



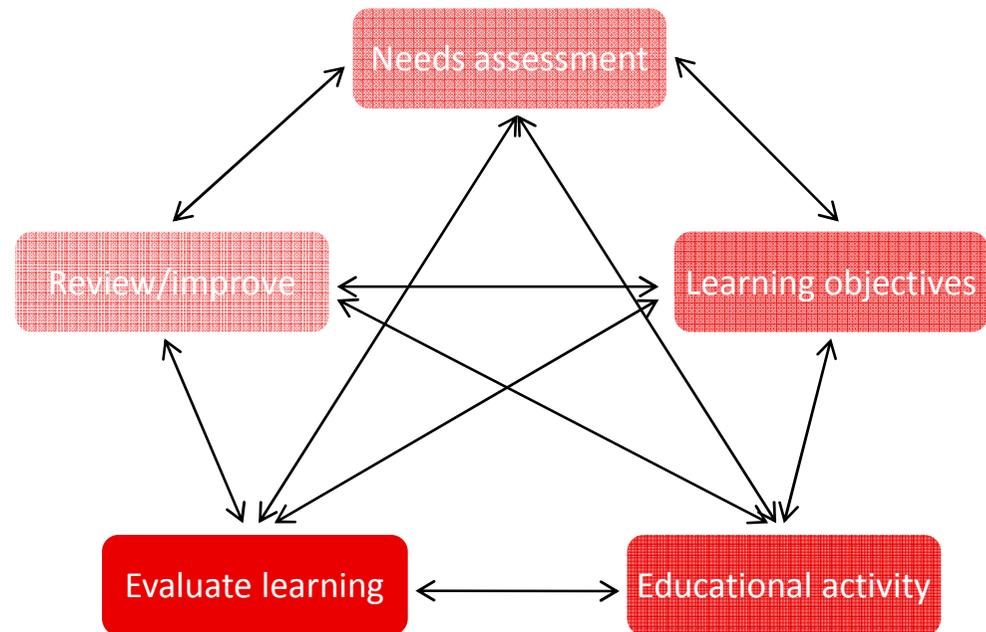
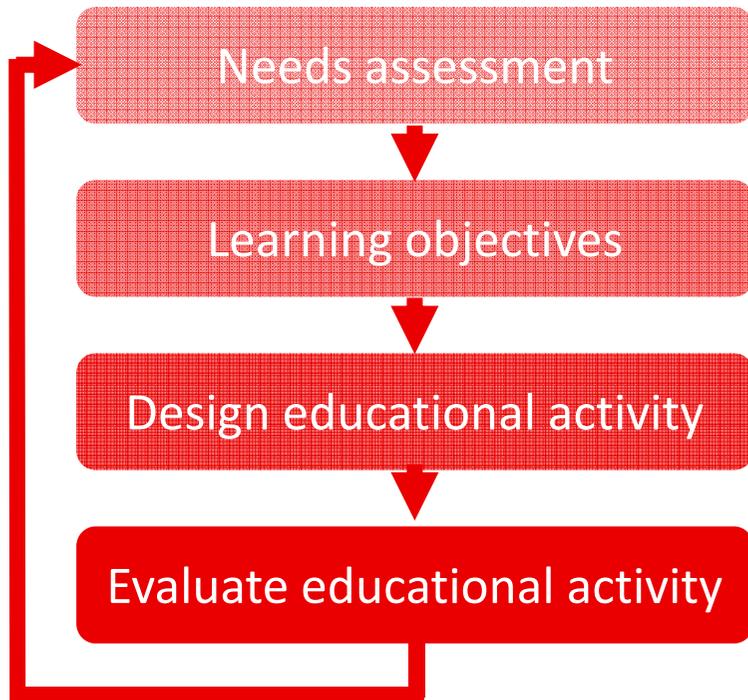
THE OXFORD ACADEMY
FOR PROFESSIONAL HEALTH EDUCATION

Meeting educational needs through CME – the learner's perspective

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Development of educational programmes



Perfecting the dark art of needs assessment

- How are educational needs best assessed?
- What sources of information should we consult?
- How can we take individualised training trends into account?
- What is missing from needs assessment?
- Are there smart ways to link it to outcomes?



