

BACKGROUND

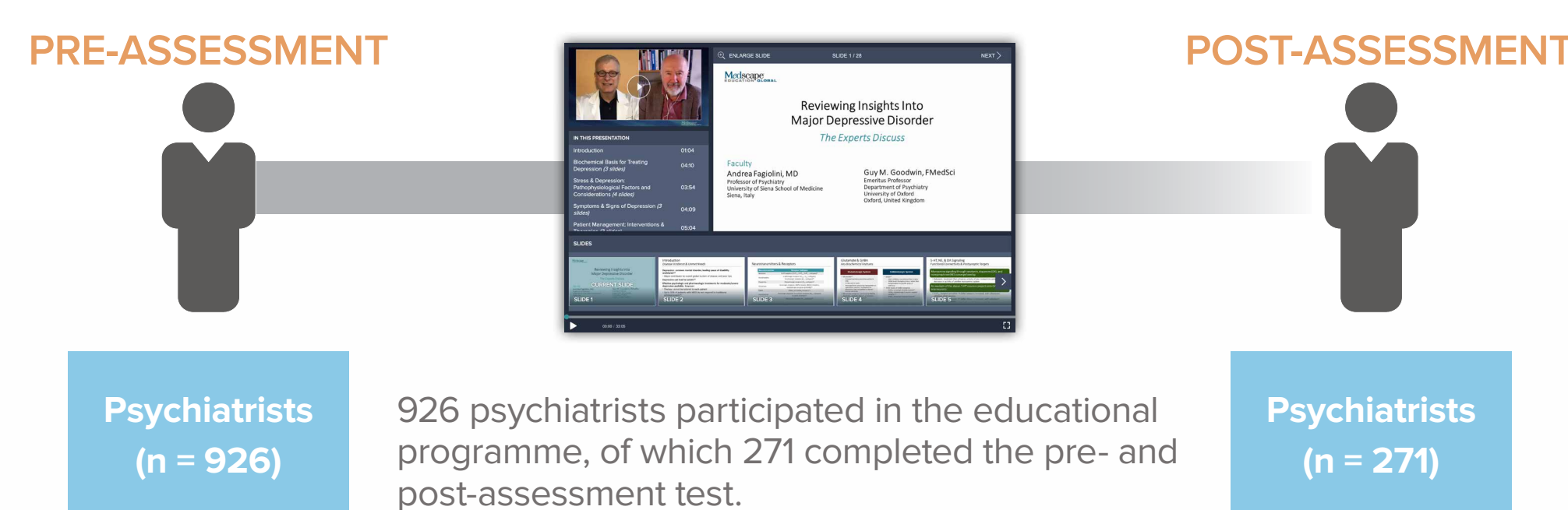
The treatment of major depressive disorder (MDD) has progressed in recent years with insights into novel treatment targets, the availability of novel therapies for clinical use, and the need to individualize therapy for a given patient based on their preferences, ambitions, and clinical characteristics. The challenge for clinicians is keeping up to date with the latest relevant clinical trial data and appropriately utilizing novel therapies in clinical practice to improve care and functioning for their patients living with MDD.

PURPOSE:

We evaluated whether an online educational program, reflecting the latest evidence, and directed at European-based psychiatrists, could improve knowledge, competence and confidence regarding treatment of people living with MDD. The education was focused on three principal themes: the new targets and the pathophysiology of major depressive disorder, the rational selection of therapies based on patients' preferences/clinical profile and recognition of residual symptoms in MDD.

