

Addressing Knowledge and Practice Gaps in HIV Management with Engaging Continuing Education

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1 Background

Needs assessment of current practice in 2017



- HIV treatment guidelines were rapidly evolving¹
- New HIV therapies were being approved at a rapid rate¹⁻⁴
- Physicians were relying heavily on older regimens⁴⁻⁵

Identified Knowledge/Competence Gaps that Defined the Educational Needs



Treatment Selection and Individualization

- 46% of providers do not use simplified regimens appropriately⁵
- 42% of providers lacked knowledge of DDIs with ART and medications for common chronic comorbidities⁵
- 37% of providers would not use appropriate treatment for a patient with M184V⁵



Knowledge of Emerging Options

- Infectious disease providers scored an average 45% on pretest questions related to emerging options.⁵

1. Department of Health and Human Services Panel on Antiretroviral Guidelines for Adults and Adolescents. Guidelines for the use of antiretroviral agents in HIV-1-infected adults and adolescents. October 2015. 2. Wainberg MA, et al. *J Int AIDS Soc*. 2015;18(1):20824. 3. Datta PK, et al. *Curr HIV Res*. 2016;14(5):431-441. 4. Zhan P, et al. *J Med Chem*. October 28, 2015. 5. Vindico Data on File. HIV, 2017.

2 Program Content and Design

Program Goals and Content

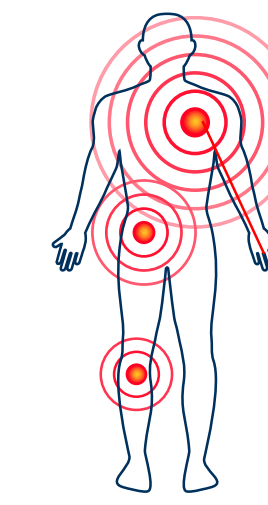
Harness gamified learning to promote engagement, transfer of knowledge, and application of learning to practice



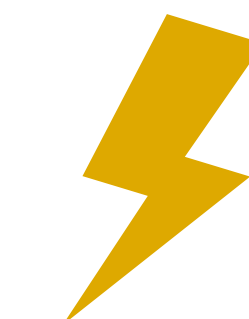
Use of simplified regimens



Drug-drug interactions



Individualizing treatment based on comorbidities/preference



Treating patients with resistance

Live CME/CPE Symposium Held at IDWeek™ 2018

Inclusive of didactic, case-based, and gamified learning

October 4, 2018



367 Attendees

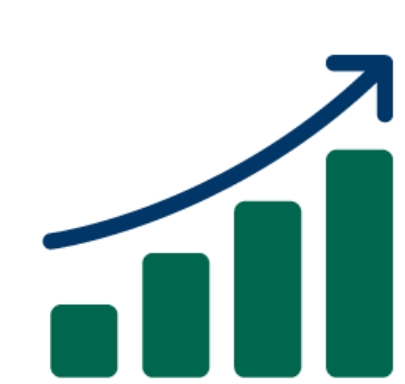
December 13, 2018



539 Learners to date

4 Overall Impact of the Education

Educational Efficacy



Overall there was an **43%** relative increase in knowledge and competence



46% relative increase in competence relating to ART regimens and drug-drug interactions



78% relative increase in competence relating to treatment of a patient with HIV and tuberculosis



53% relative increase in knowledge regarding simplified ART regimens

Potential Patient Impact



>3,000 Potential number of patients with HIV seen per month who are **29% more likely to receive evidence-based care**