Improving evaluation

- **How** are CME activities best evaluated?
 - How to address gap between ‘knowing how’ and ‘doing’?
 - Which method(s) effectively assess changes in clinical behaviour?
 - Should feedback from colleagues, patients and other healthcare professionals be included?
- **When** are CME activities best evaluated?
 - Immediately after completion of activity?
 - After 1 month?
 - After 3 months?
 - Later?

Our online survey

Background

- How do learners identify their own learning needs, and how do their needs influence their choice of CME activity?
- What do learners think about current methods of evaluation?

Methodology

- Online self-completion questionnaire of healthcare professionals
- Database provided by Ogilvy 4D
- 868 emailed invitations
- 33 completed questionnaires (response rate 4%)

Demographics

- 72% secondary care physicians
 - 91% European
 - 73% had completed a CME activity in the last month
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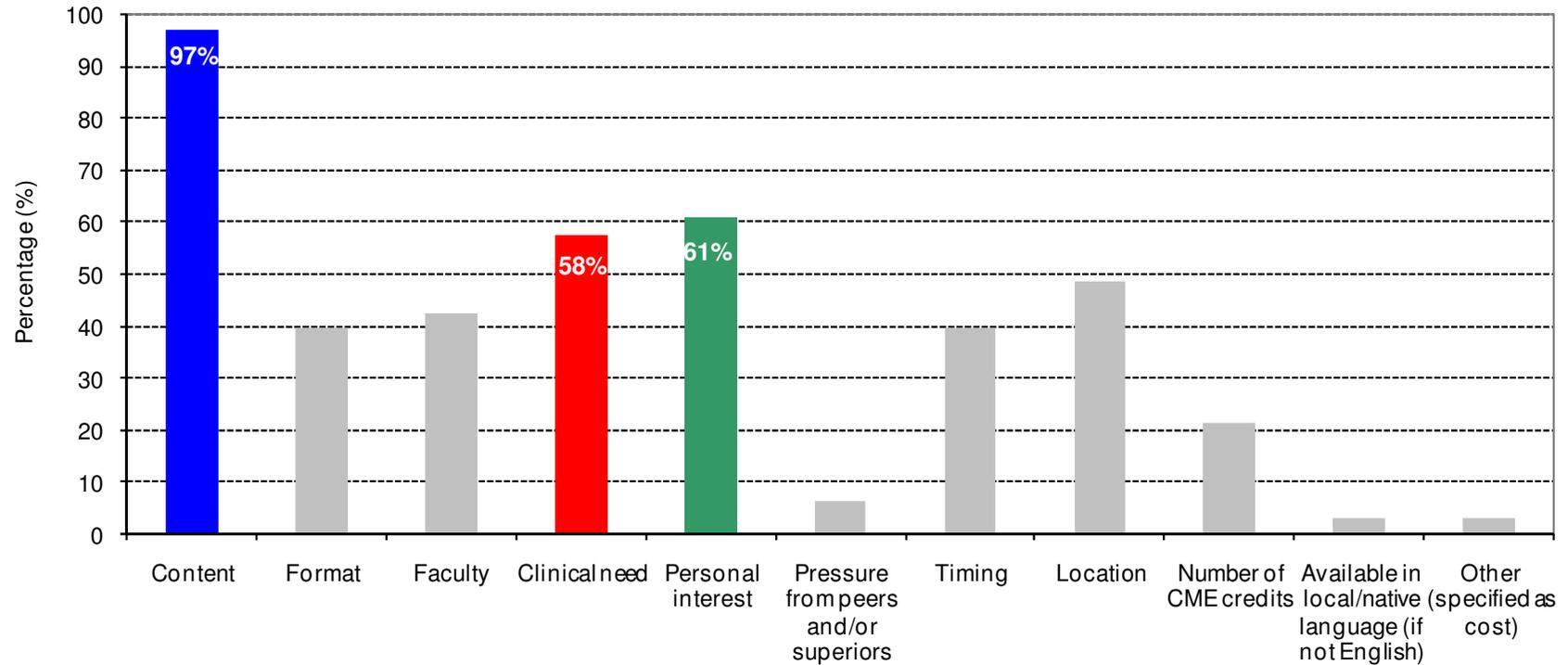
CME in general

