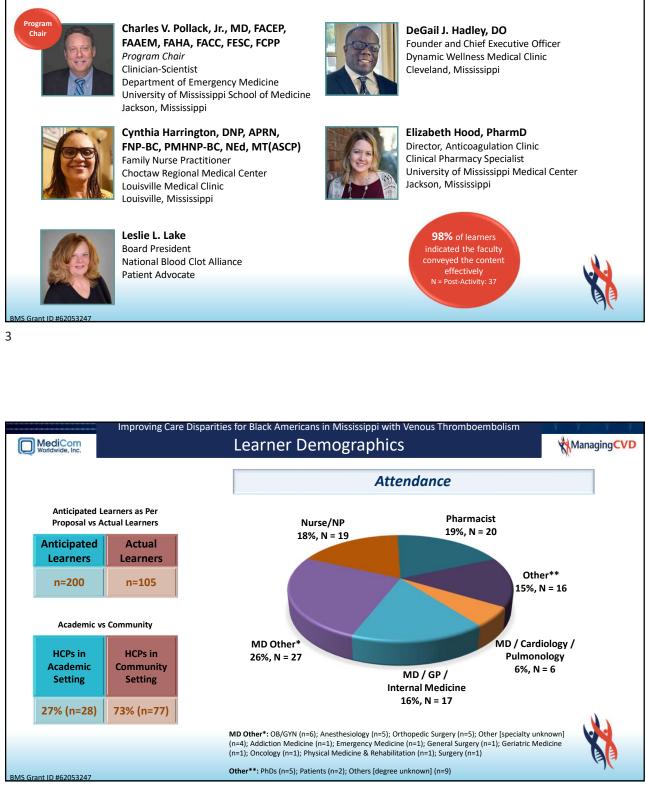


ManagingCVD



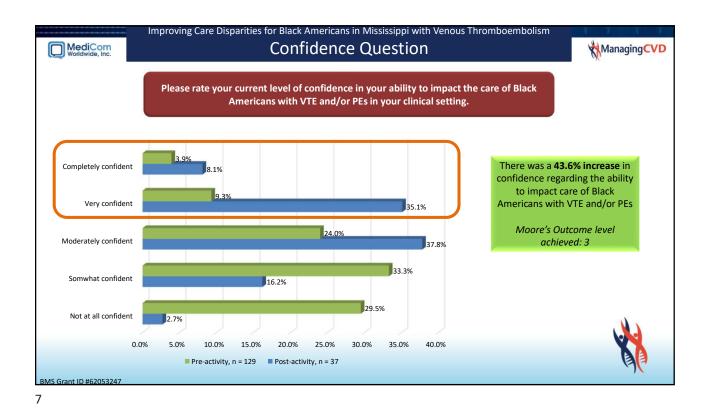
Improving Care Disparities for Black Americans in Mississippi with Venous Thromboembolism

