

Highlights of Skin Disease Education Foundation's 42nd Annual Hawaii Dermatology Seminar® Post-Test

FOR NOTES PURPOSES
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COMPLETED ONLINE.

Original Release Date: June 2018

Expiration Date: June 30, 2020 • Estimated Time to Complete Activity: 2.0 hours

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Questions: For each question or incomplete statement, choose the answer or completion that is correct. Circle the most appropriate response.

- 1. Which of the following accurately describes the safety of tumor necrosis factor (TNF) inhibitors in psoriasis?**
 - A. Etanercept has demonstrated long-term safety over 5 years in children and adolescents with psoriasis.
 - B. TNF therapy has been associated with a higher risk of malignancy in patients with rheumatoid arthritis but not those with psoriasis.
 - C. TNF therapy did not affect rates of major cardiovascular events in patients with psoriasis.
 - D. The rate of opportunistic infections increased over time in children with psoriasis treated with etanercept.
- 2. What percentage of patients with moderate or severe psoriasis achieved clear/almost clear plus ≥ 2 -grade Investigator Global Assessment improvement after 8 weeks of therapy with a fixed combination of halobetasol propionate 0.01% and tazarotene 0.045% lotion in two phase 3 trials?**
 - A. 5% to 15%
 - B. 15% to 30%
 - C. 35% to 50%
 - D. 50% to 75%
- 3. Based on a literature review, this activity recommends which of the following monitoring procedures during isotretinoin therapy for acne?**
 - A. Monitor complete blood count (CBC) at months 1 and 3, and if isotretinoin dose is increased.
 - B. Measure alanine aminotransferase (ALT) and aspartate aminotransferase (AST) at baseline and months 1 and 3.
 - C. Counsel immediate treatment cessation and require measurement of renal function if creatine kinase (CK) $\geq 1,000$ IU/L.
 - D. Monitor gamma-glutamyl transferase (GGT) rather than ALT and AST, follow CK, and do not monitor CBC.
- 4. Investigational therapies actively under development for acne at this writing include:**
 - A. Topical minocycline gel
 - B. Topical minocycline foam 1% and 3%
 - C. Topical olumacostat glasaretil 7.5%
 - D. Adapalene 0.3%/benzoyl peroxide 2.5%
- 5. Which regimen has proved more efficacious for treating patients with both papulopustular and facial erythema manifestations of rosacea?**
 - A. Ivermectin only
 - B. Ivermectin and brimonidine started simultaneously
 - C. Ivermectin first, followed by brimonidine
 - D. Brimonidine first, followed by ivermectin
- 6. Five-year efficacy and safety data in psoriasis are available for which of the following interleukin (IL)-17 antagonists?**
 - A. Brodalumab
 - B. Ixekizumab
 - C. Secukinumab
 - D. Bimekizumab
- 7. A pivotal trial of tissue stabilized-guided subcision (TSGS) for cellulite reported persistence of treatment benefits after 3 years, with no recurrence of cellulite. How many treatments of TSGS did patients undergo?**
 - A. 1
 - B. 2
 - C. 1 to 3, depending on treatment response
 - D. 2 to 4, depending on treatment response
- 8. Preparations to prevent and manage vascular occlusion during facial filler injection include all of the following except:**
 - A. Establish relationships with ophthalmologists, oculoplastics, and neurology colleagues who will examine patients in an emergency, should complications develop
 - B. Reflux prior to injecting, and inject only if blood does not enter the syringe
 - C. Keep the needle or cannula in the same location
 - D. Inject slowly, in retrograde fashion
- 9. Which of the following biologic therapies for psoriasis blocks the receptor subunit IL-17RA and carries a black box warning for suicide and suicidal ideation?**
 - A. Bimekizumab
 - B. Brodalumab
 - C. Ixekizumab
 - D. Secukinumab
- 10. Certolizumab pegol is:**
 - A. An antibody fragment without an immunoglobulin G fragment crystallizable (Fc) region
 - B. Passed by maternal-fetal transmission in amounts associated with fetal immunosuppression
 - C. Conveyed through breast milk in amounts associated with infant immunosuppression
 - D. Demonstrated to lose efficacy from week 16 to 48

The University of Louisville and the Postgraduate Institute of Medicine thank you for your participation in this CME/CE activity. All information provided improves the scope and purpose of our programs and your patient care.