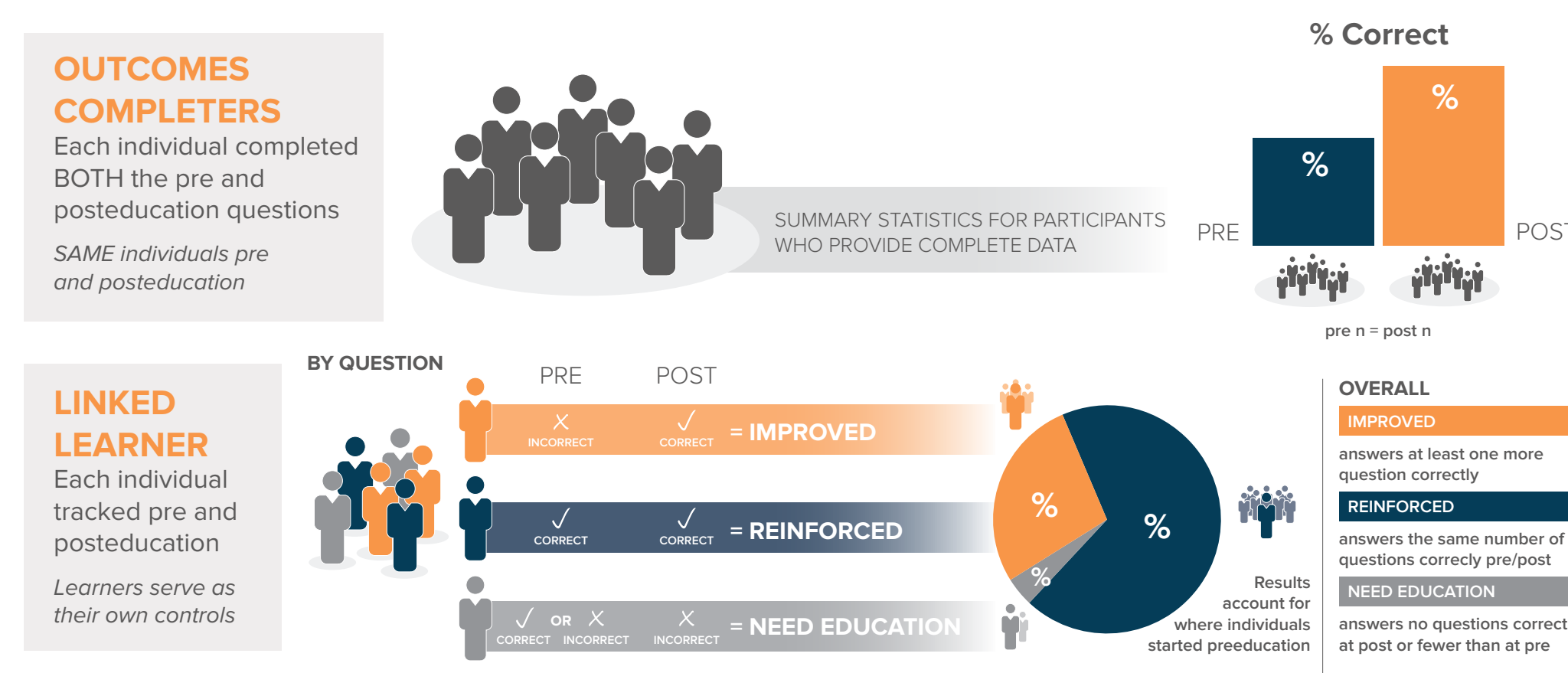


METHODS



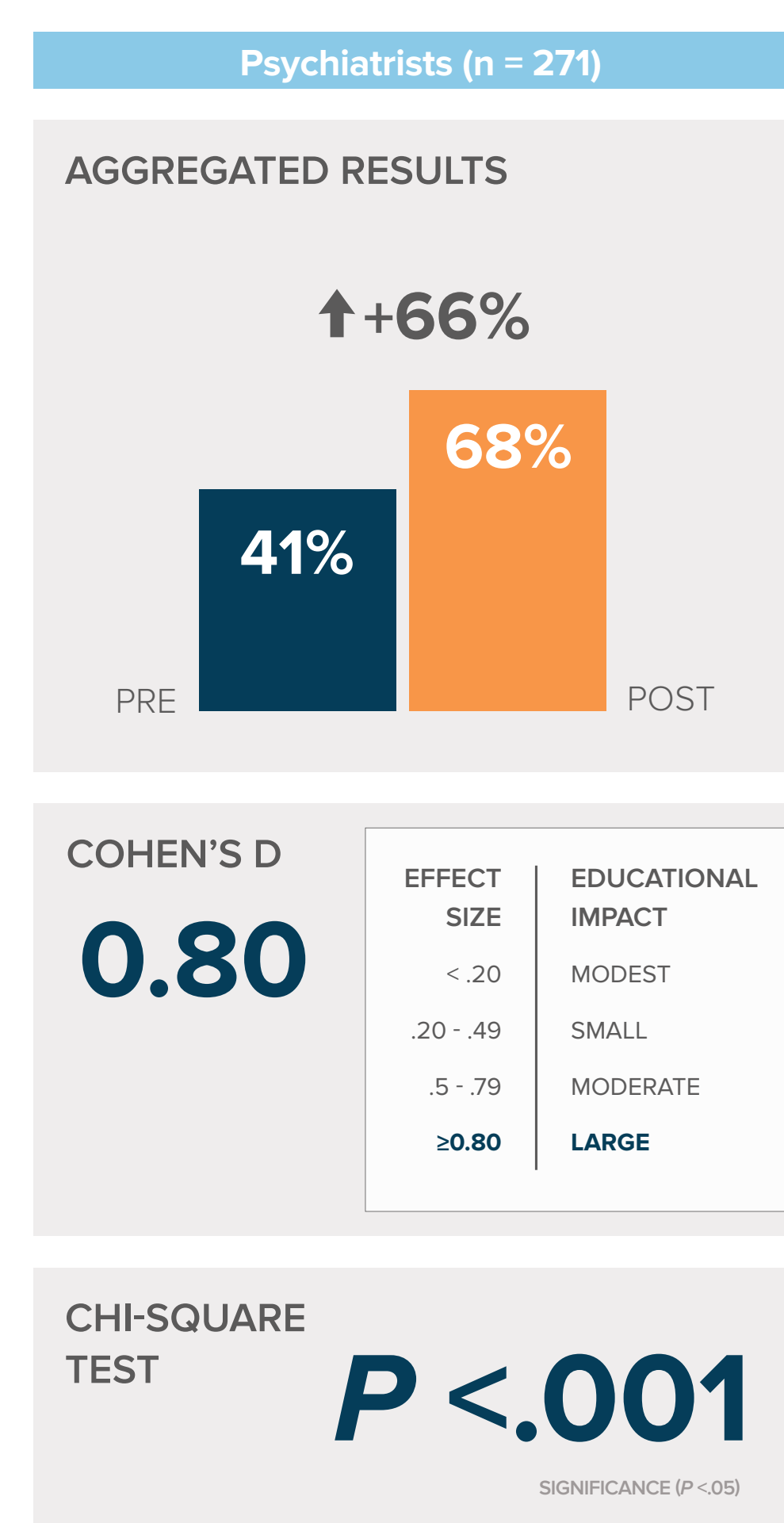
The educational activity was a 33-minute online video discussion between two prominent European psychiatry experts in MDD and included clinical cases to reinforce key points. Educational effect was assessed using a 3-question repeated pairs, pre/post assessment survey. A paired-samples t-test was conducted to assess overall number correct and confidence change. A McNemar's test was conducted to assess question-level significance. P values $< .05$ are statistically significant. Cohen's d test was used to estimate the magnitude of effect of education on the overall outcomes (knowledge/competence). The activity launched on 30 September 2020 and data were analyzed as of 22 December 2020.

