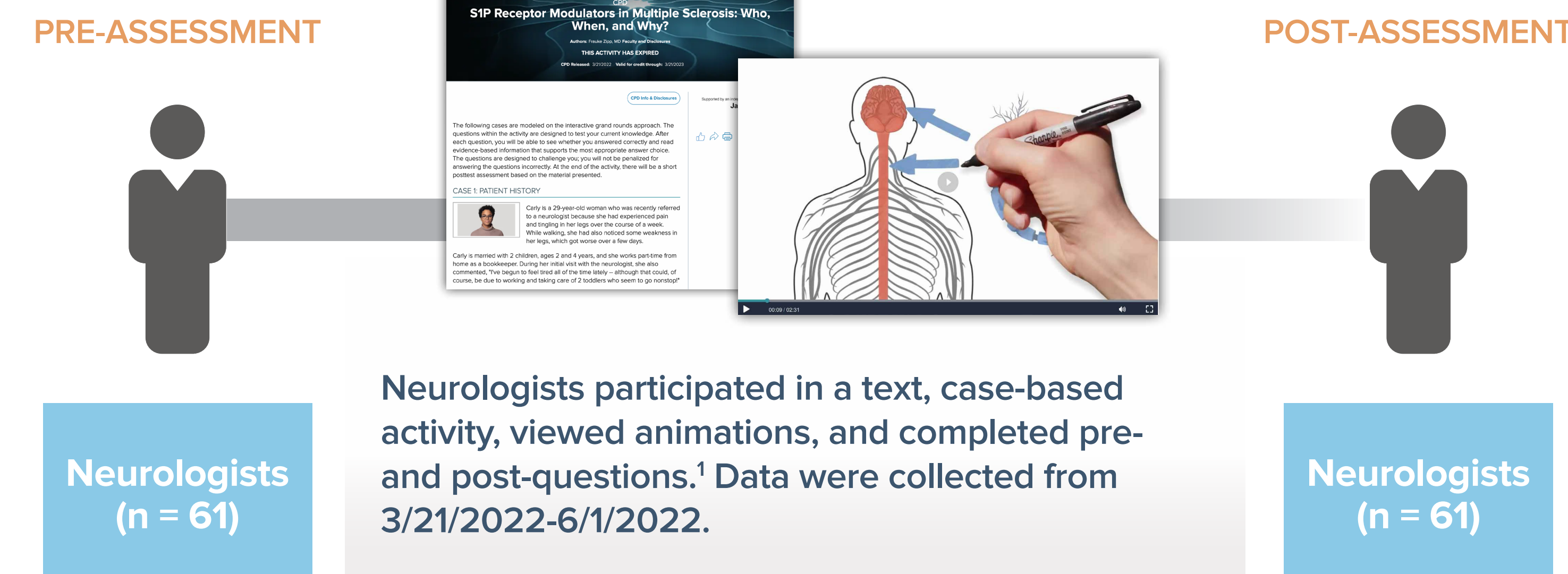


## BACKGROUND

- Understanding disease-modifying therapy (DMT) mechanism of action in multiple sclerosis (MS) and relating this to implementation is important but challenging for neurologists to understand.
- This study was conducted to determine whether online interactive case-based, text-based independent medical education combined with animation could improve clinicians' knowledge of DMT mechanism of action



