

# Confidence-based Learning Transfers Product Knowledge from Clinical Research Setting into Real-World Practice

Michael Caso<sup>1\*</sup> & Stephen Casey<sup>1</sup>  
<sup>1</sup>OMNI Healthcare Communications, LLC  
 \*Presenting author

## ABSTRACT

**Challenge:** Translating complex study results into outcomes with utility for practicing clinicians has become the responsibility of Medical Affairs Departments. An agency supported the effort of one biopharmaceutical company to educate HCPs about its prelaunch product, which provided a novel therapeutic approach.

### Objectives:

- o Determine current level of practitioner knowledge
- o Gain insights on the “teachable” opportunity
- o Create an engaging educational vehicle

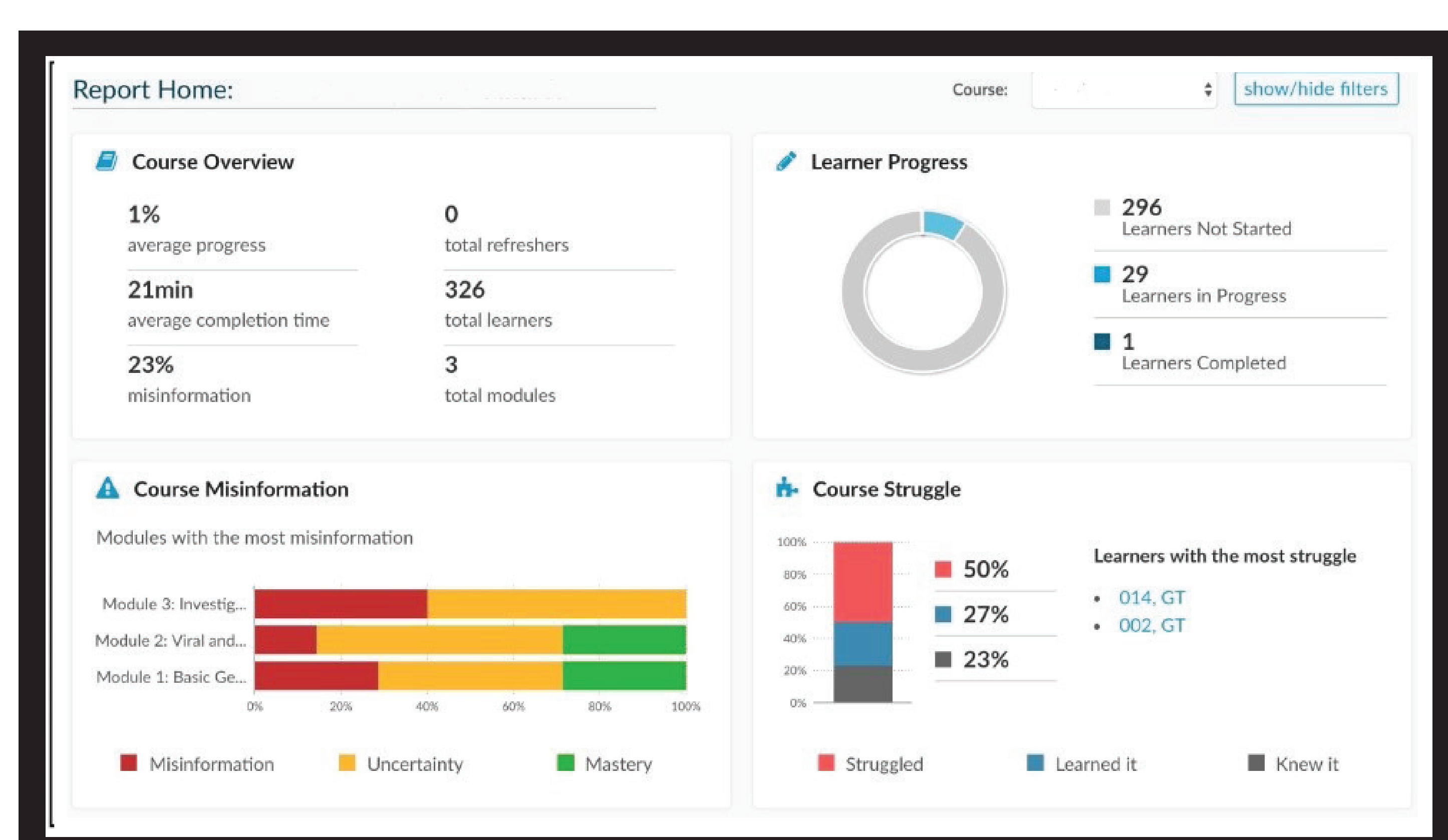
**Solution:** The agency solved the client's problem with a learning system that identified commonly held misperceptions and knowledge gaps. The program utilized a confidence-based learning (CBL) platform designed to transfer knowledge of the product's unique mechanism of action from the clinical research setting into real-world practice.

