Effect of an Online Educational Intervention in the Knowledge of Diagnosis and Management of Idiopathic Pulmonary Fibrosis Among Pulmonologists

EDWARD JACKSON, MD, SUZANNE HUGHES, RN, DONALD BLATHERWICK, KEITH JOHNSON, MBA, Medscape, LLC, New York, NY, USA JOAO DE ANDRADE, MD, University of Alabama at Birmingham

BACKGROUND
Idiopathic pulmonary fibrosis (IPF) is a progressive and severely debilitating lung disease with a high mortality rate. Prior to the introduction of clear consensus guidelines, as well as approved therapies, the difficulty in accurately identifying IPF often resulted in a delay in diagnosis or in misdiagnosis leading to inappropriate management. This study determined whether an online educational intervention could effectively address knowledge gaps and an underlying educational need regarding the critical steps in diagnosing and treating patients with IPF.

METHODS
A case-based text activity, modeled on the Strategy, Medscape, LLC, approach was developed and made available online. The activity focused on diagnosis and management of IPF and was developed and made available online.

RESULTS
Overall group baseline knowledge regarding the critical steps in diagnosing and treating patients with IPF was tracked pre and post intervention, future directions for education may include:

• Additional reinforcement of knowledge and assessment of competence and performance in applying this knowledge through case-based programs
• Management of common comorbidities in patients with IPF
• Multidisciplinary education on related ILDs (eg, systemic sclerosis-related and rheumatoid arthritis-related ILD) and integrating a team approach to management

CONCLUSION
This online, interactive, case-based educational intervention was associated with significant improvements in knowledge for pulmonologists in several important aspects of IPF management, including criteria for objective monitoring and expectations from currently approved therapies.

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