- For you personally, how important are CME activities in furthering your professional education and career?
 - 81% said very important or important
- How many CME or CPD activities have you undertaken in the last year?
 - 88% of respondents had completed 4 or more activities
 - 58% had done more than 10

What CME formats have you undertaken previously, and which do you prefer?

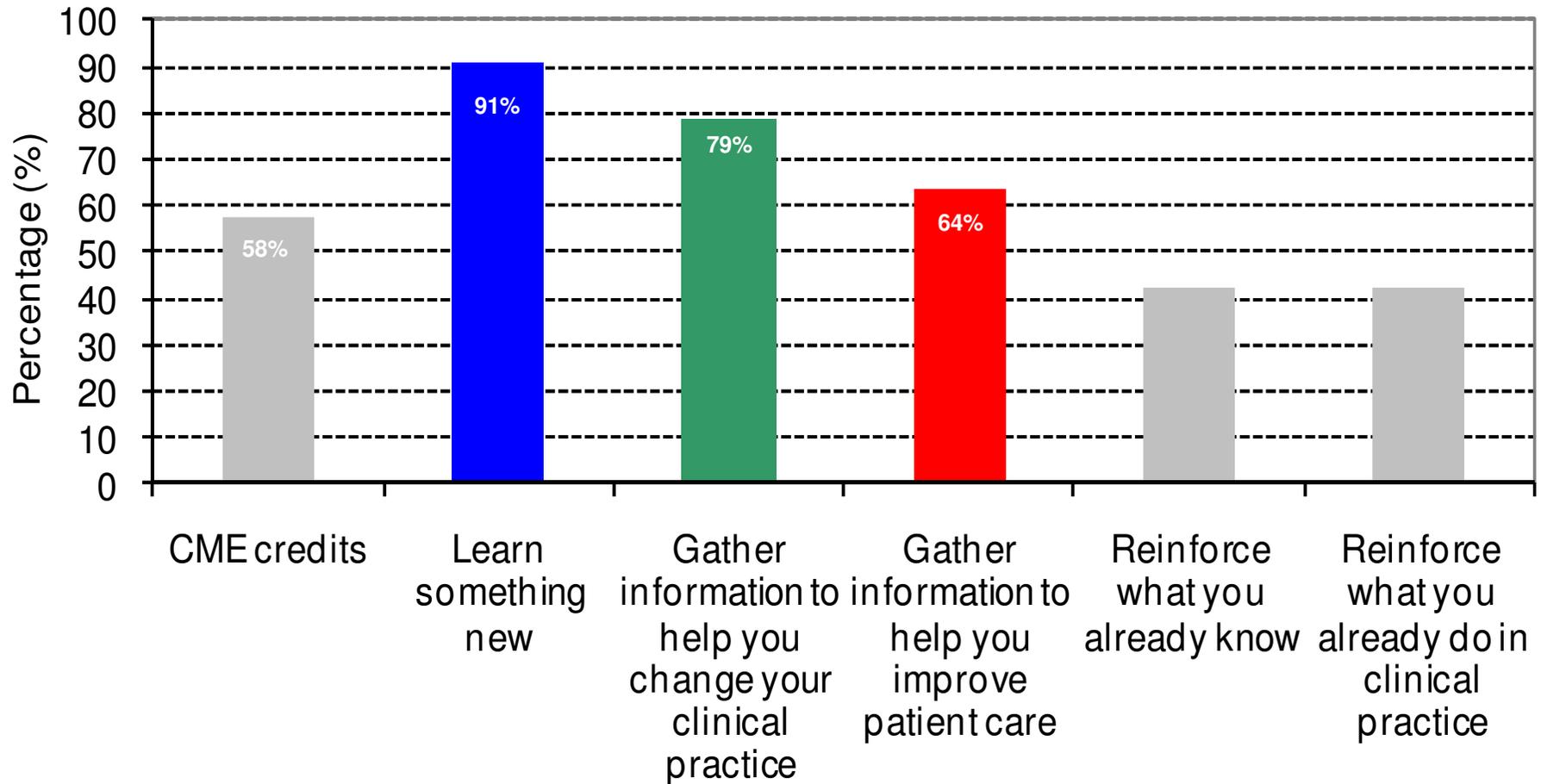
Format	Undertaken (%)	Prefer (%)
International conferences	73	76
National conferences	88	67
Other lectures/symposia (large group teaching)	91	58
Other workshops/tutorials (small groups)	67	58
Journal articles	70	46
Textbooks	27	9
Other paper-based formats (e.g. printed training materials)	30	6
Digital formats used on a computer (e.g. internet, CD-ROM, video/DVD)	61	46
Digital formats used on mobile/handheld devices (e.g. internet, podcast, audio)	9	12