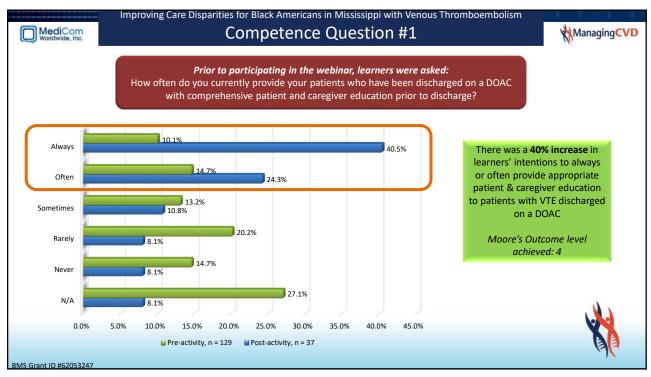
Faculty Presenters

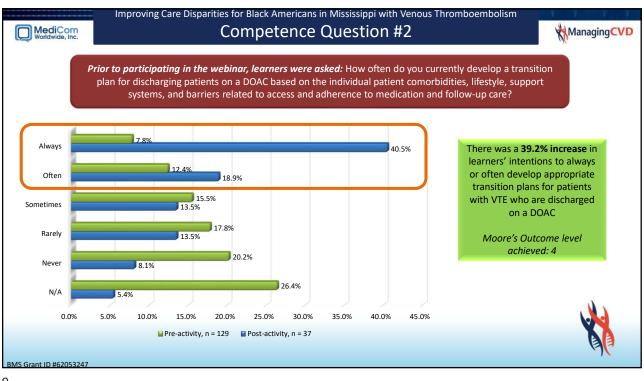
MediCom Worldwide Inc

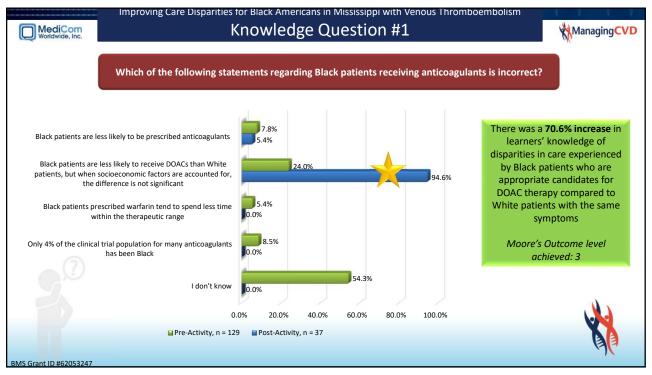
Gain #1 <i>Confidence</i> Reference Slide # 7	 Learners significantly increased their confidence in their ability to impact the care of Black Americans with VTE and/or PEs in their clinical setting Pre-activity, 86.8% of learners reported they felt low confidence in their ability to impact the care of Black Americans with VTE, while post-activity, 43.2% of learners were either very confident or completely confident in this ability (increase, 43.6%)
Gain #2 Competence Reference Slide #8	 Learners increased their competency in providing, prior to discharge, comprehensive patient & caregiver education to their patients who have been discharged on a DOAC Pre-activity, 34.9% of learners reported they never or rarely provide patients with proper education prior to being discharged on a DOAC, while post-activity, 64.8% of learners often or always plan to provide their patients with this education (increase, 29.9%)
Gain #3 <i>Knowledge</i> Reference Slide #11	 Learners increased their knowledge of dosing and monitoring for rivaroxaban for the initial treatment of DVT Pre-activity, only 17.8% of learners were able to identify that an initial dose of rivaroxaban 15 mg PO BID correlates with a follow-up in 3-5 days, while post-activity, 94.6% of learners were able to identify this as the correct follow-up time (increase, 76.8%)

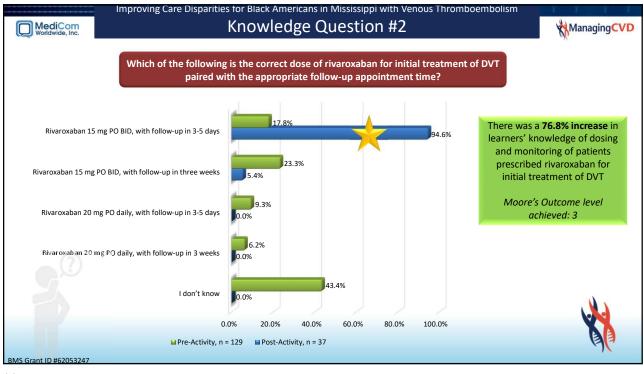
Worldwide, Inc.	Remaining Practice Gaps	ManagingCV
Practice Gap #1 Reference Slide #8	 Learners require additional education on the rationale for, and appropriate education patients who are discharged on a DOAC While post-activity, 64.8% of learners reported they will often or always provide proper education prior to being discharged on a DOAC, nevertheless, post-activity learners are still not committed to patient education for patients discharged on a location of the proper education for patients discharged on a location of the patients discharged on a location for patients discharged on a location of the patients discharged on a location of the patients discharged on a location of the patients discharged on a location for patients discharged on a location of the patients discharged	patients with ; 1 in 3
Practice Gap #2 Reference Slide #9	 Learners require additional education on developing transition plans for discharg on a DOAC based on the individual patient comorbidities, lifestyle, support system barriers related to access and adherence to medication and follow-up care While post-activity, 59.4% of learners reported they will often or always develop a transition plans for discharging patients on a DOAC, nevertheless, post-activity, 1 are still not committed to developing these transition plans 	appropriate
Practice Gap #3 Reference Slide #12	 Learners require additional education concerning appropriate treatments in VTE p who have poor venous access and would prefer a once daily medication While post-activity, 86.5% of learners were able to correctly identify edoxaban as a appropriate treatment for this VTE patient, this was the knowledge question with lowest post-activity correct responses, representing 1 in 7 learners who still need important information 	the most the