5 Audience-Driven Learning – Impact of Engagement on the Education

Vindico harnessed gamified CME/CPE



Engage attendees



Reinforce learning



Support knowledge retention

and learner-driven case discussions to



Facilitate robust discussion



Apply knowledge



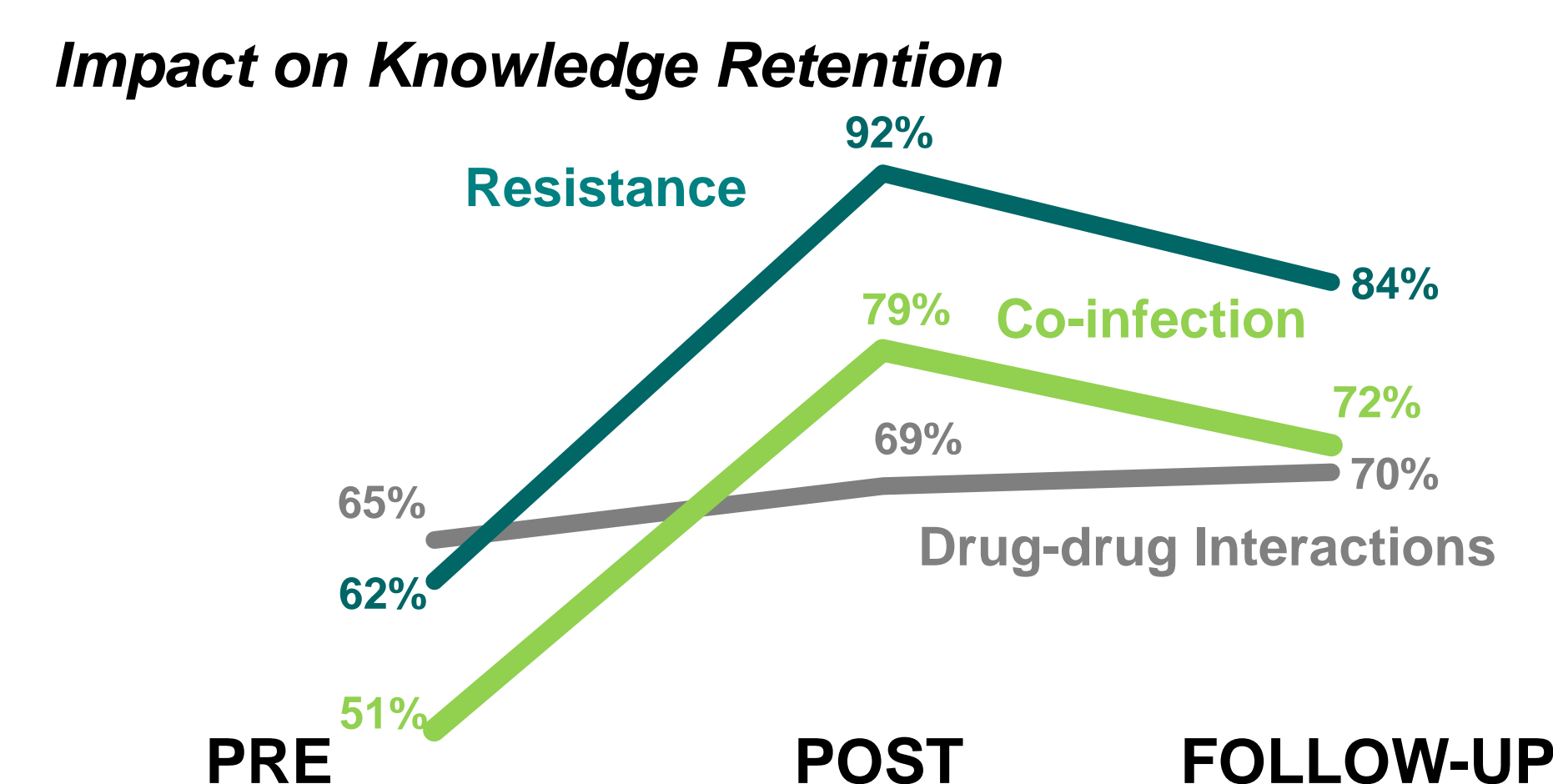
Promote practice change



98% noted that the gamified format promoted engagement and retention of learning

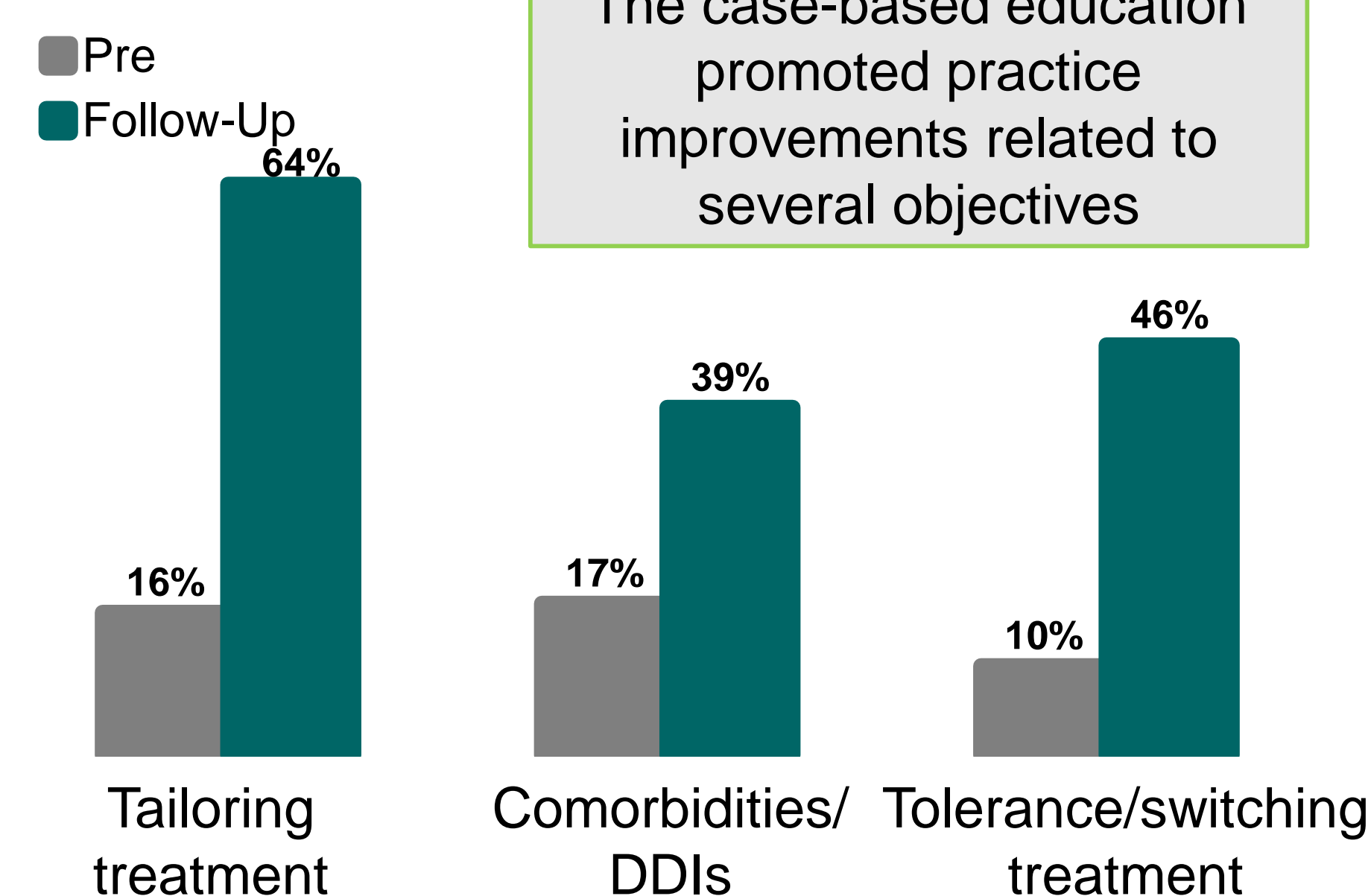


97% of web learners who started the gamified segment completed it



