

Colorectal Cancer: Pathway to Survival **Learning Assessment**

1. What stage is a disease when it is described as T1, N1, M0?
 - a. stage I
 - b. stage II
 - c. stage III
 - d. stage IV

2. Issues that affect decision making when considering therapeutic options are
 - a. presence of comorbidities
 - b. patient desire to pursue therapy
 - c. drug toxicity profile
 - d. all of the above

3. In Love et al's (2007) study, the data suggest that patients may be more willing to undergo adjuvant chemotherapy for colorectal cancer (CRC) with minimal absolute reduction of recurrence (ie, 1% to 10% reduction in risk) than oncologists had predicted.
 - a. true
 - b. false

4. Interventions to enhance informed consent communications and to ensure that all parties involved are on the same page include
 - a. determining the level of information the patient desires
 - b. understanding the patient's personal goals related to cancer treatment
 - c. listening carefully; do not put words in your patient's mouth
 - d. acting as facilitator between physician and patient
 - e. all of the above

5. When educating or communicating with a patient, it is important to remember that
 - a. all patients will respond alike to all chemotherapies
 - b. all patients prefer the same learning style
 - c. each patient is an individual with individual reactions, issues, and concerns
 - d. each patient is an individual, but all patients have similar side effects and can be managed in the same way

6. The EPOC trial evaluated the benefit of combining perioperative chemotherapy and surgery for patients with initially unresectable liver metastases. The data suggested
 - a. a significant improvement in progression-free survival (PFS) by adding chemotherapy and an acceptable toxicity profile
 - b. no significant improvement in PFS by adding chemotherapy
 - c. a significant improvement in PFS without adding chemotherapy
 - d. a significant improvement in PFS by adding chemotherapy but an unacceptable toxicity profile

7. The 2007 National Comprehensive Cancer Network (NCCN) guidelines for the treatment of CRC with *unresectable* liver metastases include systemic chemotherapy to render metastases resectable, followed by resection. If the metastases are not rendered resectable, the guidelines recommend
 - a. best supportive care only
 - b. further systemic chemotherapy based on the guidelines for advanced or metastatic disease
 - c. herbal supplements
 - d. all of the above

8. Which of the following would be appropriate instructions for patients to prevent capecitabine-related palmar-plantar erythrodysesthesia?
 - a. take long, warm baths or showers to help alleviate pain
 - b. inform the patient to stop capecitabine immediately and contact their provider
 - c. apply emollients such as Bag Balm to help reduce friction
 - d. instruct the patient not to be alarmed if their palms or soles become red or tender

9. The best description of the rash that develops from endothelial growth factor receptor inhibitors is
 - a. sterile inflammatory process
 - b. acne
 - c. bacterial skin infection
 - d. heat rash

10. The treatment plan for your patient includes resection of CRC followed by therapy with bevacizumab. You expect that the physician will order
 - a. starting bevacizumab 3 days before the surgery
 - b. starting bevacizumab 3 days after surgery
 - c. starting bevacizumab the day of surgery
 - d. starting bevacizumab at least 28 days after surgery

11. When treating the elderly patient with CRC, the practitioner should
 - a. provide supportive care only
 - b. prescribe white blood cell colony-stimulating factors prophylactically in patients over 70 years or with dose-intense therapy
 - c. use modified chemotherapy doses because elderly patients cannot tolerate full doses
 - d. use single-drug regimens to minimize side effects

12. Effects of long-term survival include
 - a. biomedical/physical effects
 - b. psychological/emotional effects
 - c. social/financial effects
 - d. all of the above

Evaluation Form

Colorectal Cancer: Pathway to Survival

For online submission, go to:
<http://www.meniscus.com/eval/crc2008>

CE activity numbers and credits:

Nurses: 216.029-0711NI (1.50 contact hours)
 Pharmacists: 429-000-08-001-H01-P (1.50 contact hours [0.150 CEU])
 Project: 216.029

Submit this form by March 31, 2009

(Mail) Meniscus Educational Institute
 18 Elizabeth Street, West Conshohocken, PA 19428-2935
 (Fax) 610-834-8856
 (Internet) <http://www.meniscus.com/eval/crc2008>

Please evaluate the speaker and the overall activity to receive continuing education credit. No credit will be awarded unless this form is completed legibly (including name and address information) and signed. This form must be submitted by December 31, 2008. Continuing education statements of credit will be issued via e-mail or US mail within 4 weeks to participants who successfully complete this activity.

I hereby verify that I participated in this educational activity for _____ minutes, including the evaluation.

Print name, credentials _____ Signature _____
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*Participants who provide an e-mail address and satisfactorily complete the activity will receive their statement of credit via e-mail.

Evaluation	Excellent	Good	Satisfactory	Poor
Effectiveness of the speaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy and timeliness of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance to your daily practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom from commercial bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent to which learning objectives were met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduciveness of the venue to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of this activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of learning materials as future reference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANSWERS (Refer to the learning assessment)					
	a	b	c	d	e
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most important thing you learned from this activity? (check all that apply)

- | | | |
|---|--|---|
| <input type="checkbox"/> Current treatment options | <input type="checkbox"/> Diagnostic strategies | <input type="checkbox"/> Quality of life issues |
| <input type="checkbox"/> Clinical trial information | <input type="checkbox"/> New treatment options | <input type="checkbox"/> Side effect management |
| <input type="checkbox"/> Other _____ | | |

What questions do you still have regarding this topic? (check all that apply)

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Clinical trial information | <input type="checkbox"/> Pharmacoeconomics | <input type="checkbox"/> None |
| <input type="checkbox"/> Side effect management | <input type="checkbox"/> Applicability to other populations | <input type="checkbox"/> Other _____ |

Why did you participate in this activity? (check all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Amount of CE credit | <input type="checkbox"/> Convenience | <input type="checkbox"/> Format (live, Internet, CD-ROM, etc) |
| <input type="checkbox"/> Importance of the topic | <input type="checkbox"/> Quality of the faculty | <input type="checkbox"/> Other _____ |

What professional changes do you anticipate as a result of this activity? (check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Current treatment strategy | <input type="checkbox"/> Enhanced ability to educate colleagues | <input type="checkbox"/> Improved patient education |
| <input type="checkbox"/> Treatment options | <input type="checkbox"/> Diagnostic strategies | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Quality of life issues | <input type="checkbox"/> Offering new therapies | |

Topics for future activities _____

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How did you hear about this educational activity? (please check only one)

- | | | |
|---|---|---|
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| <input type="checkbox"/> Other _____ | | |