### Benefits:

#### Using the CBL platform, the agency was able to:

- o Focus initially on non-product related content to build blocks of information for clinicians
- o Create targeted educational activities addressing areas of weakness
- o Provide opportunities for active learning, positively impacting information retention and mastery of the information
- o Facilitate MSL engagement in various educational settings including congresses, one on one meetings, as well as on demand

**Outcomes:** Data collected from the initial pilot of the program is illustrated below:



## BACKGROUND

Critical to the success of any professional education program will be the identification and optimal utilization of effective educational, instructional and design elements, including:

- Considering physicians' stages of learning
  - o What is the current level of knowledge? What is the “teachable” opportunity? How best to engage? How to incorporate learning into practice?
- Organizing activities in which physicians can obtain knowledge and develop skills in settings where they would normally use such knowledge/skills
- Providing opportunities for active learning that can positively impact retention and mastery
- Providing a continuum of learning

### Challenge

Translating complex study results into outcomes with utility for practicing clinicians has become the responsibility of Medical Affairs Departments. An agency supported the effort of one biopharmaceutical company to educate HCPs about its prelaunch product, which provided a novel therapeutic approach utilizing an evolving science. A research project was conducted prior to the educational program development during which scientists and physicians were interviewed about their knowledge of this break-through concept. Key findings included:

- There were many misperceptions on the application of this novel approach to clinical practice
- Physicians trained prior to 2000 were lacking in the basic tenets of the science of this therapeutic approach
- An innovative educational approach would be required to overcome misperceptions and communicate state-of-the art information

