Closing Gaps in the Care of Patients With Severe Hypertriglyceridemia or Familial Chylomicronemia Syndrome Through Continuing Education

Stephanie Johnson, PhD; Hannah Collier, Esq.; Alex Pilote, PhD; and Katie Robinson, PhD

Vindico Medical Education, Thorofare, NJ

Background

- Early recognition and effective management of patients with sHTG or FCS are critical for reducing cardiometabolic risk, yet clinicians face challenges in diagnosis and integrating novel ApoC-III–targeted therapies in practice.
- Interactive, case-based continuing medical education (CME) was designed to address these gaps and achieve the following:

Identify gaps in clinician knowledge and confidence

Improve competence in diagnosing sHTG and FCS

Increase knowledge of the latest clinical data on novel therapies

Methods

CME SITUATION ROOM

November 9, 2025

- Vindico provided a live satellite symposium at AHA Scientific Sessions 2025.
- Clinicians participated in a CME Situation Room, making key decisions around challenging real-world clinical scenarios in diagnosing and treating patients with sHTG or FCS.



Outcomes Methodology

- Pre-, intra-, and post-activity assessments measured knowledge, confidence, and behaviors.
- Case-based questioning allowed assessment of knowledge gains and persisting challenges.

Learner Demographics

Complete datasets were available for

206 Clinician attendees

61% Involved in assessment, diagnosis, and treatment of patients

And see an average of **7 patients with sHTG or FCS per month**

Results

Baseline Attitudes and Perceptions

40% Have managed a patient who did not respond to conventional treatment

33% Were familiar with clinical data on a recently approved ApoC-III inhibitor

Which unmet need do you believe has the greatest impact on patient outcomes in FCS and sHTG? (Top 2 responses shown.)

N=49

33% Timely and accurate diagnosis

27% Access to effective therapies

How confident are you in your ability to diagnose… (% extremely or very)

N=42-43

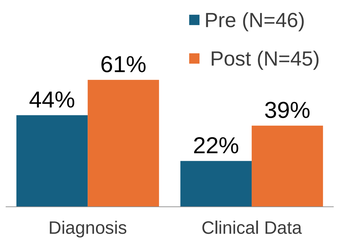
FCS 28%

sHTG 24%

Although clinicians identified timely diagnosis as the factor with the greatest impact on patient outcomes, most lacked confidence in diagnosing these patients.

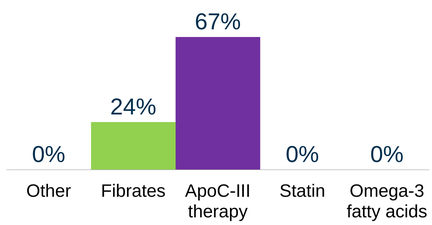
Impact of Education

Knowledge Transfer



Post-learning, there was a 17% increase in knowledge of both diagnosis and data on ApoC-III therapy

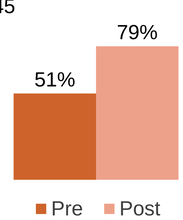
Case: *A 30-year-old man with a recent hospitalization for acute pancreatitis with TG >4000 mg/dL on admission. What treatment option would you consider?* (N=21)



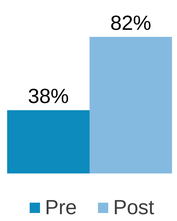
67% would consider an ApoC-III inhibitor for an eligible patient, indicating increased understanding of this novel therapy

How confident are you in your ability to… (% extremely or very)

Evaluate the latest clinical evidence on emerging therapies for patients with sHTG?
N=45



Optimize management for, patients with FCS?
N=45



Post-education, there was a 28% increase in confidence regarding ability to evaluate the latest evidence and a 44% increase in confidence regarding treatment optimization for patients with FCS.

Conclusions

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- ✓ Clinicians note access to effective therapies as a major barrier to care, but only 33% were familiar with a newer option at baseline.
- ✓ This situation room format facilitated gains in confidence in patient management.
- ✓ Despite low baseline familiarity with an approved ApoC-III inhibitor, in case-based learning, two-thirds would consider this option for an eligible patients.
- ✓ Case-based CE is an effective way to improve confidence and decision-making by simulating real-world decision making.

Future Directions

- ✓ To extend the reach of the education, similar case-based learning should be used to improve confidence and skills related to the recognition and management of patients with FCS or sHTG.
- ✓ As new data emerges, clinicians will require education on how to apply the latest evidence to practice.

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