A cohort of practicing hematologists/oncologists participated in an innovative text-based CME activity that used problem-based learning via case-based instruction to model clinical practice (Figure 2).[1] Each of the 2 patient cases included 4 clinical decision questions and 4 knowledge assessment questions (Figure 1).

- Clinical decision questions provided tailored feedback and clinical consequences based on the specific answer choice selected and allowed learners who answer the question incorrectly on the first attempt an opportunity to answer it again (a second attempt) after feedback was provided.

- For the clinical decision questions, an overall size effect was calculated using Cohen’s d to formulate the magnitude and strength of the consequence-based feedback learning method, along with a percent improvement that measured the performance on consequence-based feedback method in place (eg, percentage of learners who answered questions correctly on second attempt after feedback). Effect sizes greater than 0.8 are considered large, between 0.8 and 0.4 are medium, and less than 0.4 are small.

- Knowledge assessment questions were placed before exposure to educational content (pre-assessment questions) and repeated after exposure to the educational content (post-assessment questions).

- A paired tailed test was used to assess differences in mean scores between knowledge assessment questions pre and post education. Pearson’s χ² was used to measure changes in responses to individual questions. P-values of less than .05 indicated statistical significance.

- The CME activity launched on January 16, 2015, and was data collected for 30 days.

---

**Table 1**

<table>
<thead>
<tr>
<th>Patient Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient #1</strong></td>
</tr>
<tr>
<td><strong>Patient #2</strong></td>
</tr>
</tbody>
</table>

---

**References**

