CHEST 2010
COPD Networking Session

By
Scott Cerreta, BS, RRT
COPD Education Director
American Lung Association in Arizona

www.BreatheEasyAZ.org

Disclosures:

• No conflicts of interest

• Investigation of new medications and research not discussed

www.BreatheEasyAZ.org
COPD Specialist Pre-Test

- Please take a moment and answer:
  - Five question pre-test
  - Fifteen item confidence survey

Objectives

1. Learn to develop a COPD Program based on critical needs from your strategic plan
2. Identify tools and resources to develop a COPD program
3. Highlight the Arizona COPD Specialist Course
4. Identify obstacles, to improve public recognition for the term COPD
Steps for Creating a State COPD Program

1. Identify achievable critical needs from state plan
2. Create a Logic Model
   • Apply for funding
3. Hire team
   • Develop staff performance objectives
4. Share results via reports

www.BreatheEasyAZ.org

Step 1: Identify Critical Needs

- Identified 4 critical needs from AzCLDCP

<table>
<thead>
<tr>
<th>Needs/Resources</th>
<th>Goals &amp; Objectives</th>
<th>Strategies/Approaches</th>
<th>Implementation Plan</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of COPD information and education</td>
<td>Provide basic and advanced training to healthcare professionals regarding COPD risk reduction through smoking cessation, and early screening, diagnosis and treatment of COPD</td>
<td>COPD Educator Course</td>
<td>Continue to advertise Lungs for Life trainings and COPD Educator Course to hospitals, clinics, provider groups through listings on the AZLA and COPD web sites, ALAA’s newsletter, other provider groups’ newsletters, and through direct mail</td>
<td>COPD Educator Course</td>
</tr>
<tr>
<td>Need for coordination and prioritization of objectives</td>
<td>Educate the public, patients, and providers about COPD and the objectives outlined in the Arizona Comprehensive Lung Disease Control Plan</td>
<td>COPD Educator Course</td>
<td>Continue to advertise Lungs for Life trainings and COPD Educator Course</td>
<td>COPD Educator Course</td>
</tr>
<tr>
<td>Incomplete data on COPD prevalence</td>
<td>Provide surveillance data to determine the prevalence of COPD in rural areas, promote early detection, and encourage screening.</td>
<td>COPD Surveillance Report</td>
<td>Continue to advertise Lungs for Life trainings and COPD Educator Course</td>
<td>COPD Surveillance Report</td>
</tr>
<tr>
<td>COPD screening services</td>
<td>Relationship Building with Key Decision Makers in Healthcare</td>
<td>Relationship Building with Key Decision Makers in Healthcare</td>
<td>Continue to advertise Lungs for Life trainings and COPD Educator Course</td>
<td>Relationship Building with Key Decision Makers in Healthcare</td>
</tr>
</tbody>
</table>

www.BreatheEasyAZ.org
Step 2: Apply for Funding

- Arizona Breathe Free: A COPD Collaborative is funded by
  - Arizona Department of Health Services
  - Bureau of Chronic Disease and Tobacco

- Grant is about $500k/year

www.BreatheEasyAZ.org

Step 3: Hire Team

- Program Director
  - Public Relations
  - Surveillance Collector
  - Program Evaluator
    - Education Director
    - Coalition Manager x 2
    - Program Coordinator

www.BreatheEasyAZ.org
Az COPD Coalition Update

- 350+ active members
- Monthly teleconference meetings
- Quarterly Face-to-Face meetings
- Respiratory Rallies
- COPD 101 Instructors
- Platform for dispensing reports

Step 3: Performance Objectives

- Each team member is responsible for a section of the Logic Model
  - Individual goals are created

- Some team members are contracted

www.BreatheEasyAZ.org
Step 3: Performance Objectives

Scoring scale for each target: 4 – Exceeded the Target; 3 - Met the Target; 2 - Partially met the Target; 1 - Did Not Meet the Target.