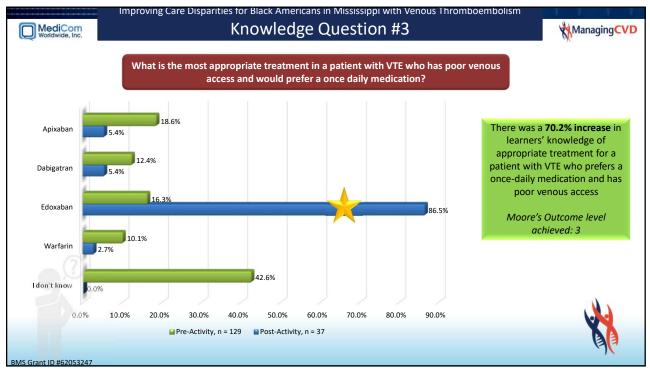


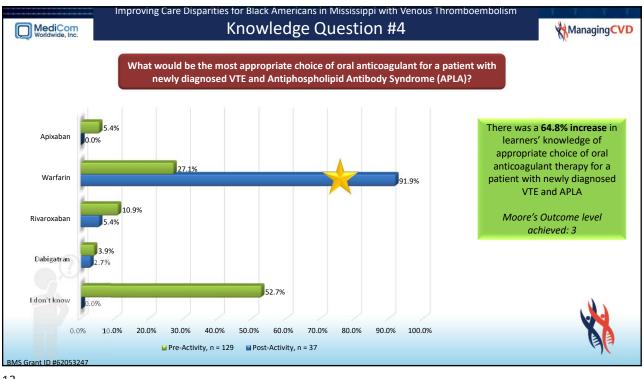


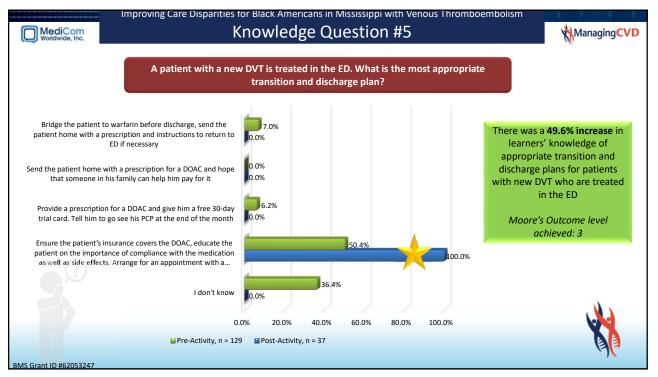


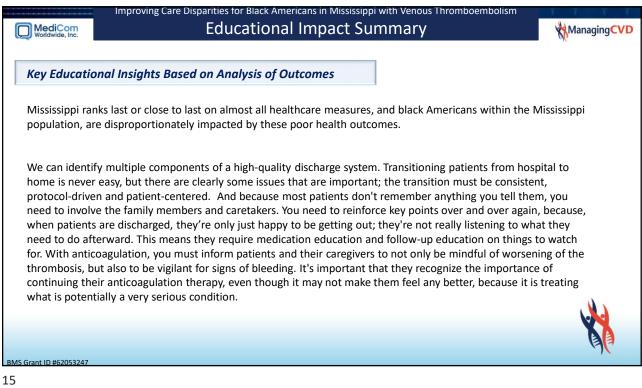


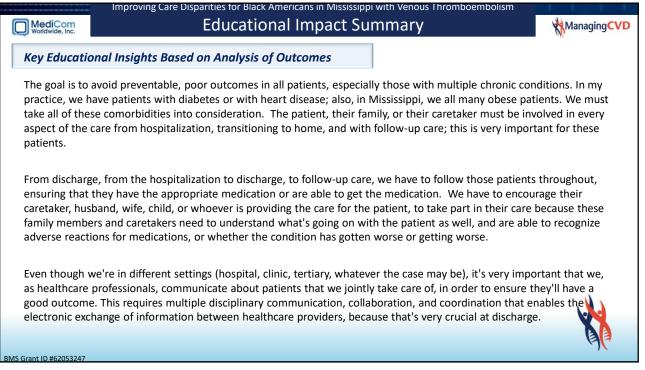


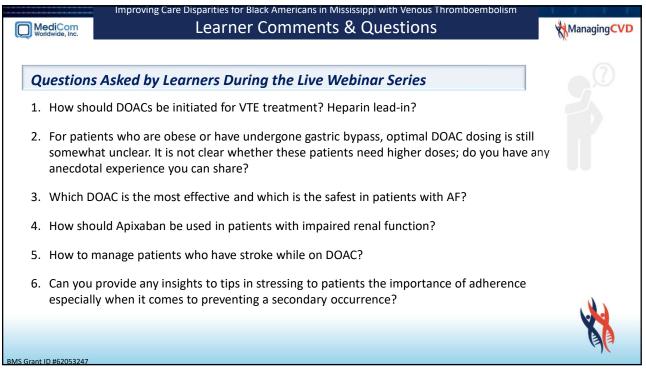


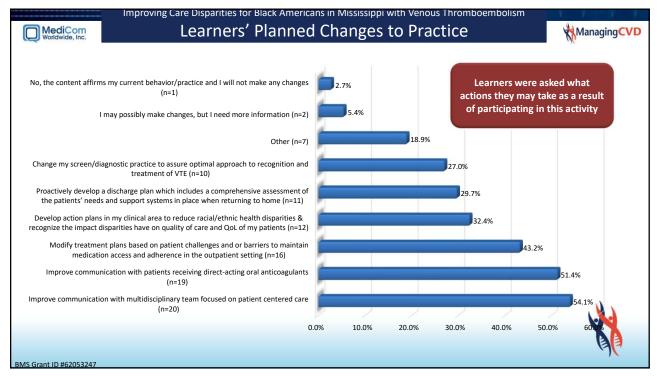












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Worldwide, Inc.	Post-activity Follow-up Survey	
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