### Solution

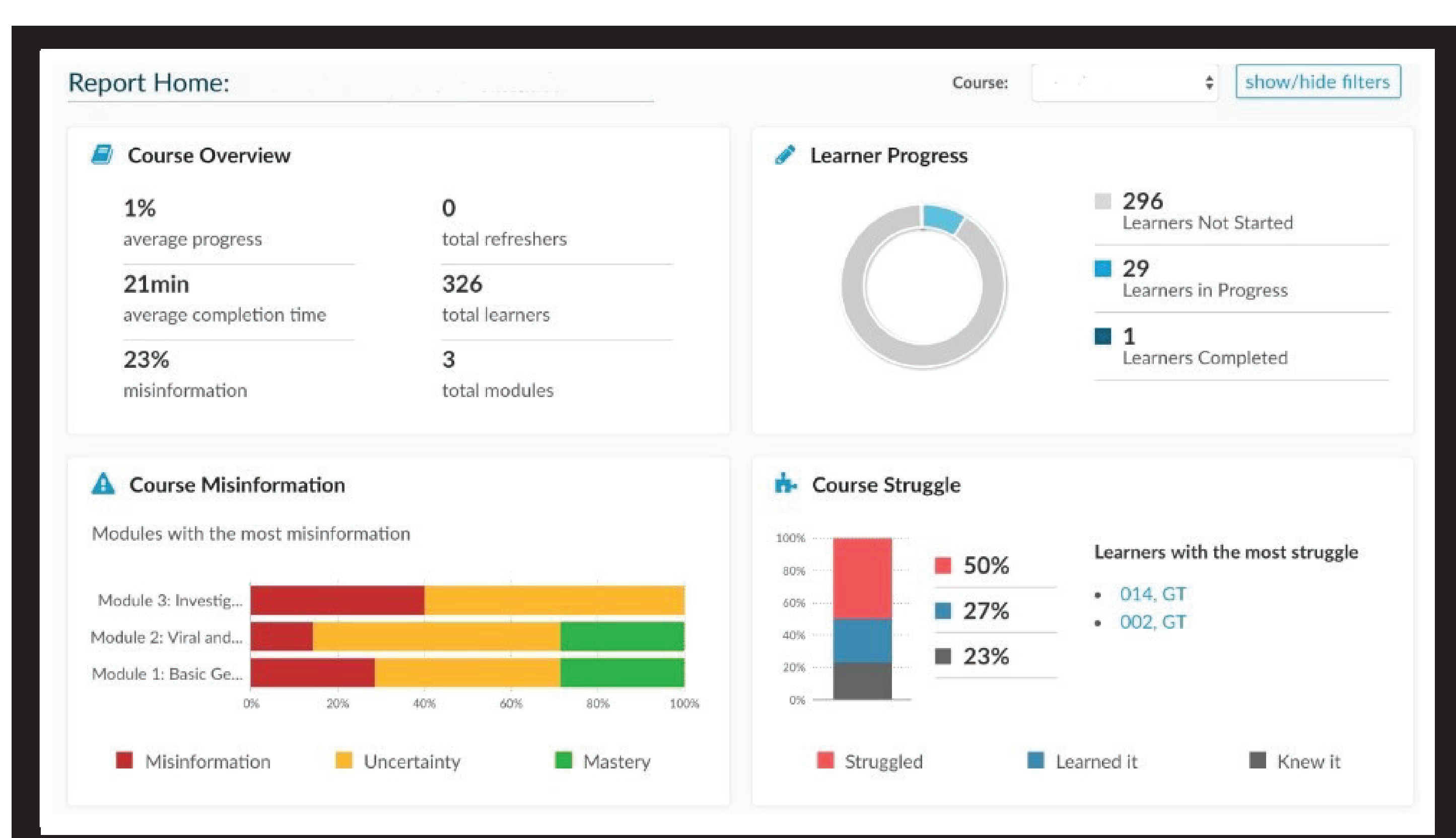
The agency solved the client's problem with a learning system that identified commonly held misperceptions and knowledge gaps. The program utilized a Confidence-based Learning (CBL) platform designed to transfer knowledge of the product's unique mechanism of action from the clinical research setting into real-world clinical practice. Key features of CBL include:

- Measures correctness of learners' knowledge and confidence in that knowledge
  - o “teachable moment” occurs when confidence in response is high and answer is incorrect
- Designed to minimize the effects of guessing
  - o Positively impacts retention and mastery, as explanations of both incorrect and correct responses are provided
- Facilitates creation of a customized learning plan for each learner
- Adaptable to a wide range of communication vehicles and formats
  - o Live presentation, online, use at annual congresses
  - o Note: Initial use of the program was at a scientific booth at an annual congress. Plans currently exist for one-on-one MSL presentations in physicians' offices