## METHODS



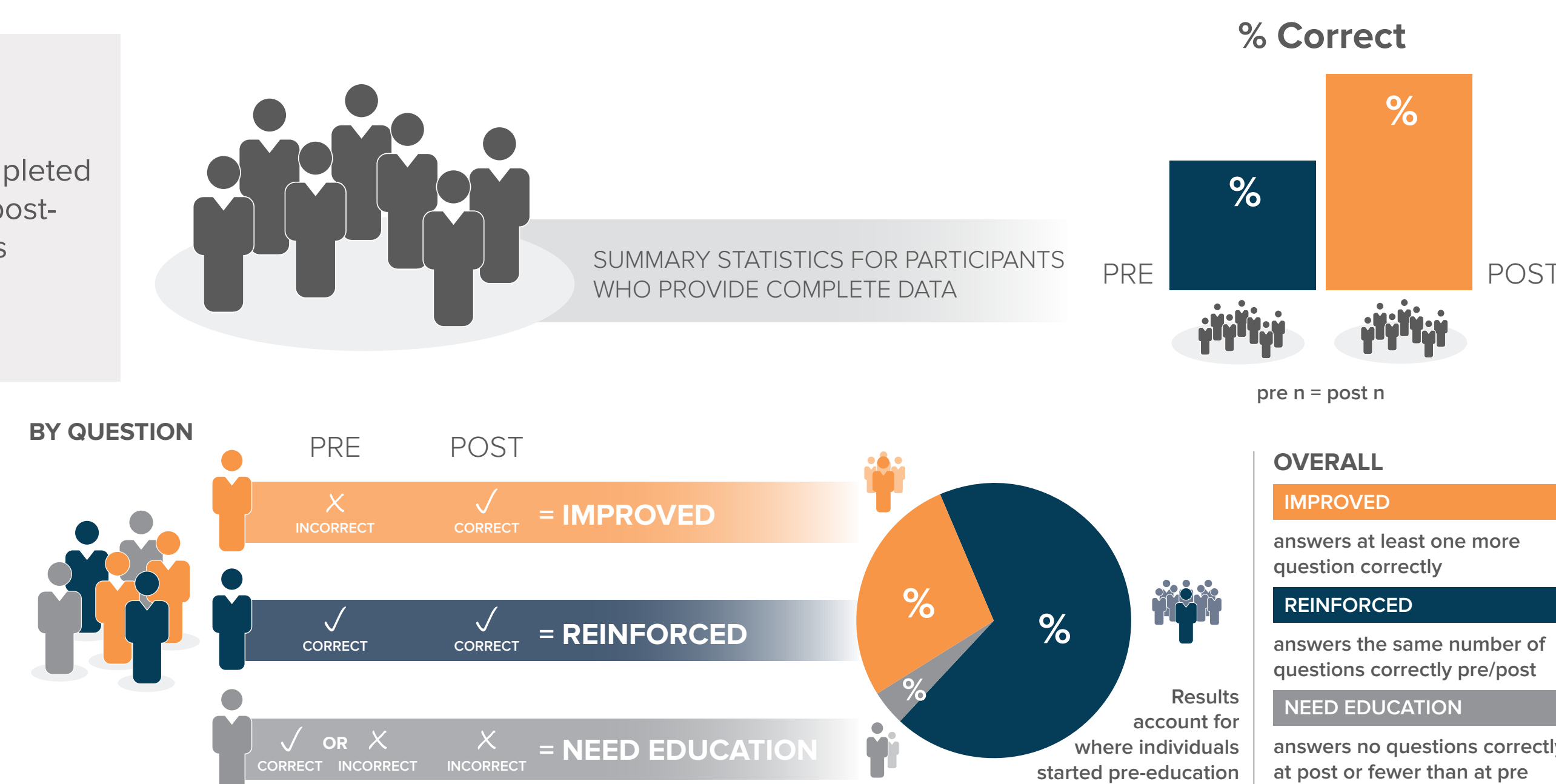
## How to Read the Linked Learner Assessment

### OUTCOMES COMPLETERS

Each individual completed BOTH the pre and post-education questions  
SAME individuals pre and post-education