How to Read the Linked Learner Assessment



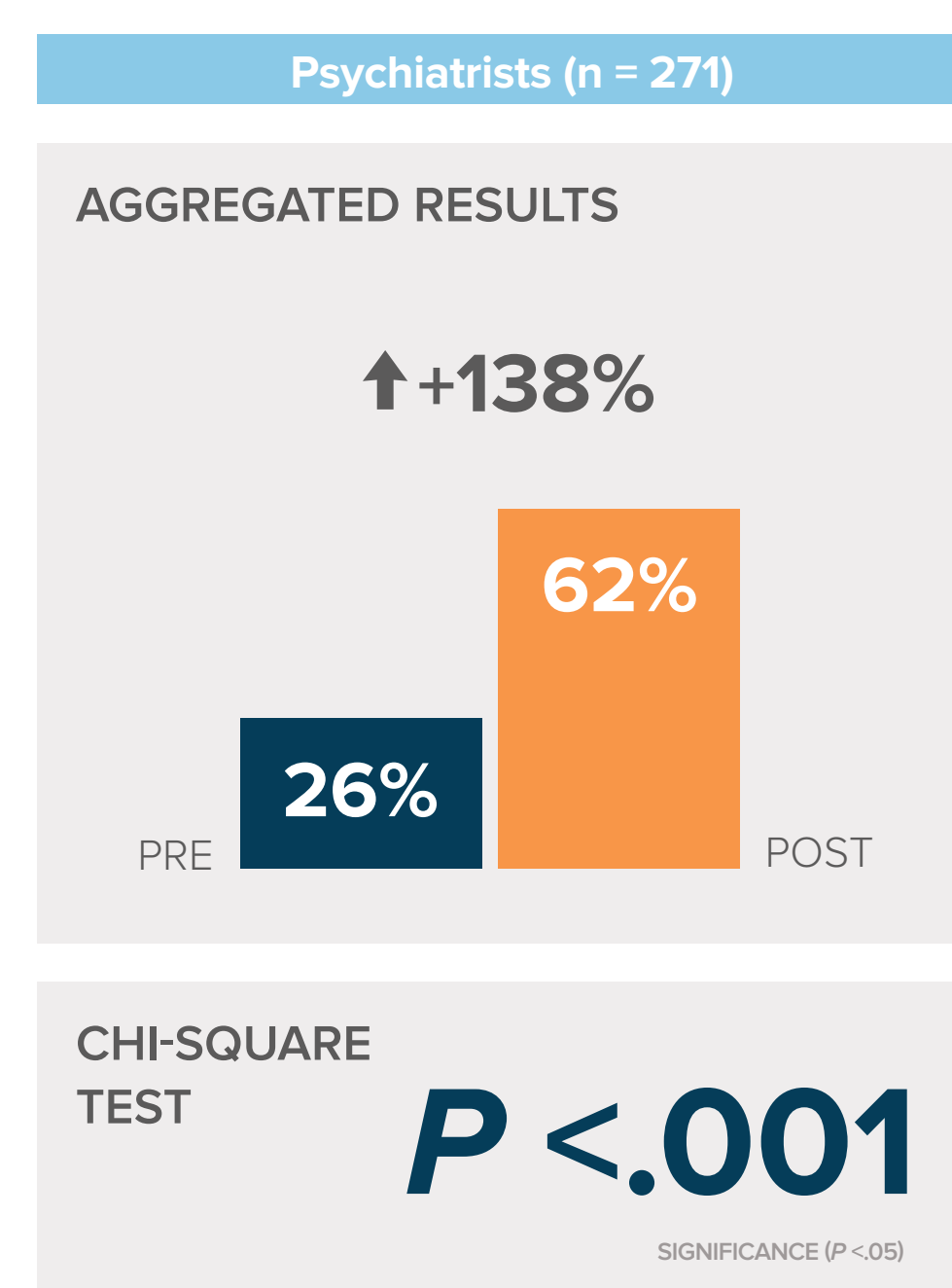
RESULTS

Overall significant improvements were seen for psychiatrists, with an average correct response rate of 41% pre-assessment which increased to 68% post-assessment, (66% relative increase, $P < .001$; Cohen's $d = 0.80$).