<table>
<thead>
<tr>
<th>Annual Projected Targets</th>
<th>Baseline</th>
<th>Proposed Strategies</th>
<th>Key Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1, Objective 1a</td>
<td>07-08 Goal = 50. Trained</td>
<td>Continue relationship with TMC to offer ASHLine referrals as a part of their Tobacco-Free Campus policy.</td>
<td>1st Quarter = 33</td>
</tr>
<tr>
<td></td>
<td>08-09 Goal = 100. Trained</td>
<td>Reach out to new facilities.</td>
<td>2nd Quarter = 33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue the Lungs for Life courses to hospitals, clinics, and provider groups.</td>
<td>3rd Quarter = 34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collect and synthesize participant surveys from Lungs for Life courses.</td>
<td>4th Quarter = 34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post quarterly and annual reports of data on website.</td>
<td></td>
</tr>
<tr>
<td>Goal 1, Objective 1b</td>
<td>08-09 = 57% compliance</td>
<td>Report results from ASHLine to track data.</td>
<td>5-10 Show an increase compliance for facilities generating ASHLine referrals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin tracking agents and locations on ASHLine report.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement more models for healthcare systems to use ASHLine referrals according to Policy COPD-1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developed course in 07-08</td>
<td>Continue revision of course for improvements.</td>
<td></td>
</tr>
<tr>
<td>Goal 1, Objective 1c</td>
<td>07-08 Goal = 20. Trained</td>
<td>Advertise for COPD Educator Courses to hospitals, clinics, and provider groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>08-09 Goal = 40. Trained</td>
<td>Encourage facilities to use skills and knowledge in a practical setting, and develop a model.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advertise at ASHCP, conference, hospitals, and pharmaceutical newsletters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AUA Desert Breathways, media campaign, and continued HomeHealth course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post quarterly and annual reports of data on website.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post conference participant surveys from COPD Specialist course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create provider education page on website.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post calendar of training events.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produce course description tri-fold.</td>
<td></td>
</tr>
<tr>
<td>Step 4: Share Results</td>
<td></td>
<td>Staff provide weekly and monthly reports to Program Director.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program Director provides quarterly and Annual reports to funder.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program publishes annually</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Arizona COPD Specialist Course Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Arizona Community Screening for COPD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Arizona COPD Surveillance Report</td>
<td></td>
</tr>
</tbody>
</table>

www.BreatheEasyAZ.org
Arizona COPD Programs

- COPD Specialist Course, 8 CEU / 8.5 CME
- Brief Tobacco Intervention Skills, 2 CEU
- Tobacco Dependence Treatment, 1 CEU
- COPD 101 Train-the-Trainer, 2 CEU
- COPD 101, 1hr
- Spirometry for Technicians, 2hrs
- Spirometry Interpretation for Practitioners, 1hr

COPD Specialist Course

- Identify target audience
  - Advanced HCP
- Course style
  - Conference vs. small group
- Decide on course length
  - 1 ½ days is typical
- Assemble Resources
  - Design agenda, objectives, then content
Primary Resources

- ATS/ERS COPD Guidelines
  - ATS/ERS 2005 Spirometry Guidelines v1-5
- GOLD Guidelines
- AzCLDCP
- NHLBI – COPD Foundation
- ASHLine
- NLHEP
- Simple Office Spirometry for Primary Care Practitioners guidebook

Course Objectives and Agenda

<table>
<thead>
<tr>
<th>COPD Specialist Course</th>
<th>COPD SPECIALIST COURSE AGENDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010–2011</td>
<td>DAY ONE</td>
</tr>
<tr>
<td></td>
<td>0800 – 1030</td>
</tr>
<tr>
<td></td>
<td>1030 – 1200</td>
</tr>
<tr>
<td></td>
<td>0900 – 1000</td>
</tr>
<tr>
<td></td>
<td>1115 – 1215</td>
</tr>
<tr>
<td></td>
<td>1345 – 1445</td>
</tr>
<tr>
<td></td>
<td>1500 – 1600</td>
</tr>
<tr>
<td></td>
<td>1700 – 1730</td>
</tr>
</tbody>
</table>

Course Objectives

1. Recognize the prescribing privileges of primary care providers
2. Understand the importance of spirometry
3. Understand the role of pulmonary function testing in the identification and management of COPD
4. Describe the current medical management guidelines for COPD
5. Understand the rationale for inhaled bronchodilators
6. Recognize the role of oxygen therapy
7. Apply skills in the collection and interpretation of pulmonary function test results
8. Apply skills in the collection and interpretation of blood gas results

Course Accreditation

This activity meets the requirements of the accepted standard of Respiratory Health Care providers for continuing education. This activity is approved for credit for completion of all COPD Courses. The Arizona Department of Health Services recognizes this course as part of the Arizona's Council of Health Care Providers.