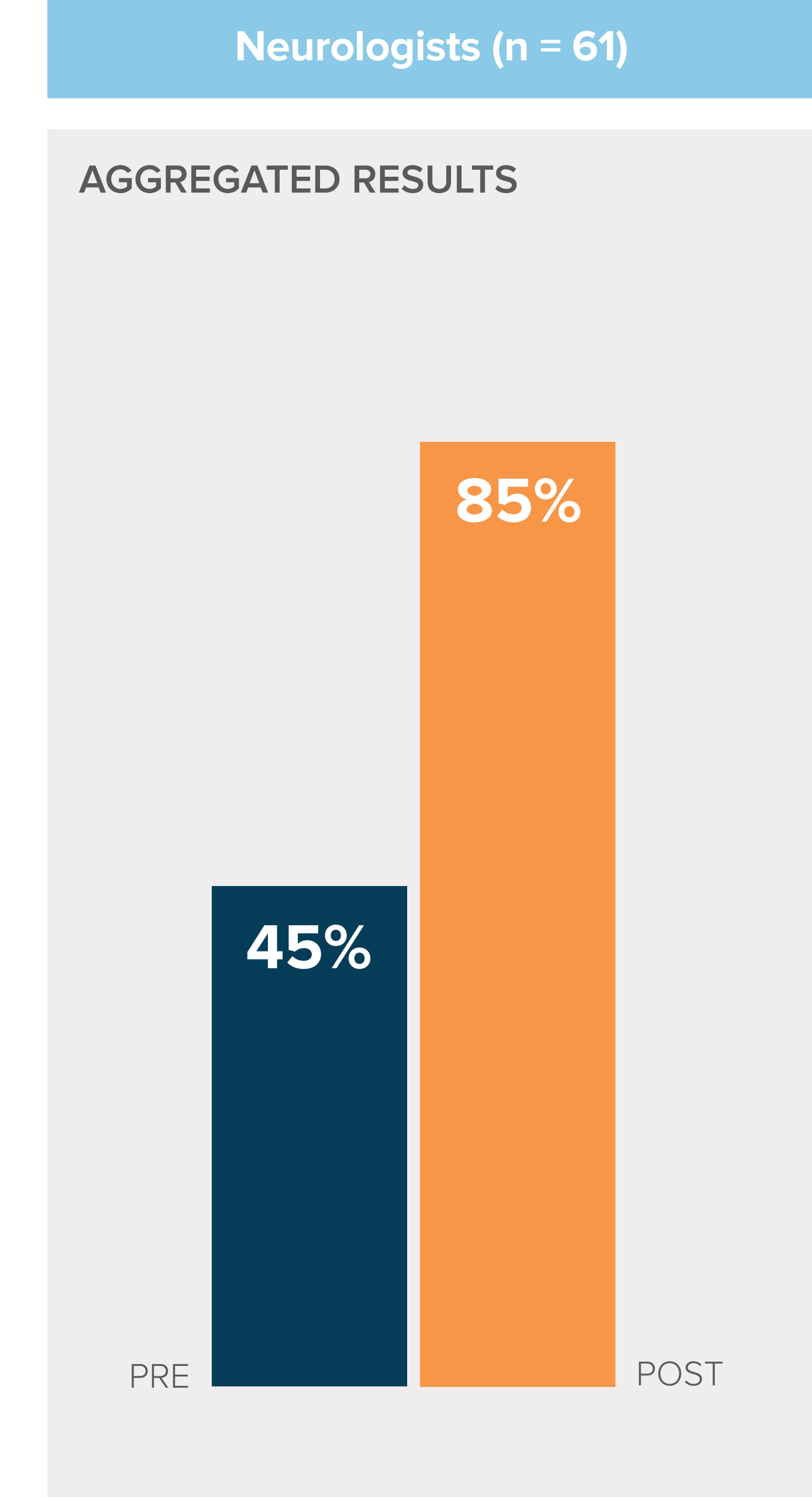
### LINKED LEARNER

Each individual tracked pre and post-education  
Learners serve as their own controls



## RESULTS

Overall significant improvements at the aggregate level were seen after participation for neurologists).



