

Standardizing Outcomes Assessment: Lessons Learned from a Successful International Pilot

CE Outcomes, LLC and Gilead Sciences

PROBLEM AND GOAL

Historically, the evaluation of collaborative medical education programs outside the US has lacked standardization across activities within Gilead Sciences Medical Affairs. Further, evaluations have focused on collecting participation and satisfaction data making it impossible to clearly demonstrate impact across CE efforts outside of the US.

Gilead Sciences established a goal to champion the development of a consistent standard evaluation tool that could be widely implemented by teams across the globe. The standard outcomes evaluation tool would need to meet the below criteria; however, communication and engagement would be a challenge given that stakeholders were located around the world.

Standard evaluation criteria:

1. Be applicable across educational formats and therapeutic areas
2. Collect meaningful educational outcomes data
3. Not create a burden on the learner
4. Meet the expectations of Gilead Sciences stakeholders

METHODS

1 Introduction and communication

Gilead project champions engaged stakeholders to introduce the project by:



Email



Multiple teleconference opportunities



Presentation at an internal conference

Over 300 stakeholders were invited to take part in a 2-phase online asynchronous feedback session using a modified Delphi technique.

2 PHASE 1: Data gathering

Stakeholders were invited to generate responses to open-ended questions to guide development of the tool:

What items are most important to capture?

What is the maximum length of the tool?

What types of questions (closed or open-ended) should be included?

What technical limitations should be considered?

What are other potential challenges to implementation?

3 PHASE 2: Data prioritization

Over 90 responses from phase 1 were compiled and organized into themes.

Another survey was fielded to the same respondents. The same questions were asked, but respondents had a list of potential items to choose from and were able to select and rank their top 3 responses.

RESULTS OF DATA GATHERING

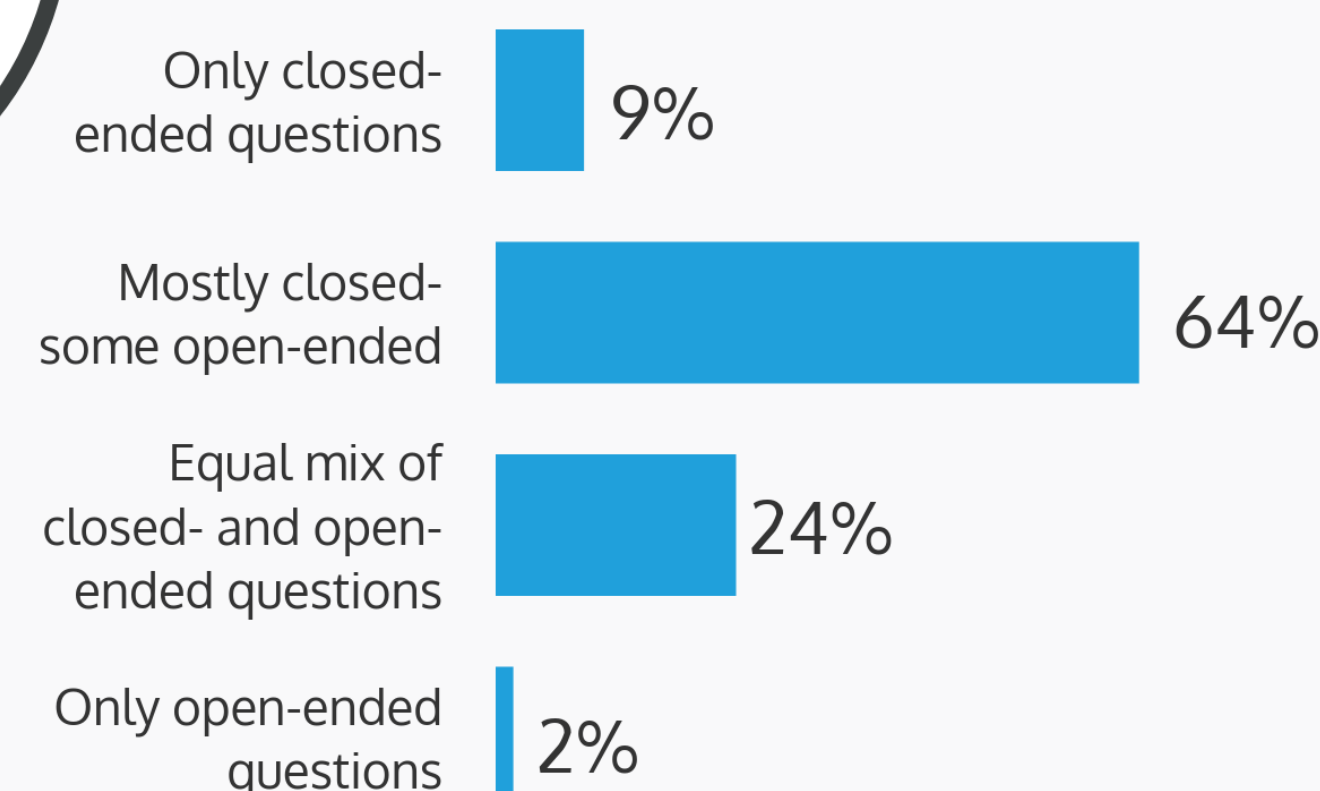
The most important elements to capture in this tool