What are the most important aspects of a CME activity to you when deciding whether to participate?

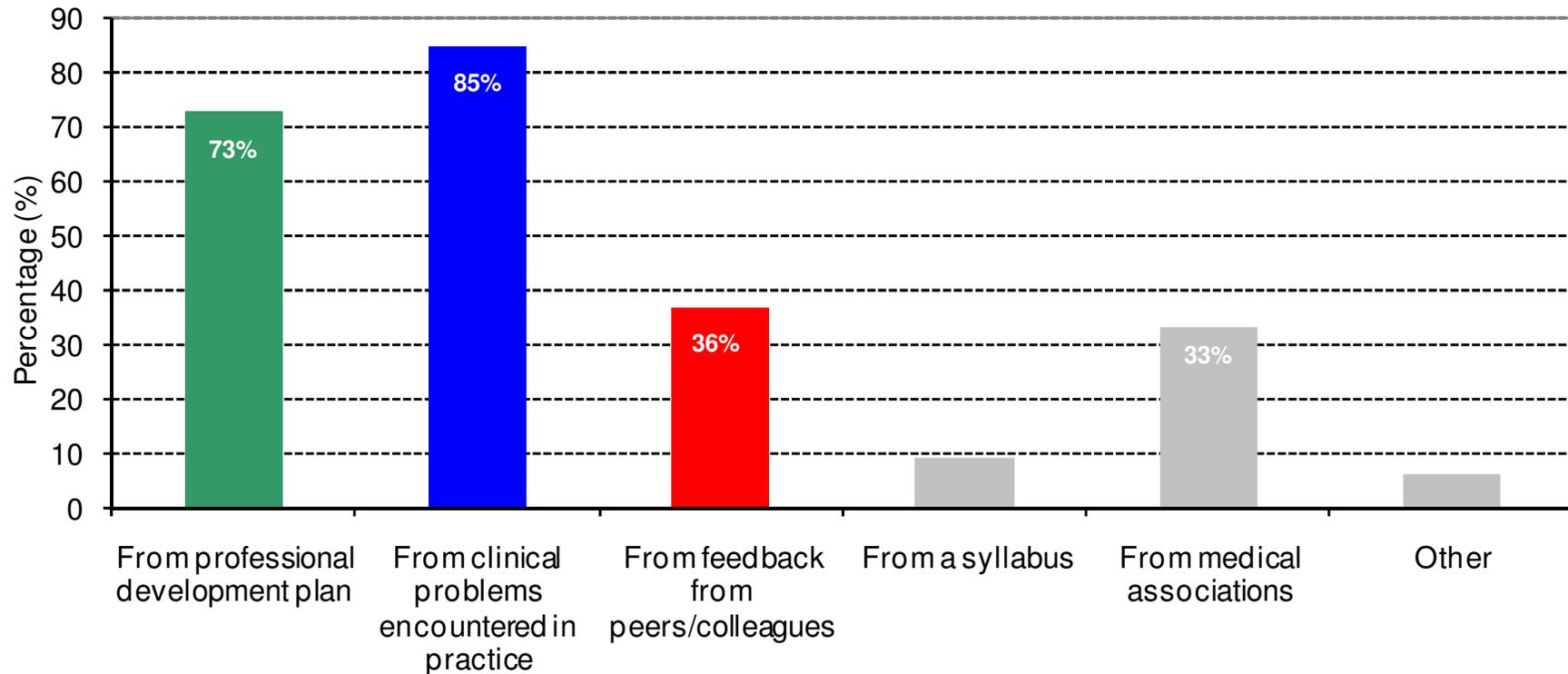


- When asked to choose between clinical need and personal interest:
 - 25% felt clinical need was most important
 - 12% selected personal interest
 - 62% felt they were equally important

What do you normally expect to get out of a CME activity?

