

Metastatic Breast Cancer: Enhancing Tolerability, Adherence, and Patient-Centered Care

i3 Health designates this live activity for a maximum of 1.0 contact hour. Participants should claim only the credit commensurate with the extent of their participation in the activity. To receive an NCPD certificate, complete the form below and return it to the registration table. For questions about your NCPD credit, contact i3 Health at support@i3Health.com.



Date: 9/11/2021

Location: GLAONS

Course #: 123MBC-08

Name (please print) _____ Degree _____ # Years in Practice _____

E-mail (where we'll send your NCPD certificate) _____ # Pts with MBC per month _____

Select all that apply:

☐ RN ☐ NP ☐ CRNP ☐ AOCNP® ☐ CNS ☐ OCN® Other: _____

*I attest that I have completed this NCPD activity _____ *Actual time attended (up to 1.0 hour) _____

Signature _____

***REQUIRED FIELDS: SIGNATURE AND ACTUAL TIME ATTENDED MUST BE COMPLETED IN ORDER TO RECEIVE A CERTIFICATE FOR THIS NCPD-CERTIFIED ACTIVITY**

Your feedback is critical to future course development. Please take a few minutes to complete this evaluation.

The presentation was: ☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

The presentation was **free from** commercial bias: ☐ Yes ☐ No If No, please explain: _____

The presentation was fair and balanced: ☐ Yes ☐ No

The presentation was evidence based: ☐ Yes ☐ No

This activity supported achievement of each of the following learning objectives:

a. Identify prognostic markers that impact treatment selection and treatment goals to individual patients with metastatic breast cancer (MBC)	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> No opinion <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
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b. Evaluate the efficacy and safety profiles of novel therapies for HER2-positive, HER2-negative, and triple-negative MBC	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> No opinion <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
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c. Assess strategies to manage treatment-related adverse events, promote adherence to therapy, and ensure patient-centered MBC care	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> No opinion <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
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I feel that the method of instruction was conducive to learning. ☐ Strongly agree ☐ Agree ☐ No opinion ☐ Disagree ☐ Strongly disagree

I feel that the environment was conducive to learning. ☐ Strongly agree ☐ Agree ☐ No opinion ☐ Disagree ☐ Strongly disagree

Prior to this activity, my knowledge surrounding MBC was: ☐ Very high ☐ High ☐ Moderate ☐ Low ☐ Very low

After this activity, my knowledge surrounding MBC is: ☐ Very high ☐ High ☐ Moderate ☐ Low ☐ Very low

Based on the information I learned during this activity, I feel more confident in treating patients with MBC within my practice.

☐ Strongly agree ☐ Agree ☐ No opinion ☐ Disagree ☐ Strongly disagree

Knowledge acquired from this activity will be utilized to improve the outcomes of my patients.

☐ Strongly agree ☐ Agree ☐ No opinion ☐ Disagree ☐ Strongly disagree

Which of the American Board of Nursing Specialties competencies did you perceive as being represented by this activity? **Please check all that apply:**

☐ Implementation ☐ Education ☐ Communication ☐ Professional practice evaluation ☐ Quality of practice

I plan to make the following change(s) to my practice. **Please check all that apply:**

- ☐ More likely to confirm that immunohistochemistry and germline genetic testing has been done for all patients with MBC
- ☐ More likely to account for performance status, disease site/burden, metastasis-free interval, and tumor subtype in discussing treatment selection and goals
- ☐ More likely to suggest alpelisib/fulvestrant for patients with PIK3CA-mutated, hormone receptor (HR)-positive MBC
- ☐ More likely to monitor patients receiving trastuzumab deruxtecan for signs of interstitial lung disease
- ☐ More likely to suggest tucatinib/trastuzumab/capecitabine for patients with previously treated HER2-positive MBC
- ☐ More likely to suggest atezolizumab/nab-paclitaxel for patients with PD-L1-positive triple-negative breast cancer (TNBC)
- ☐ More likely to suggest a dose escalation strategy along with loperamide as needed to minimize diarrhea in patients receiving neratinib
- ☐ More likely to suggest dexamethasone rinse for mucositis prophylaxis in patients receiving alpelisib
- ☐ More likely to monitor for prescription "stretching" and check in with patients early and often to promote treatment adherence
- ☐ More likely to refer patients with MBC to clinical trials

What barrier(s) do you face in your practice that impact your ability to provide optimal care? **Please check all that apply:**

- ☐ Cost ☐ Time constraints ☐ Staff/system resources ☐ Reimbursement/insurance issues ☐ Organizational/institutional limitations
- ☐ Lack of applicable guidelines for my current practice/patients ☐ Conflicting evidence ☐ Patient adherence/compliance issues
- ☐ Treatment-related adverse events ☐ Other (please explain): _____

Do you plan to seek additional education on the management of MBC within the next 3 to 6 months? ☐ Yes ☐ No ☐ I do not know

What specific action(s) do you plan to take as a result of participating in this activity? **Please check all that apply:**

- ☐ Share the activity with colleagues
- ☐ Read national guidelines (eg, NCCN) on managing MBC to enhance my clinical competence
- ☐ Review the activity slide set to enhance my clinical competence
- ☐ Review and/or recommend modifications to my institution's protocols/practice guidelines
- ☐ Request further education on the topic with my institution's educational coordinator
- ☐ Discuss related concerns with my mentor/attending faculty about managing MBC in my practice
- ☐ Align my patient education strategies with national guidelines/published evidence
- ☐ Become involved in MBC research/clinical trials
- ☐ Discuss studies mentioned in the activity during a journal club or other forum to stimulate discussion/debate with peers
- ☐ Other (please explain): _____