The video lecture, on the topic of adverse events, was accessed by 754 individuals who completed the CME-certified video lecture, and 685 individuals completed the corresponding post-assessment. The completion of both CME activities resulted in a 15% average increase in the individual assessment score. The data were statistically analyzed by using McNemar’s test, and statistical significance was determined by using Fisher’s exact test in cases where expected counts were less than 5. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The analysis is a subset of all learners who took the post-assessment (n = 1,200 completers, 10% males, and 90% females). The post-assessment score of 1,200 completers who completed the post-assessment was analyzed by using McNemar’s test. A McNemar’s test was used to measure changes in learners’ knowledge as a result of the educational intervention. A value of 0 indicates no change in knowledge, whereas a value of 1 indicates that the learner’s knowledge improved. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The video lecture, on the topic of adverse events, was accessed by 754 individuals who completed the CME-certified video lecture, and 685 individuals completed the corresponding post-assessment. The completion of both CME activities resulted in a 15% average increase in the individual assessment score. The data were statistically analyzed by using McNemar’s test, and statistical significance was determined by using Fisher’s exact test in cases where expected counts were less than 5. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The analysis is a subset of all learners who took the post-assessment (n = 1,200 completers, 10% males, and 90% females). The post-assessment score of 1,200 completers who completed the post-assessment was analyzed by using McNemar’s test. A McNemar’s test was used to measure changes in learners’ knowledge as a result of the educational intervention. A value of 0 indicates no change in knowledge, whereas a value of 1 indicates that the learner’s knowledge improved. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The video lecture, on the topic of adverse events, was accessed by 754 individuals who completed the CME-certified video lecture, and 685 individuals completed the corresponding post-assessment. The completion of both CME activities resulted in a 15% average increase in the individual assessment score. The data were statistically analyzed by using McNemar’s test, and statistical significance was determined by using Fisher’s exact test in cases where expected counts were less than 5. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The analysis is a subset of all learners who took the post-assessment (n = 1,200 completers, 10% males, and 90% females). The post-assessment score of 1,200 completers who completed the post-assessment was analyzed by using McNemar’s test. A McNemar’s test was used to measure changes in learners’ knowledge as a result of the educational intervention. A value of 0 indicates no change in knowledge, whereas a value of 1 indicates that the learner’s knowledge improved. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The video lecture, on the topic of adverse events, was accessed by 754 individuals who completed the CME-certified video lecture, and 685 individuals completed the corresponding post-assessment. The completion of both CME activities resulted in a 15% average increase in the individual assessment score. The data were statistically analyzed by using McNemar’s test, and statistical significance was determined by using Fisher’s exact test in cases where expected counts were less than 5. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The analysis is a subset of all learners who took the post-assessment (n = 1,200 completers, 10% males, and 90% females). The post-assessment score of 1,200 completers who completed the post-assessment was analyzed by using McNemar’s test. A McNemar’s test was used to measure changes in learners’ knowledge as a result of the educational intervention. A value of 0 indicates no change in knowledge, whereas a value of 1 indicates that the learner’s knowledge improved. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The video lecture, on the topic of adverse events, was accessed by 754 individuals who completed the CME-certified video lecture, and 685 individuals completed the corresponding post-assessment. The completion of both CME activities resulted in a 15% average increase in the individual assessment score. The data were statistically analyzed by using McNemar’s test, and statistical significance was determined by using Fisher’s exact test in cases where expected counts were less than 5. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The analysis is a subset of all learners who took the post-assessment (n = 1,200 completers, 10% males, and 90% females). The post-assessment score of 1,200 completers who completed the post-assessment was analyzed by using McNemar’s test. A McNemar’s test was used to measure changes in learners’ knowledge as a result of the educational intervention. A value of 0 indicates no change in knowledge, whereas a value of 1 indicates that the learner’s knowledge improved. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The video lecture, on the topic of adverse events, was accessed by 754 individuals who completed the CME-certified video lecture, and 685 individuals completed the corresponding post-assessment. The completion of both CME activities resulted in a 15% average increase in the individual assessment score. The data were statistically analyzed by using McNemar’s test, and statistical significance was determined by using Fisher’s exact test in cases where expected counts were less than 5. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.

The analysis is a subset of all learners who took the post-assessment (n = 1,200 completers, 10% males, and 90% females). The post-assessment score of 1,200 completers who completed the post-assessment was analyzed by using McNemar’s test. A McNemar’s test was used to measure changes in learners’ knowledge as a result of the educational intervention. A value of 0 indicates no change in knowledge, whereas a value of 1 indicates that the learner’s knowledge improved. All results were considered statistically significant at the 95% confidence level. Data were considered statistically significant when P < .05.