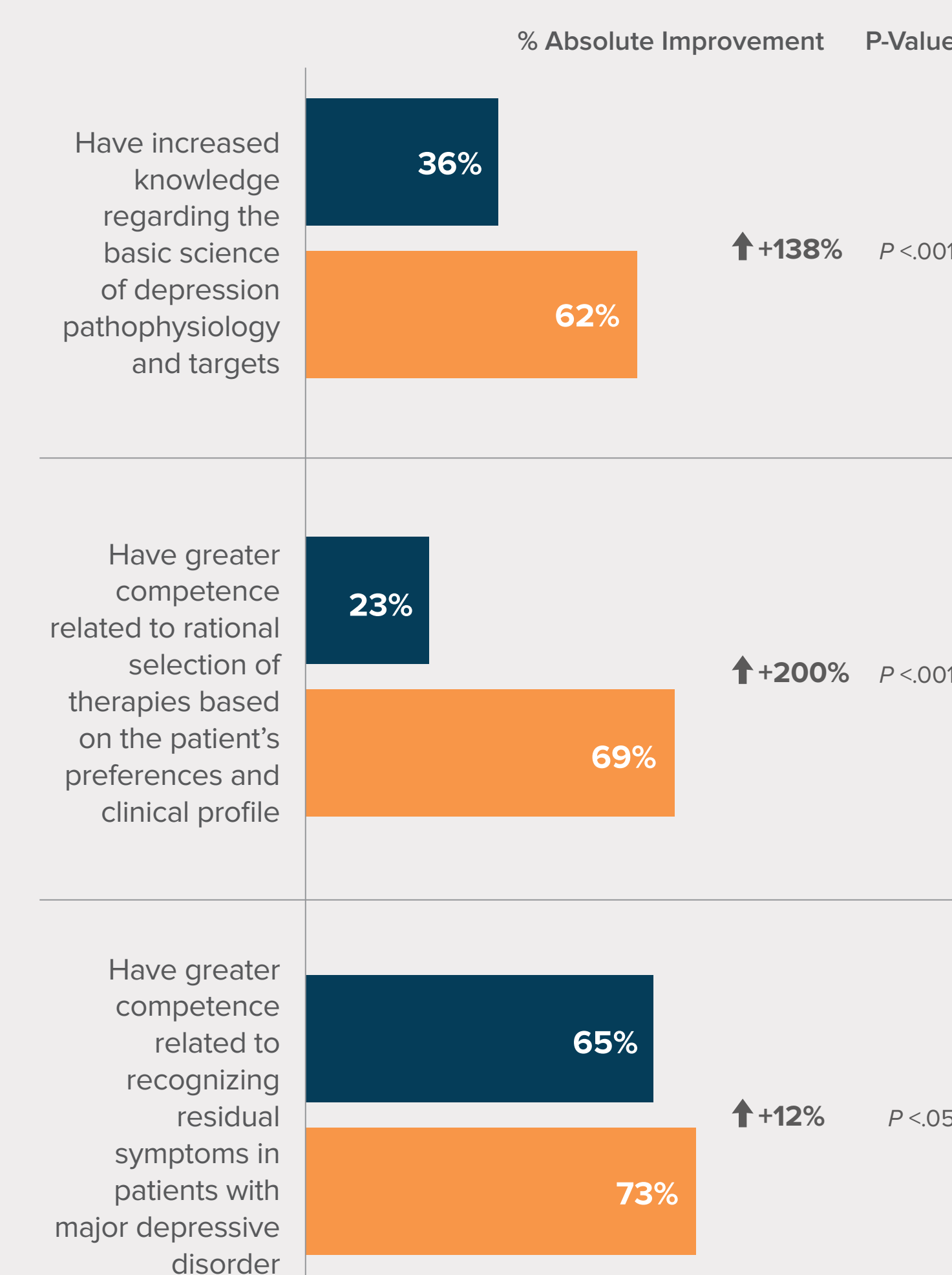


QUESTION 1 RESULTS

Knowledge on the basic science and pathophysiology of depression based on a question related to N-methyl-D-aspartate (NMDA) receptors in the brain, improved from 26% pre-assessment to 62% post-assessment (72% relative increase, $P < .001$).

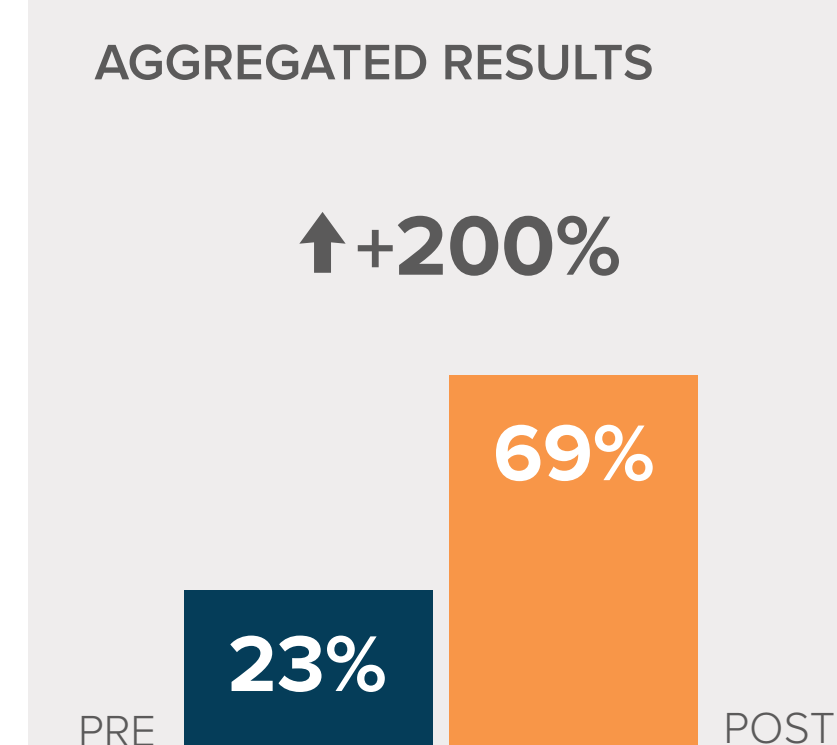


200% relative improvement in competence related to rational selection of therapies based on the patient's preferences and clinical profile



QUESTION 2 RESULTS

Competence on the appropriate and rational selection of pharmacotherapy for a patient with MDD and comorbid anxiety and insomnia, increased from 23% to 69% (200% relative increase, $P < .001$).