Highlights of Skin Disease Education Foundation's 42nd Annual Hawaii Dermatology Seminar® Evaluation Form

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To assist us in evaluating the effectiveness of this activity and to make recommendations for future educational offerings, please take a few moments to complete this evaluation form. Your response will help ensure that future programs are informative and meet the educational needs of all participants. CME/CE credit letters and long-term credit retention information will only be issued upon completion of the post-test and evaluation online at: <http://tinyurl.com/HDS18Supp>.

Please indicate your profession/background: (check one)

- MD/DO
 MSN/BSN/RN
 PA
 APN/NP
 PharmD/RPh
 Resident/Fellow Researcher
 Administrator
 Student
 Other; specify _____

LEARNING OBJECTIVES: <i>Having completed this activity, you are better able to:</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Assess the safety of tumor necrosis factor inhibitors in the treatment of psoriasis.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Compare and contrast the interleukin (IL)-17 antagonists used to treat psoriasis.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Discuss the role and use of topical therapies in the management of psoriasis, including newer therapies.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Detect adverse events during isotretinoin therapy for acne.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Evaluate current and emerging therapies for acne and rosacea.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Describe topical, procedural, and investigational treatments for cellulite.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Demonstrate familiarity with procedures for safe injection of facial fillers, and preventing and managing vascular occlusion.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

If you do not feel confident that you can achieve the above objectives to some extent, please describe why not.

If you anticipate changing one or more aspects of your practice/professional responsibilities as a result of your participation in this activity, please briefly describe how you plan to do so.

Based on the content of this activity, what will you do differently in the care of your patients/regarding your professional responsibilities? (check one)

- Implement a change in my practice/workplace.
 Seek additional information on this topic.
 Implement a change in my practice/workplace and seek additional information on this topic.
 Do nothing differently. Current practice/job responsibilities reflect activity recommendations.
 Do nothing differently. Content was not convincing.
 Do nothing differently. System barriers prevent me from changing my practice/workplace.

If you plan to change your practice/professional responsibilities, may we contact you in 2 months to see how you are progressing?

- Yes
 No
 I don't plan to make a change.

If you are not able to effectively implement what you learned in this activity, please tell us what the system barriers are (eg, institutional systems, lack of resources, etc).

OVERALL EVALUATION		Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
This education increased my understanding of the subject.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
This education will influence how I do my job.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
This education will help me improve my job performance.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
This education will help me collaborate with other health care professionals.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
This education addressed issues in cultural competency.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
This education was educationally sound and scientifically balanced.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
This education was free of commercial bias or influence.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
This education met my expectations.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Hilary E. Baldwin, MD	Author demonstrated current knowledge of the topic.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
	Author was organized in the written materials.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Linda F. Stein Gold, MD	Author demonstrated current knowledge of the topic.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
	Author was organized in the written materials.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Kenneth B. Gordon, MD	Author demonstrated current knowledge of the topic.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
	Author was organized in the written materials.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Jeremy B. Green, MD	Author demonstrated current knowledge of the topic.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
	Author was organized in the written materials.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Craig L. Leonardi, MD	Author demonstrated current knowledge of the topic.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
	Author was organized in the written materials.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Roberta D. Sengelmann, MD	Author demonstrated current knowledge of the topic.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
	Author was organized in the written materials.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

What issue(s) are you experiencing in your practice/regarding your professional responsibilities that could be addressed in future programming?

Please provide additional comments pertaining to this activity and any suggestions for improvement.

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