The activity has been reviewed and is acceptable for up to 1.0 Continuing Education Units in the Arizona Board of Pharmacy.

Acknowledgements

We would like to thank the following collaborators for their efforts toward developing the COPD Course: Lisa DeLima, 2005, Mount Sinai Medical Center, Buffalo, NY. We would also like to thank the Arizona Department of Health Services for their role in developing the guidelines for the course.

This course is provided free of charge and intended to educate healthcare providers by raising awareness about the benefits of smoking and chronic respiratory diseases. The American Lung Association is funded by the Arizona Department of Health Services Office of Tobacco and Chronic Disease. We are affiliated with the Arizona Respiratory Health Coalition, National Heart Lung and Blood Institute, NHLBI, COPD Foundation, Alberta 1 Foundation, and Global Initiative for Chronic Obstructive Lung Disease (GOLD).
Definition of COPD Goes Unrecognized

• COPD Foundation announced:
  – Name recognition of COPD improved from 2007 to 2010
  – However, GP unaware that COPD is lung disease

• Problem is deeply rooted
  – COPD is not a new disease
  – Definitions even today vary within colleges
    • RN/RT/Medical programs / literature
    • HCPs are key educators
      • They pass on wrong information

COPD Specialist Pre-Test

• Let’s Review your answers
  1. C – Chronic Bronchitis and Emphysema
  2. B – Largely irreversible expiratory airflow limitation
  3. C – Post-BD FEV1 >12% change & >200ml
  4. C – Asthma
  5. A - Anticholinergics
COPD: Change in Definition

• COPD used to include 5 disease processes
  1. Chronic Bronchitis
  2. Emphysema
  3. Asthma
  4. Bronchiectasis
  5. Cystic fibrosis & fibrosis from Tb
• Differential diagnosis separates 3 to 5

COPD: Definitions of 21st Century

• Preventable and treatable
• Airflow limitation that is not fully reversible
• Progressive disease
• Abnormal inflammatory response of the lungs
COPD Specialist Course Evaluation Report

- Confidence scores alone are not an indicator of knowledge
  - Amongst RTs, we see high confidence, but low knowledge
  - This group is highly regarded to educate our patients about COPD
  - However, they pass along wrong information
  - This is a major Red Flag!

www.BreatheEasyAZ.org
Disparity in Confidence vs. Knowledge

- We can not tolerate HCPs **confidently giving wrong information** to patients about COPD. The general public can’t tell you what COPD is (Chronic Bronchitis and Emphysema), in part because our HCPs do not know the correct definition based on the latest guidelines.

- If RTs themselves don’t fully understand the disease, their patients are at a high risk for being misguided about critical aspects of COPD detection, management, and treatments.

- This is true amongst all HCPs
Conclusion

• All states should develop COPD education programs based on critical needs
• COPD Programs should publish reports to share with national partners
• A disparity between knowledge and confidence exists for this old disease
• Arizona COPD Program recommends that we encourage change within professional HCP curriculum through large partners: AARC, AAFP, GOLD, RN/NP/PA etc.
• Must teach correct definition of COPD in colleges for all new grads

www.BreatheEasyAZ.org

WORLD COPD DAY
November 17, 2010

Raising COPD Awareness Worldwide

www.BreatheEasyAZ.org
References


www.BreatheEasyAZ.org

14. American Lung Association of Minnesota, COPD Educator Course, 2006. Cheryl Sasse; Jeff Rubins, MD; Kathy Schultz, RRT; Charles McArthur, RRT, RPFT; Janet Malkiewicz, RN, PHN; Lynn Sieben, RRT; Dick Stenholz LSW; Bob McVoy, RRT, FAARC; Charlene McEvoy, MD


Medical Reviewer: Dr. David R. Sanderson, M.D., Professor of Medicine: Emeritus Mayo Clinic College of Medicine

www.BreatheEasyAZ.org