PRE- AND POST- FOR ALL QUESTIONS

Compared with pre-education, there was a four-fold improvement in answering all 3 questions correctly following the education ($P < .001$).



WHAT % OF LEARNERS HAD A MEASURABLE IMPROVEMENT FROM THE EDUCATION?

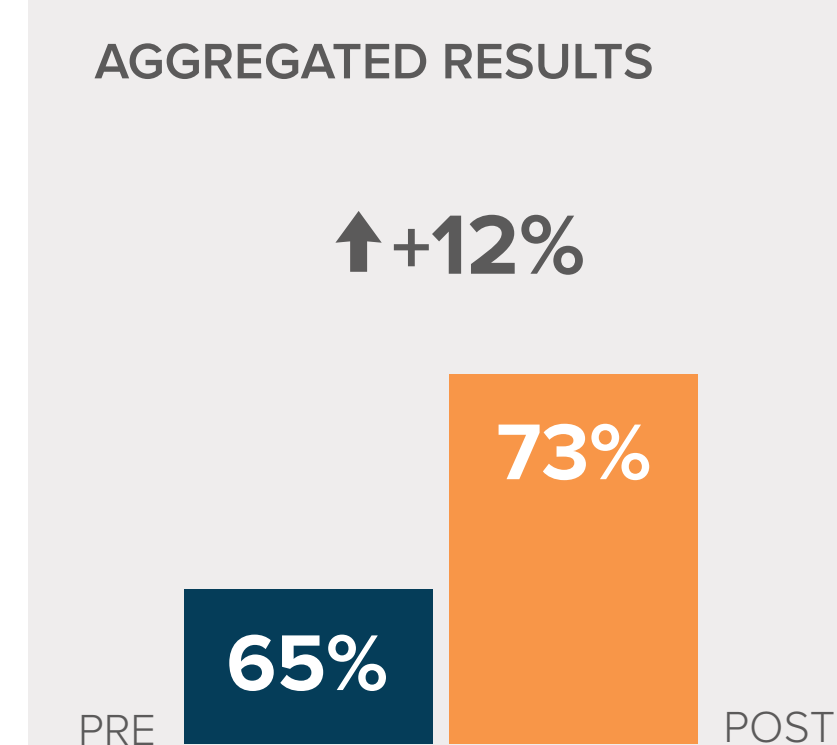
- 60% IMPROVED their knowledge/competence. Indicated by answering at least one more question correctly
- 4x more answered ALL questions correctly after education
- 30% had an INCREASE in their confidence in treatment selection for MDD and comorbid insomnia and/or anxiety

HOW MUCH DID THE LEARNERS' RESPONSES IMPROVE FROM PRE TO POST EDUCATION?

- 66% more questions were answered correctly after education ($P < .001$, Cohen's $d = 0.80$)

QUESTION 3 RESULTS

Competence related to recognition of residual symptoms, again in a case-based question, increased from 65% to 73% (12% relative increase, $P < .05$).



PRE- AND POST- FOR ALL QUESTIONS AND CONFIDENCE

Based on pre- and post-assessment questions on confidence, psychiatrists expressed a 30% increase in confidence following the education in treatment selection for MDD.

ANTICIPATED PERFORMANCE CHANGES



- 66% will modify treatment plans
- 10% will change screening practice
- 92% are committed to making changes
- 54% reported education will improve their performance
- 99% reported education will improve patient outcomes

CONCLUSION

This study demonstrates the positive effect of online medical education on psychiatrists' knowledge, competence, and confidence in contemporary management of MDD in Europe by augmenting knowledge on basic science, improving competence in selecting the appropriate therapy for a given patient and reinforcing competence on recognition of residual symptoms.

ACKNOWLEDGMENTS

This CPD-certified activity was developed through independent educational funding from Angelini Pharma.

For more information, contact Lionel Thevathasan, MB BS FRCS, Clinical Strategy, Medscape, LLC at lionelthe@me.com



Scan here to view this poster online.