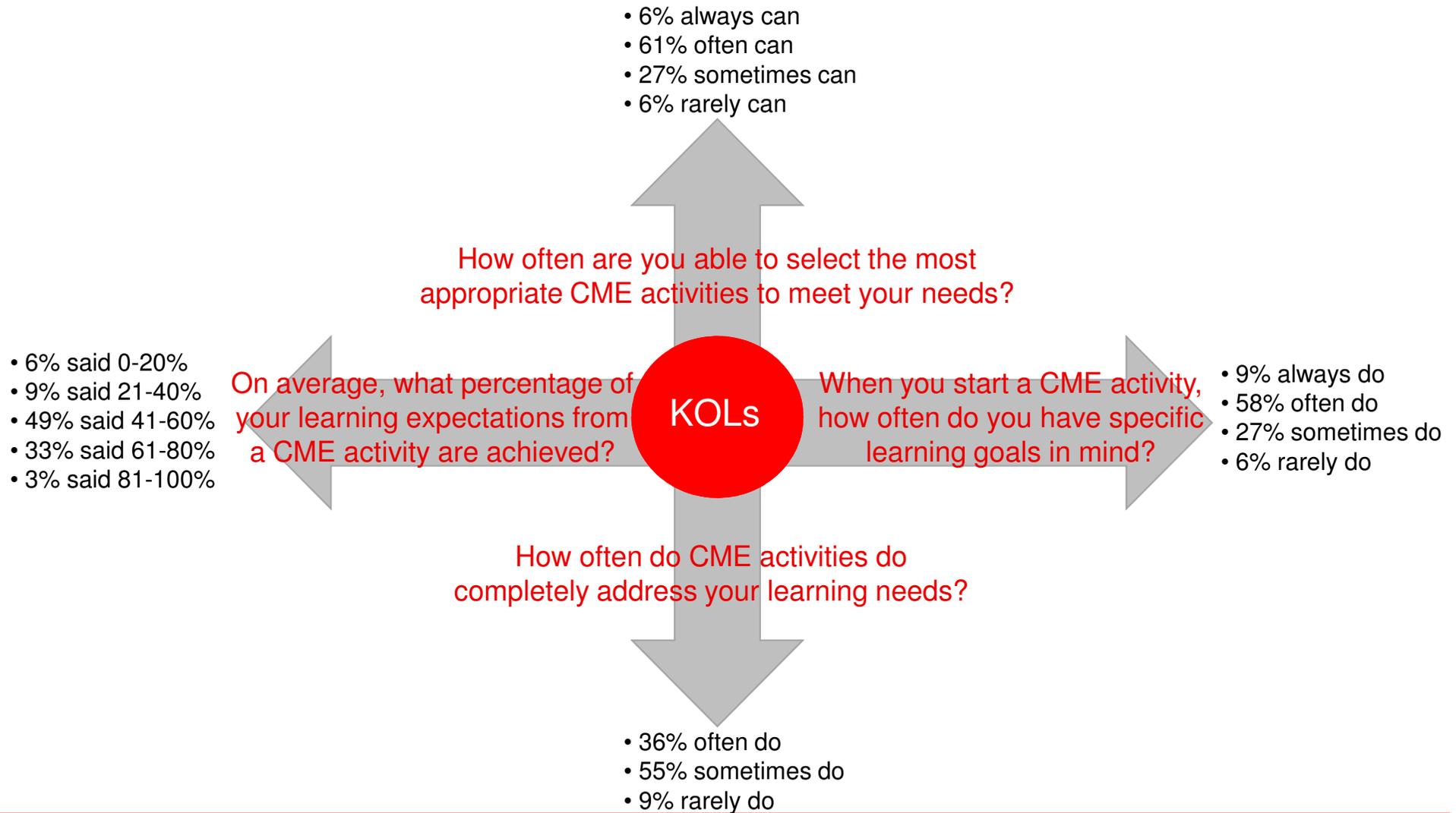


How do you know what your learning needs are?

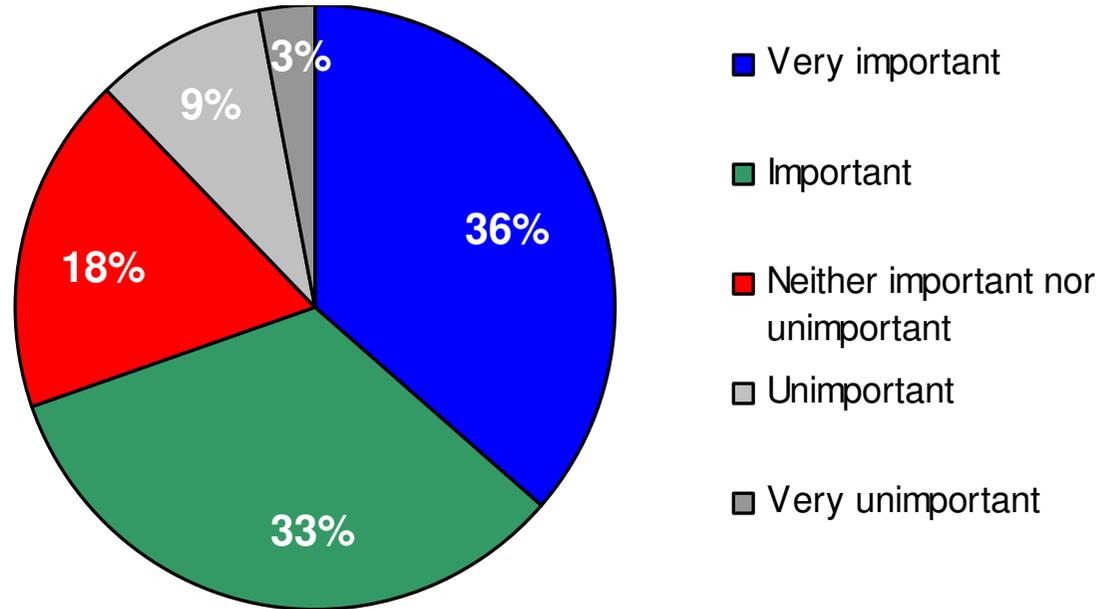


- Respondents felt that their own learning needs should be informed by their peers and 'expert' physicians within their specialism
 - Less interested in senior colleagues, patients/carers and policy makers

How well do CME activities meet learning needs?



