PROFICIENCY RESULTS FROM YOUR PEERS AT EULAR 2018 AND BEYOND

BACKGROUND

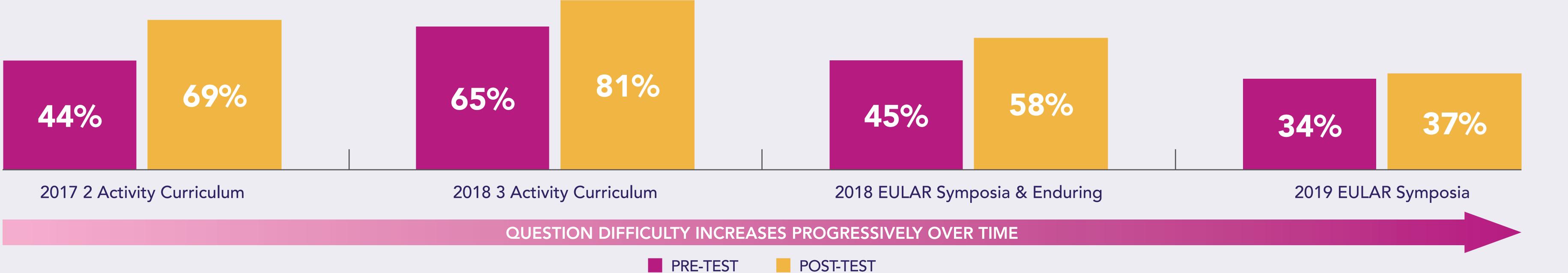
Beginning in 2016, RMEI created multiple accredited online educational programs focused on rheumatoid arthritis (RA) and designed for rheumatologists. In 2018, the educational scope expanded to include live meetings, starting with a symposium at the EULAR Congress. During the 3 years of programming from 2016 to 2018 (6 courses, in both live and online settings), educational content was developed based on learner outcomes from the previous RA courses. The 2019 EULAR symposium was a unique opportunity to present the outcomes findings, from both the 2018 symposium and online courses, to the assembled rheumatologists within the context of addressing factors underlying ongoing educational gaps. The rationale was to create continuity between symposia over time by demonstrating incremental improvements and continuing areas of need, while also endowing learners with a greater sense of ownership and investment in the forthcoming educational content. The poster to follow presents findings from the 2018 symposium and online education, as well as the impact this education had on the clinicians who participated in the 2019 symposium.