55% of participants have implemented practice improvements

Impact on Practice

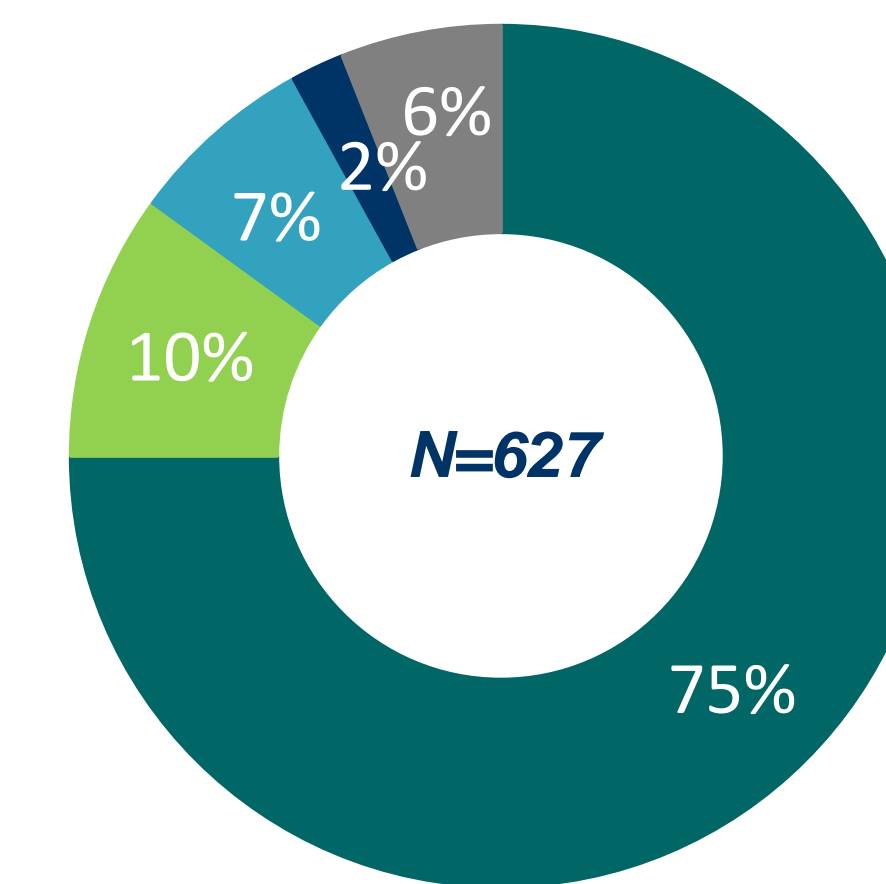


The case-based education promoted practice improvements related to several objectives

This activity was supported by an educational grant from ViiV Healthcare, a joint venture of GlaxoSmithKline, Pfizer, and Shionogi.

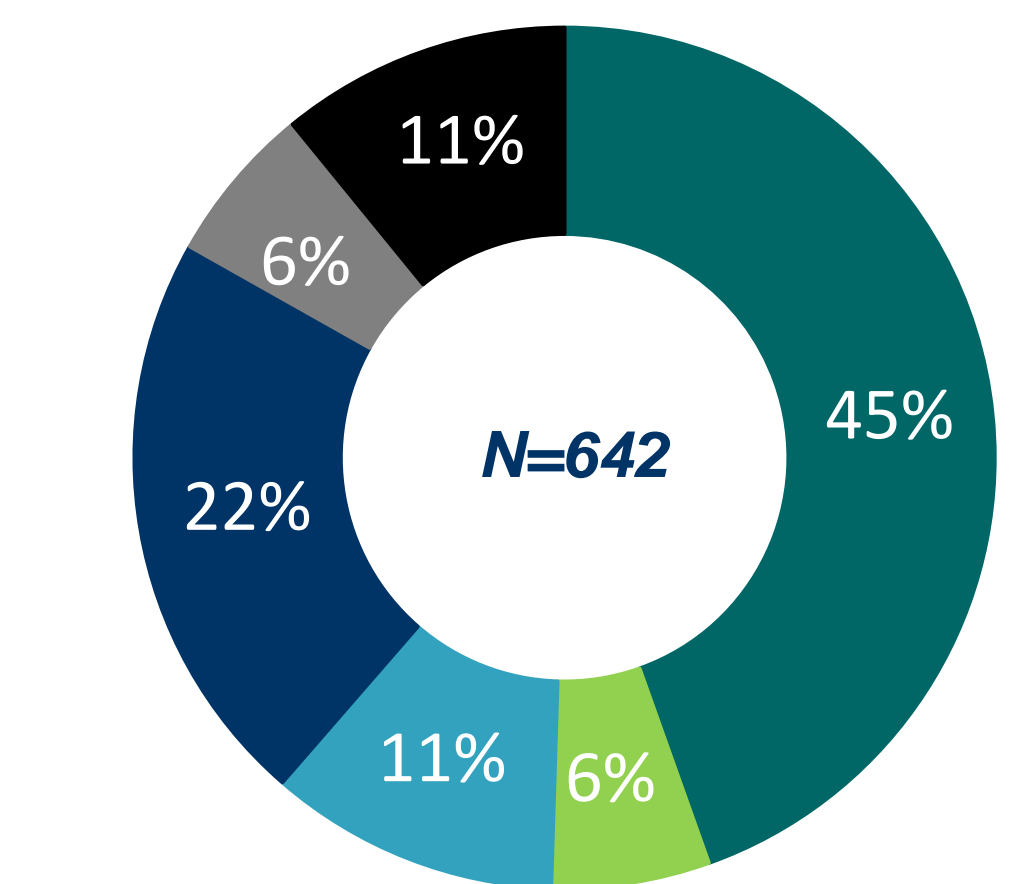
3 Overall Demographics

Degree



MD/DO
NP/PA
PharmD/RPh
RN/BSN/MSN
Other

Specialty



Infectious Disease
HIV/AIDS
Internal Medicine
Family Practice
Pharmacy
Other



82% Were physicians or pharmacists



51% Specialize in infectious disease



Providers see on average **15 patients per month** with HIV infection

6 Conclusions & Opportunities

Gamified and Learner-Driven CE



- Engages learners in live and web settings
- Reinforces learning for enhanced knowledge retention
- Promotes practice change

Opportunities

- Gamified and learner-driven education can be adopted across specialties
- A web-playable version of the gamified segment may further enhance engagement rates