Difficult-to-manage allergic rhinitis and the role of shared decision making

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BACKGROUND

THE Problem Based Learning (PBL) Institute reports an Interactive CME experience covering Difficult to Manage Allergic Rhinitis and the Role of Shared Decision Making (SDM). This unique model of CME that combines the benefits of interactive case-based sessions utilizing problem-based learning (PBL) with follow-up didactic lectures "in context" to the case discussions in order to reinforce objectives from the PBL case, in a mixed or "Blended Format". The focus of this series of meetings was to effect behavior change for Primary Care Clinicians in how to engage their patients with "Difficult to Manage Allergic Rhinitis" using shared decision making (SDM) and initiating discussions concerning allergen immunotherapy options.

OBJECTIVES

The objective of this study was to assess the effect of this unique interactive CME on primary care physician behavior and practice pattern change as well as satisfaction after participating in PBL sessions given by regional key opinion leaders.

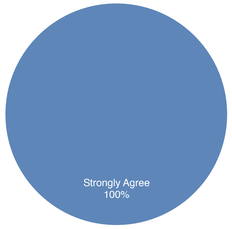
METHODS

A total of 7 Interactive PBL CME programs were given to 37 Primary Care Clinicians in different locations around the US. Participants completed pre-and post-meeting testing and satisfaction surveys. Pre and post-test surveys were done concerning behaviors in treating "Difficult to Manage Allergic Rhinitis" patients and a question on whether this INTERACTIVE Problem Based CME altered their typical practice.

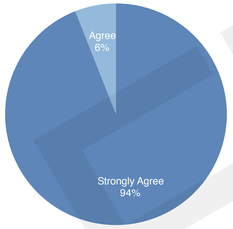
RESULTS

Pre-and post-meeting testing (4-6 weeks later) demonstrated significant changes in described behaviors. Of primary care physicians attending the PBL activity there was a 58% increase (from a baseline of 24%) who said they more frequently discussed Allergen Immunotherapy (AIT) using a SDM approach and 2/3 used the RCAT (Rhinitis Control Assessment Test) more frequently as well as altered their practice pattern.

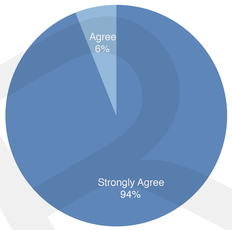
I enjoyed the format of a problem based learning (PBL) case presentation followed by the lecture.



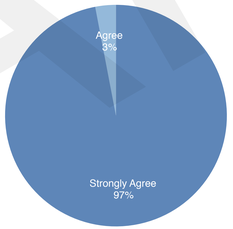
The educational content and resources will be useful to me (i.e. slides and takeaway).



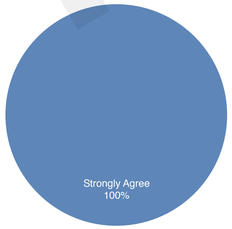
Participation in this activity will improve my ability to manage patients with allergic rhinitis.



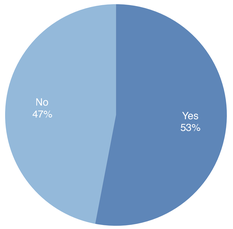
This activity met my professional and educational needs.



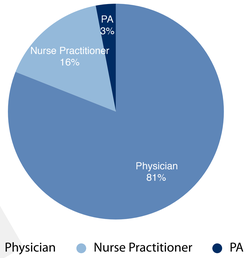
The activity was free of commercial bias.



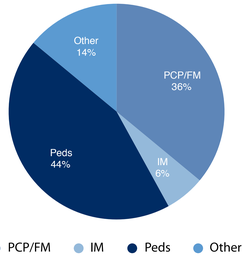
This was the first time I have attended a problem-based learning (PBL) program.



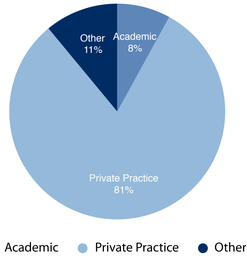
Attendee Breakdown



Attendee Specialty



Attendee Practice



CONCLUSIONS

We believe that this data supports that future CME should move toward this unique model of a "mixed" or "blended" format utilizing a PBL case prior to any lecture in context, due to its real world appeal and its ability to change physician behavior, practice patterns and engage physicians in a positive educational experience.

KEYWORDS

Problem-based learning, Continuing Medical Education, Physician Behavior Change, Shared Decision Making, Allergen Immunotherapy.

DRAFT