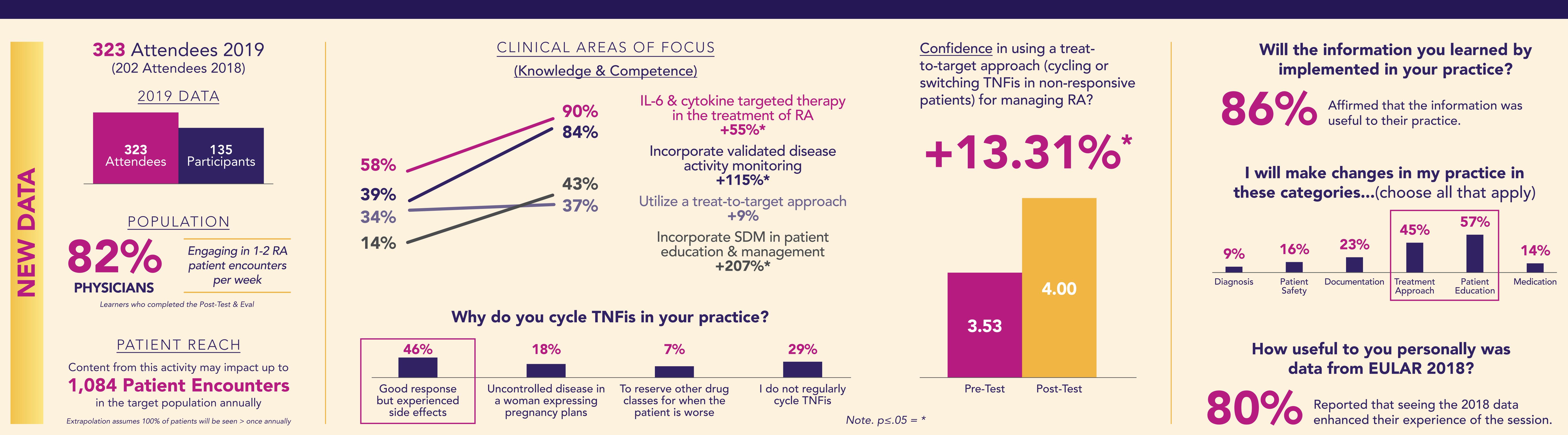
METHODS

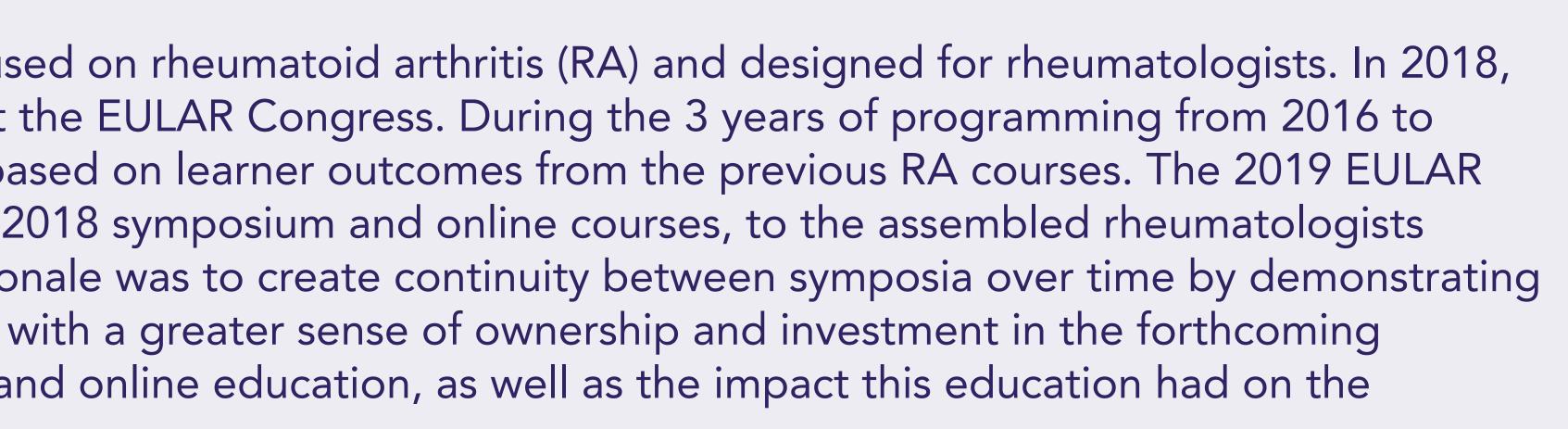
Data collected during the 2018 EULAR symposium was analyzed to understand changes in learner proficiency from pre-test to post-test, as well as the underlying drivers impacting poor performance in an identified area of ongoing educational need (cycling versus switching TNF inhibitors). The activity utilized a matched pre-test and post-test design that included questions assessing fact-based and procedural information, as well as asking learners to rate their confidence and intent to perform. A linear regression model was run including all non-related curriculum, demographic, and evaluation questions as possible drivers against those related low-scoring (at post-test) curriculum questions. The content of RMEI's 2019 symposium at EULAR was developed to address the identified significant drivers to improve population proficiency in cycling versus switching. In addition to developing content based on the above findings, that data was also presented to learners in an audio-enabled infographic poster prior to their participation in the 2019 symposium, which they had the opportunity to view during the period between on-site registration and the start of the symposium. These insights included discussion of 2018 data analysis, identified drivers of poor performance, introduced the iterative data-driven methodology employed, and rationale behind content development for the 2019 symposium. At the conclusion of the 2019 symposium, learners were asked to describe the impact/relevance of being presented with their performance data, their intention of incorporating course content into practice, and what specifically they intended to change.