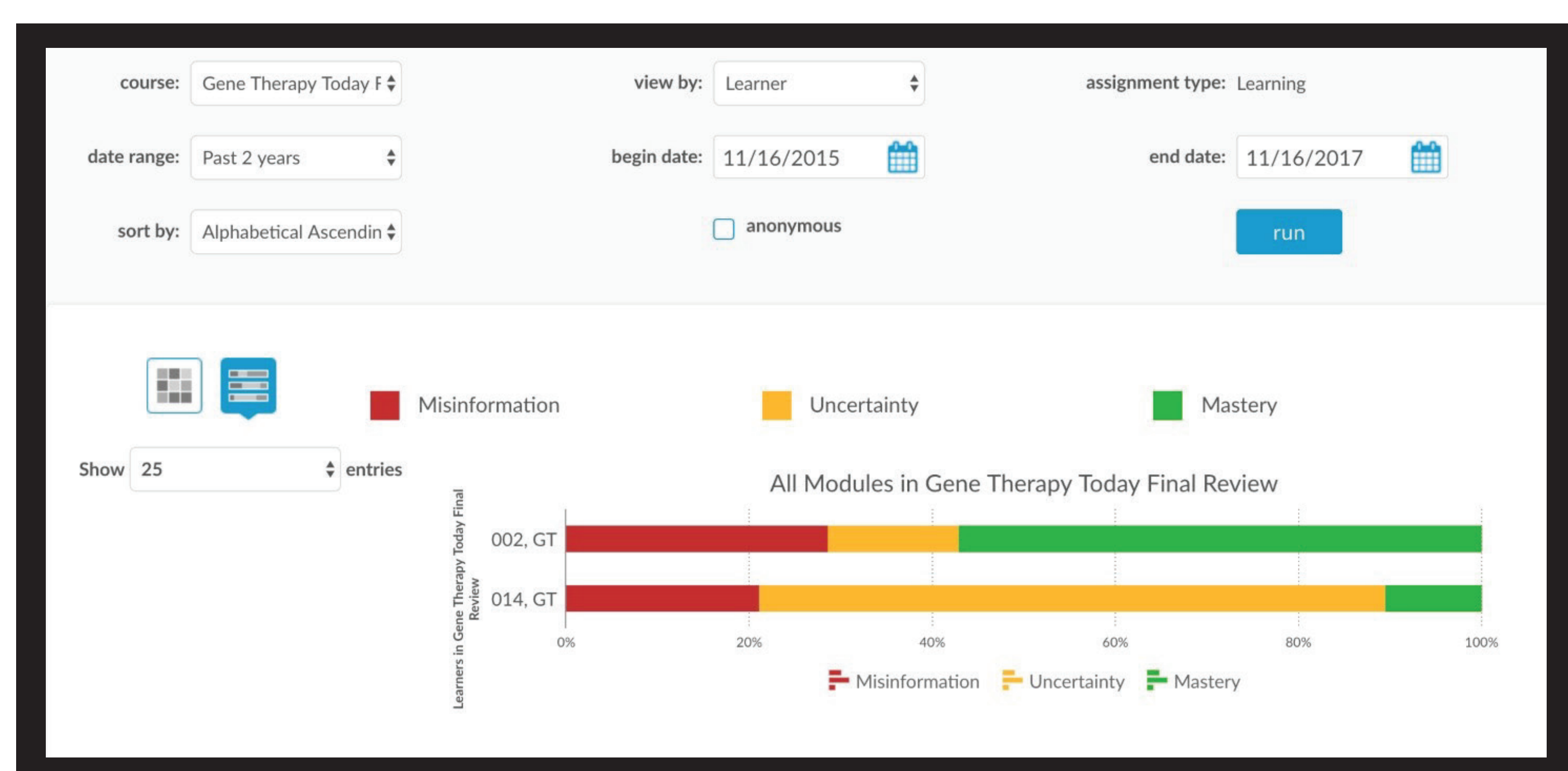
## Outcomes

Data collected from the initial pilot program are illustrated below:

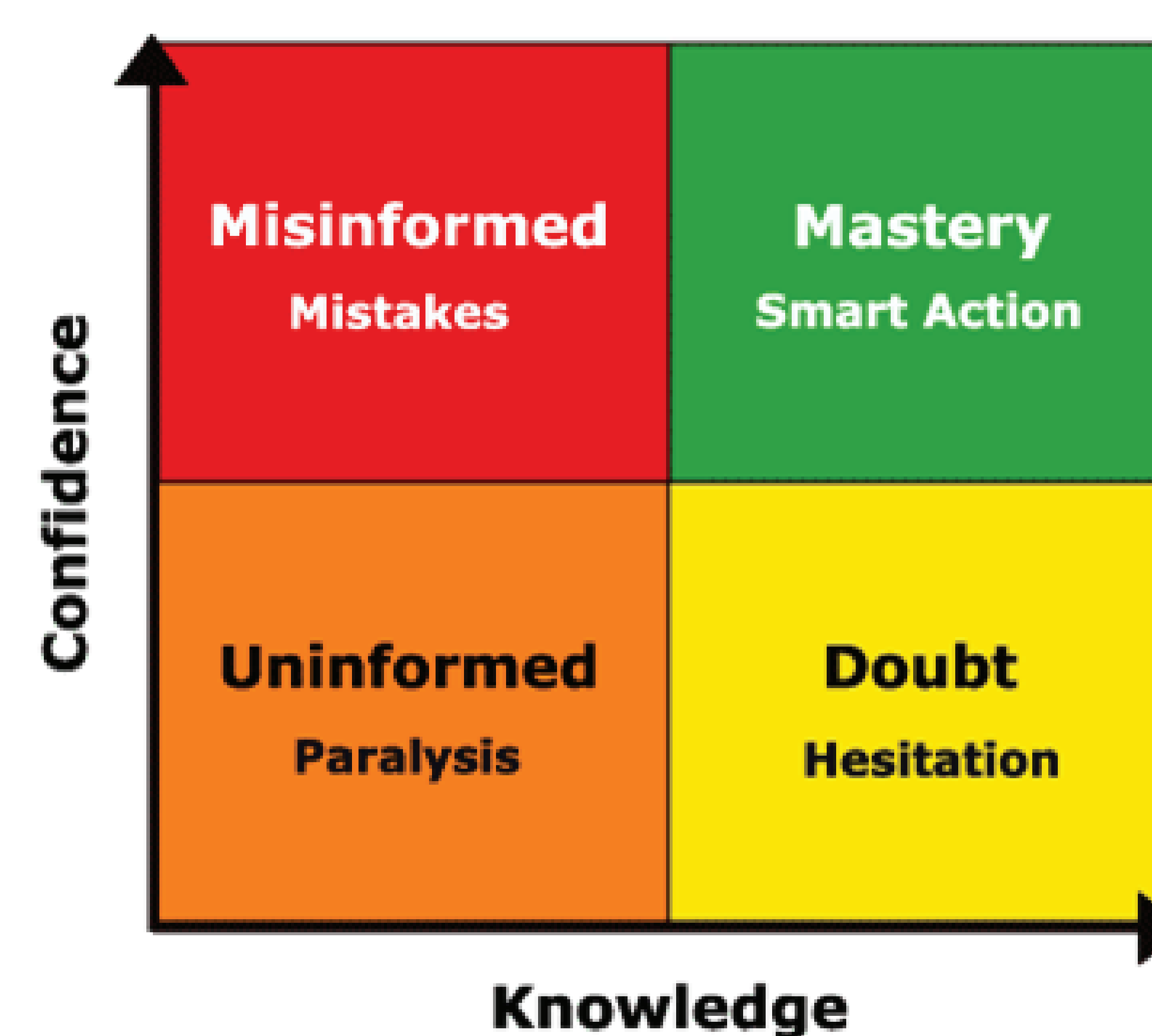
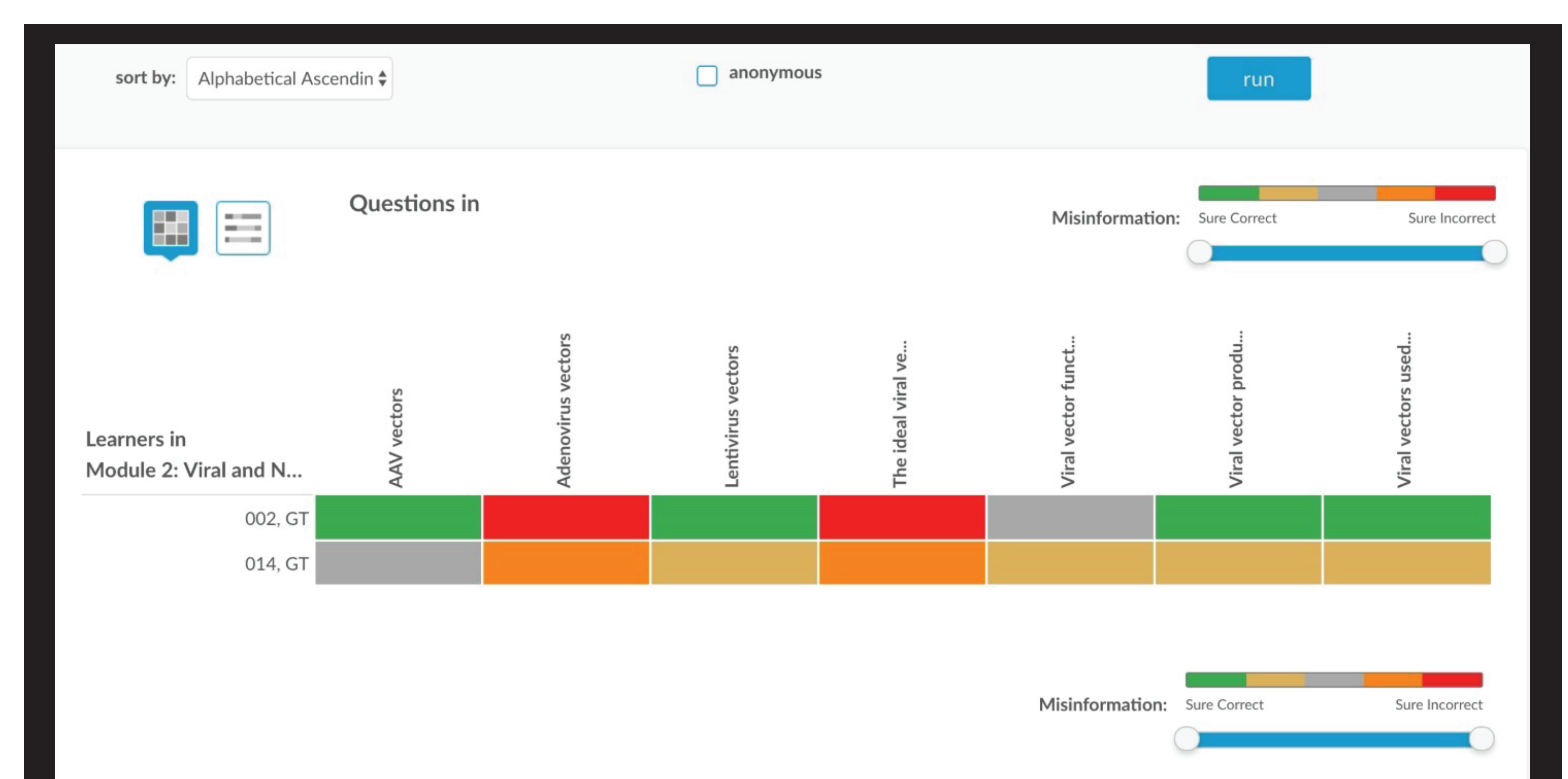
### 1. The overall CBL course



### 2. By module/chapter within the CBL course



### 3. By learner and question



## Conclusions

The initial positive outcomes of the pilot program will be assessed in making modifications to the scientific content and in the creation of tactics to motivate learners to participate in the program, whether at annual congresses in the biopharmaceutical company's scientific exhibit or during office engagements.