with the MS patient 1 2 3 4 5

Regarding this program:

➢ The learning materials were appropriate and effective 1 2 3 4 5
➢ The learning activities were appropriate and effective 1 2 3 4 5
➢ The facility/location was conducive to learning 1 2 3 4 5
➢ The program was fair balanced and lacked commercial bias 1 2 3 4 5
➢ I intend to make a change in my practice based on the information provided. 1 2 3 4 5

— Please complete the other side of this evaluation form —
For each learning objective below, please circle whether you will apply this information to your practice.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Apply to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the changing epidemiology of MS from a multicultural perspective</td>
<td>Yes    No</td>
</tr>
<tr>
<td>Define the concept of integrative medicine in the context of MS management</td>
<td>Yes    No</td>
</tr>
<tr>
<td>Distinguish MS from disease variants, such as neuropathy optica, and their unique response to immunomodulatory therapies</td>
<td>Yes    No</td>
</tr>
<tr>
<td>Discuss the use of disease-modifying drugs with complementary therapies for MS disease and symptom management</td>
<td>Yes    No</td>
</tr>
<tr>
<td>Design integrative treatment plans that rely on partnership with the MS patient</td>
<td>Yes    No</td>
</tr>
</tbody>
</table>

1. Please describe specifically what you learned today that you will apply to your practice: __________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

2 a. How do you plan to implement what you learned today in your practice? ________________

_____________________________________________________________________________________

_____________________________________________________________________________________

2 b. In doing so, what barriers do you expect to encounter? _____________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Comments on this program: _____________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Suggestions for future programming on Multiple Sclerosis: _____________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Suggestions for other CE/CME programming topics: _____________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

How did you hear about this program? (check all that apply)

☐ ProCE website  ☐ Mailed brochure  ☐ Given a brochure (not mailed)  ☐ Friend/Colleague

☐ Email  ☐ Fax  ☐ Other __________________________

I hereby certify that I attended the entire CE/CME program.

Signature: __________________________ Date: __________________________