Ability to Select Treatment Based on Understanding When to Switch or Cycle TNF Inhibitors

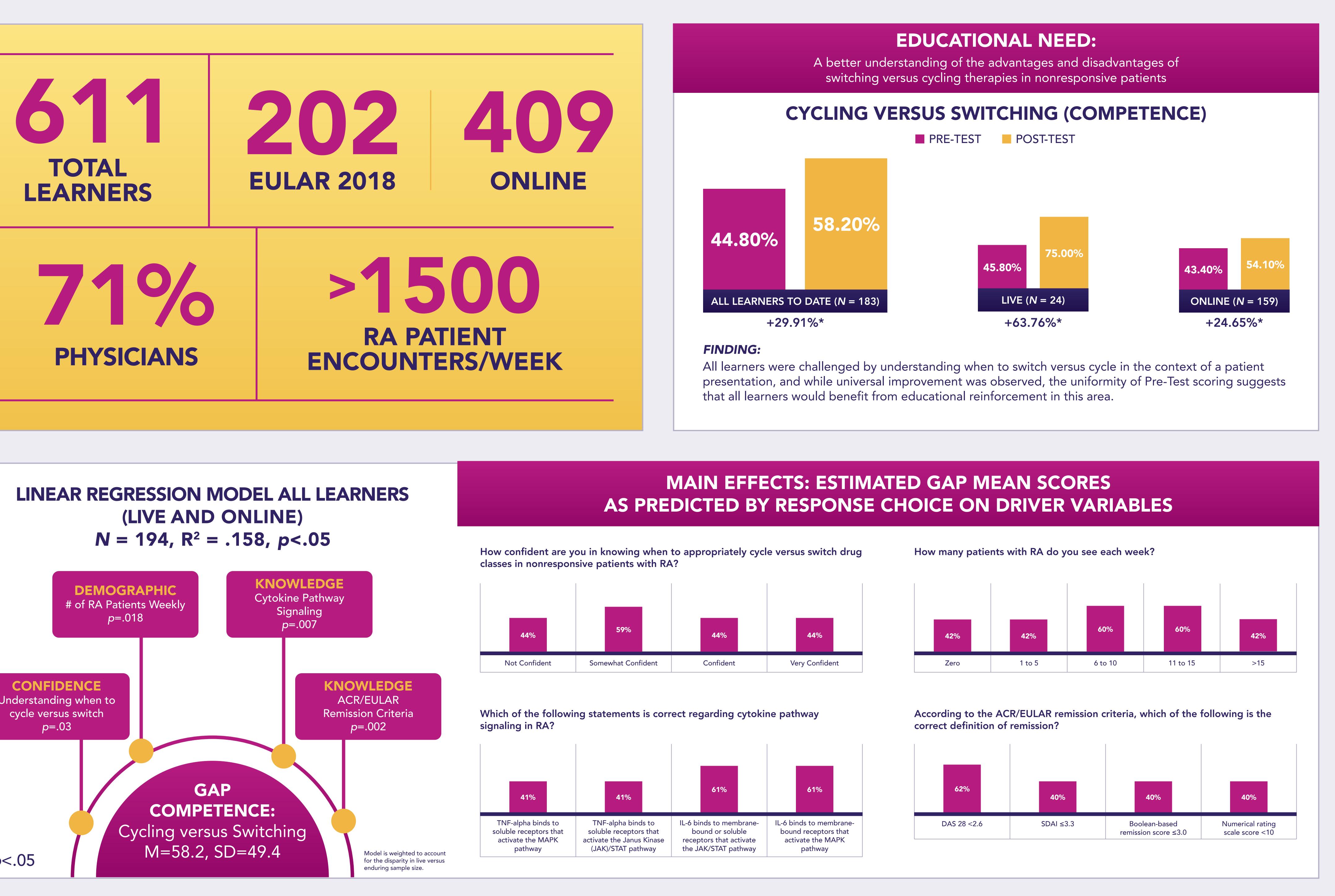


PRE-TEST





*p<.05





MEDICAL EDUCATIONFOR BETTER OUTCOMES

CONCLUSIONS

Data was collected on 135 clinicians (82% of whom actively treat patients with RA) who attended and participated in the symposium. With specific regard to the impact of seeing their own data presented back to them, 80% of respondents reported that seeing the learner data from the 2018 symposium enhanced their current learning experience. Furthermore, 86% reported that they intended to incorporate course content into their clinical practice. Specifically, this population reported an intent to change their treatment approach and patient education practices.

What makes this program unique is that this population was primed with the knowledge that the methodological design was based on their data from a previous year. Therefore, the data presented was immediately relevant to the learner population.

Considering learner performance, improvements from the pretest were universal across all areas of clinical focus, with the most substantial improvements measured in disease pathophysiology and disease monitoring strategies despite average pre-test scores of <60% and post-test >80%. Furthermore, a significant increase in proficiency was observed regarding the understanding of when to cycle, as opposed to switch, TNF inhibitors, an area of educational need tracked across 3 years of data.

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