

Offering Multiple e-Learning Formats for CME Activities Results in Significant Audience Engagement and Knowledge Transfer

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Objective:

We hypothesized that leveraging multiple e-learning technologies on multiple platforms would help to increase engagement, simultaneously reach multiple healthcare audiences, and demonstrate successful knowledge transfer.

Methods:

We partnered with U.S.-based ReachMD to disseminate three CME activities on various diseases (venous thromboembolism, hormone replacement therapy, and tumor lysis syndrome) targeting inter-professional healthcare audiences (e.g., specialists, primary care physicians, physician assistants, nurse practitioners, nurses, pharmacists). Each CME program consisted of a short (30-minute), pre-recorded interview with an expert in the field. The recording was then made available on multiple platforms in multiple formats: on-demand video, audio, podcast, transcript (online and downloadable PDF); and via streaming radio. Pre-activity and post-activity tests based on program learning objectives were employed to measure pre-activity knowledge gaps and post-activity knowledge transfer. Post-activity evaluations were used to assess intent-to-change practice and barriers to implementing those changes.

Results:

Each of the three CME programs – “Individualizing VTE Treatment and Prevention of Recurrence: The Place for Direct Oral Anticoagulants in VTE” (VTE), “Then and Now: Experts Insights on Understanding the Women’s Health Initiative Hormone Therapy Trials” (WHI), and “Oncology Emergency Essentials: Addressing Tumor Lysis Syndrome in Your Practice” (TLS) – significantly exceeded total predicted participation (+717%, +1,200%, and +1,335% respectively) across all target audiences. There was successful knowledge transfer with all three programs as evidenced by post-activity test results; improvements in knowledge were demonstrated by the total audience as well as by profession. Although overall knowledge increased, in some specific instances there remains room for improvement; as such, these results could be used to inform future educational needs assessments. Evaluations for all three programs showed that a majority of participants (VTE, 83%; WHI, 89%; TLS, 90%) intend to make practice changes as a result of completing the respective CME activity. Additionally, due to the success of the WHI program, results were presented by one of the program faculty, Dr. JoAnn Pinkerton, at both the 2017 ACOG Annual Clinical and Scientific Meeting and the 2017 NAMS Annual Meeting.

Conclusions:

Offering healthcare professionals multiple e-learning formats from which to choose resulted in audience engagement that far exceeded expectations. With the opportunity to select the format that best suits the individual’s learning style, knowledge of these three specific diseases increased and corresponded with a reported intent to change practice.