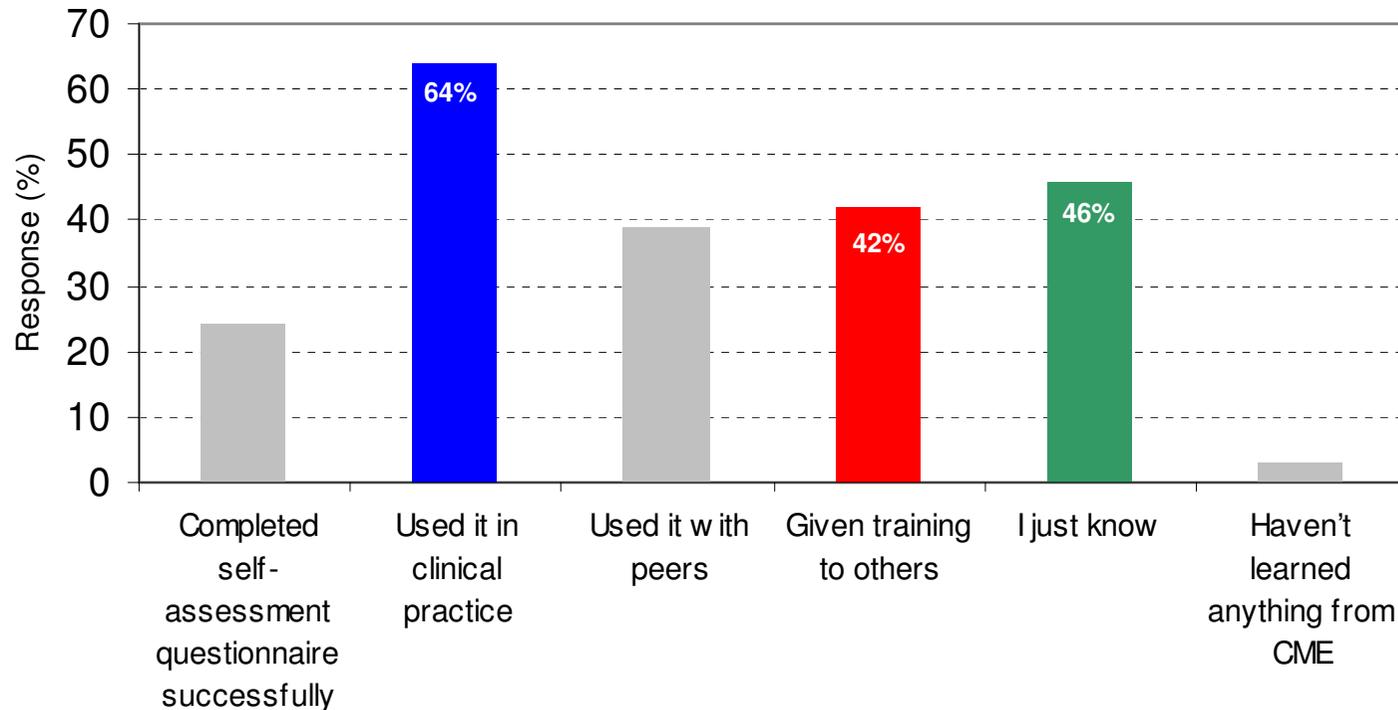
How important is the evaluation process after a CME activity?



- When asked how their CME activities had been evaluated in the past, 88% said by assessment questionnaire immediately after completion of activity



How do you know whether you've learned something from a CME activity?



- When asked how often they feel they learn something useful for their clinical practice:
 - 56% said often
 - 38% said sometimes
 - 6% said rarely



From your last CME activity, did you feel you'd learned anything...?

	...immediately afterwards? (%)	...after 3 months? (%)	Did you change your clinical practice as a result? (%)
Yes	91	77	67
No	6	3	27
Can't remember	3	13	6
Not applicable	0	7	0

What do you think is the best way to evaluate a CME activity?

How?	Response (%)
Assessment questionnaire immediately after completion	41
Follow-up questionnaire a few weeks/months later	34
Review of patient case notes or case diary	19
Other	6

When?	Response (%)
Immediately afterwards	46
1 day after completion of the activity	0
1 week after completion	3
1 month after completion	27
3 months after completion	18
Other	6

Summary

- Room for improvement
- Learners like choice
- Learning needs are not always fully addressed
- Immediate evaluation useful but long-term assessment better reflects behaviour change