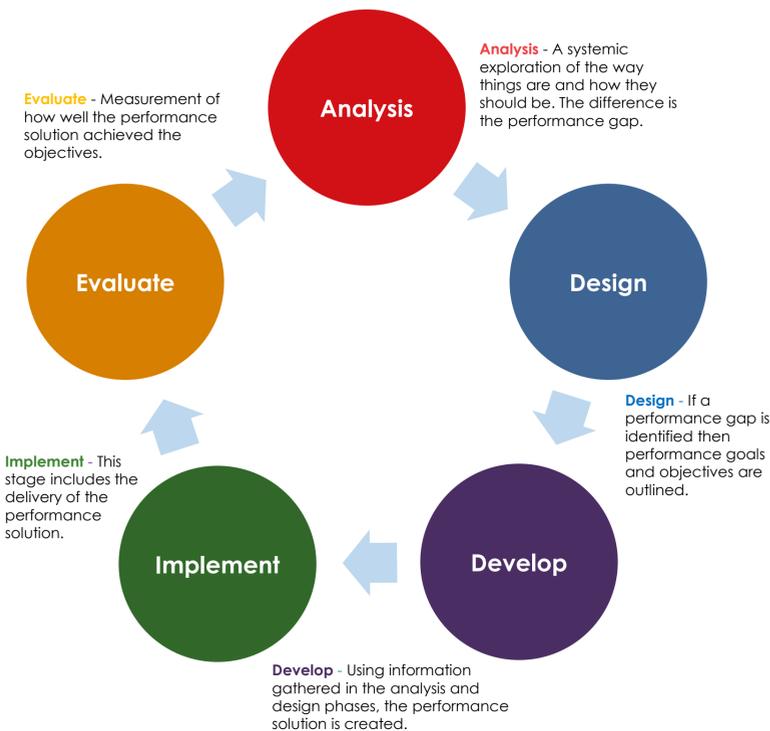


## Introduction

The Lung Association’s Provider Education Program (PEP) is funded by the Government of Ontario’s Asthma Program to develop, implement, and evaluate accredited continuing medical education programs and materials that promote the Canadian Thoracic Society respiratory guidelines.

In 2014, PEP partnered with Ontario Association of Community Care Access Centers (OACCAC) and the Ontario Telemedicine Network (OTN) to develop a series of web-based educational sessions on COPD for health-care providers across the continuum of care. The ADDIE framework of instructional design was used for program development and implementation.

## Basic Steps of Instruction Design (ADDIE)



## Methods

A learning needs assessment was completed through the use of a focus group and an online survey distributed to health-care providers in Ontario. The results of the focus group identified key priority learning areas:



Health-care providers across Ontario were then invited to complete an online survey based on the learning areas and core topics. There were 209 respondents with 194 being complete (93% response rate) and thus forming the basis of the analysis. Topics were rated in terms of priority and relevance to practice. The results of the survey formed curriculum development for each of the five web-based sessions.

## Results

A series of five, expert-led educational web-based sessions were developed based on the results of the survey and input from OACCAC, expert faculty, and members of the PEP program and committee. Program development included:

- case examples specific to practice settings
- pre and post assessment evaluations for each of the five sessions
- identification and incorporation of key learning objectives
- curriculum pertaining to the core topics using expert faculty to review content ensuring that learning objectives were met

The sessions were extremely well received with a total of 504 participants attending across Ontario.

COPD Topic	Date	Attendees
Managing COPD and Preventing Exacerbations	October 2, 2014	133
Pharmacotherapy and COPD	November 19, 2014	108
COPD and Comorbidities	December 11, 2014	90
Educational and Community-Based Resources	January 15, 2015	89
Palliative Care / End of Life	March 11, 2015	84

Measurement at two time intervals was used to detect changes in knowledge:

- Participant pre-existing knowledge was measured prior to each learning session using a pre-test
- The post-test measured the learning as a result of participating in the session
- Responses from participants who completed both pre and post test were analyzed

## Session 2 Results: Pharmacotherapy and COPD

- 30 participants completed both pre and post test assessment
- Average pre test score of 3.57 increased to an average of 4.23 on post test (p value = .007)
- 82% of respondents indicated that the content and discussion influenced their practice
- Knowledge gains with respect to appropriate initiation of LAMA and the use of the MRC to classify functional disability were demonstrated
- Participant feedback noted the following areas as most helpful to their practice:
  - Asthma COPD Overlap Syndrome
  - Detection and prevention of acute exacerbations of COPD
  - Distinguishing between long-acting bronchodilators
  - Role of combination therapy (ICS/LABA)
  - Long-acting bronchodilators: pathways affected and dosages
  - New clinical guidelines

## Recommendations

- There is opportunity to use feedback and data collected to improve assessment tools and content for each session.
- An online course based on the educational series using mini-modules would increase its accessibility and reach.
- Implementation of the online version as part of a training program for health-care providers new to working with individuals with COPD or as a refresher course on a ongoing basis.

## Conclusions

A comprehensive approach to program design, development and implementation was used to promote a high quality, evidence based training program on COPD for health-care providers across the continuum of care.

The sessions were archived on the OTN site and have been accessed by 486 individuals to date.

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