- ✓ Satisfaction with quality of content
- ✓ Satisfaction that educational objectives are met
- ✓ Report of likely change in practice/behavior
- ✓ Self-report of relevance of education to practice
- ✓ Report of educational "take-away messages"

The least important elements to capture

- ✗ Satisfaction with venue
- ✗ Percentage of new content
- ✗ Self-report of overall knowledge gained from education
- ✗ Satisfaction with agenda/length of training
- ✗ Likelihood to recommend education to a colleague
- ✗ Pre-post knowledge/competence assessment

Types of questions that should be included



Technical considerations

- ✓ Available in both print and online formats
- ✓ Include a N/A option for questions that may not apply to all
- ✓ Be accessible via iPad or smartphone
- ✓ Keep responses anonymous
- ✓ Ability to include custom questions
- ✓ Applicable to overall event, not every session of an activity

Top barriers/concerns about a standardized tool

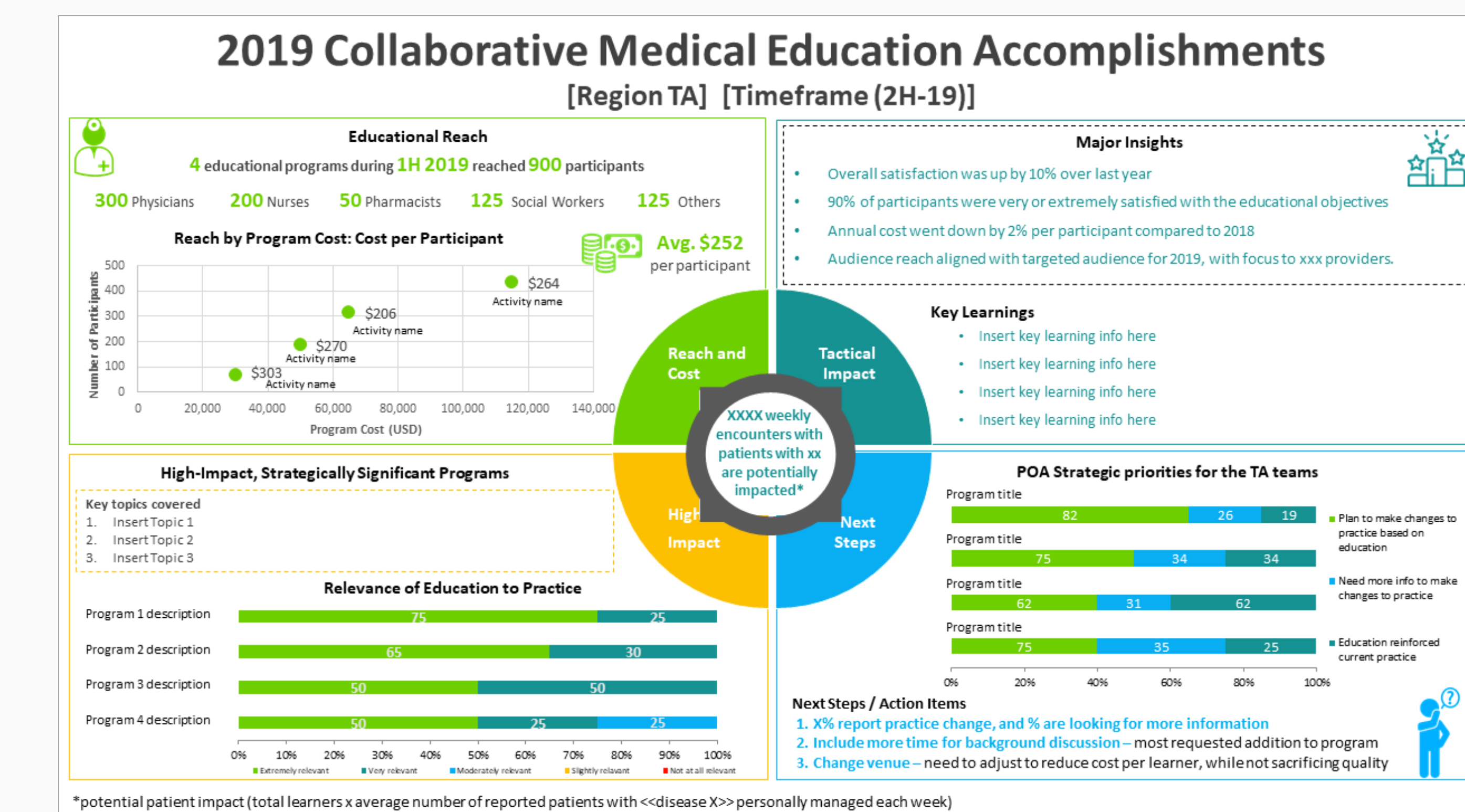
- ✗ Attendees not wanting to complete
- ✗ The tool will take too long to complete
- ✗ The tool will not be applicable across different types of education
- ✗ The tool will be too general to be useful

IMPLEMENTATION AND NEXT STEPS

Based on the results of the information gathering:

1. A draft of the evaluation form was developed.
2. Stakeholders were invited to provide feedback on the questions via email.
3. Revisions to incorporate relevant edits were made and the tool was then piloted during March and April 2019 among 7 continuing education activities.

The results of the pilot will be used to make further refinements and demonstrate the ability to collect, compare and aggregate data findings across activities. Ultimately moving toward the goal of consistently highlighting accomplishments across educational activities in order to aggregate and succinctly report outcomes as part of strategic continuing educational planning.



KEYS TO SUCCESS

1. Decisions Based on Data

With >300 stakeholders, the number of individual perspectives can be overwhelming. By systematically gathering data, it provided quantitative evidence to support the design of the survey tool. When gaining consensus and approval of the tool, having data to support the tool design facilitated compromise rather than adherence to personal biases.

2. Communication and Internal Champions

Gilead Sciences commitment to this effort has been a key factor in making it a success. One of the biggest challenges was establishing open communication channels in order to engage stakeholders around the world. Setting multiple opportunities for communication through email, regularly scheduled teleconferences, and engaging stakeholders in-person at key internal conferences and meetings increased visibility and acceptance of this initiative. Further, a tight, 3-month timeline from start-up to launch allowed stakeholders to quickly see progress toward the end goal.

3. Adaptive Approach

Being adaptive and reactive during the project to concerns and issues raised by stakeholders, such as the ability for personnel implementing the standard tool to also conduct analysis and reporting of collected data has been another key to success. Gilead Sciences recognized the importance of ensuring their staff had the tools necessary to make this initiative successful and expanded the project to incorporate the development of a simple yet thorough analysis plan and a reporting template that will be agreed upon by stakeholders.

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