COHEN'S D

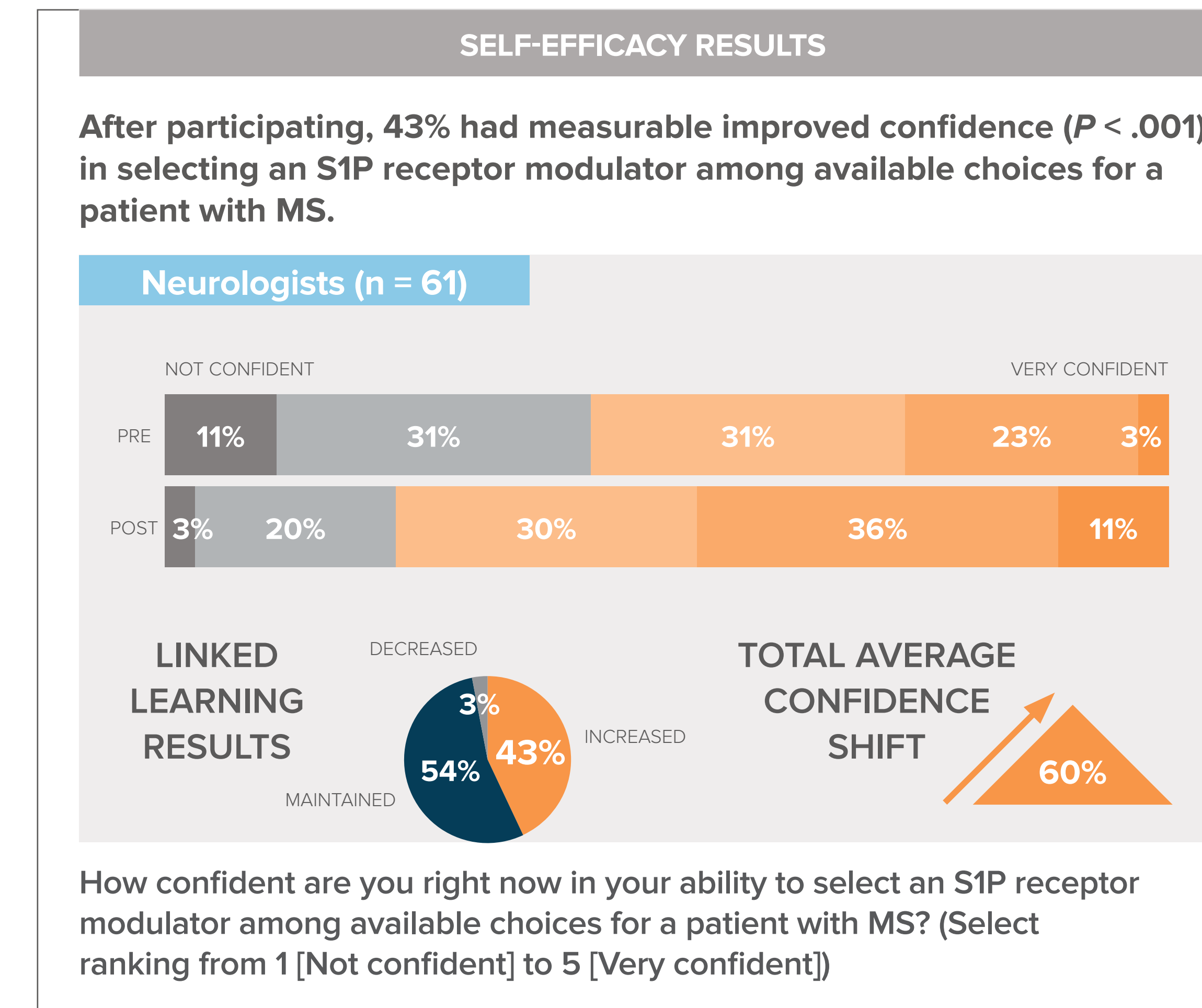
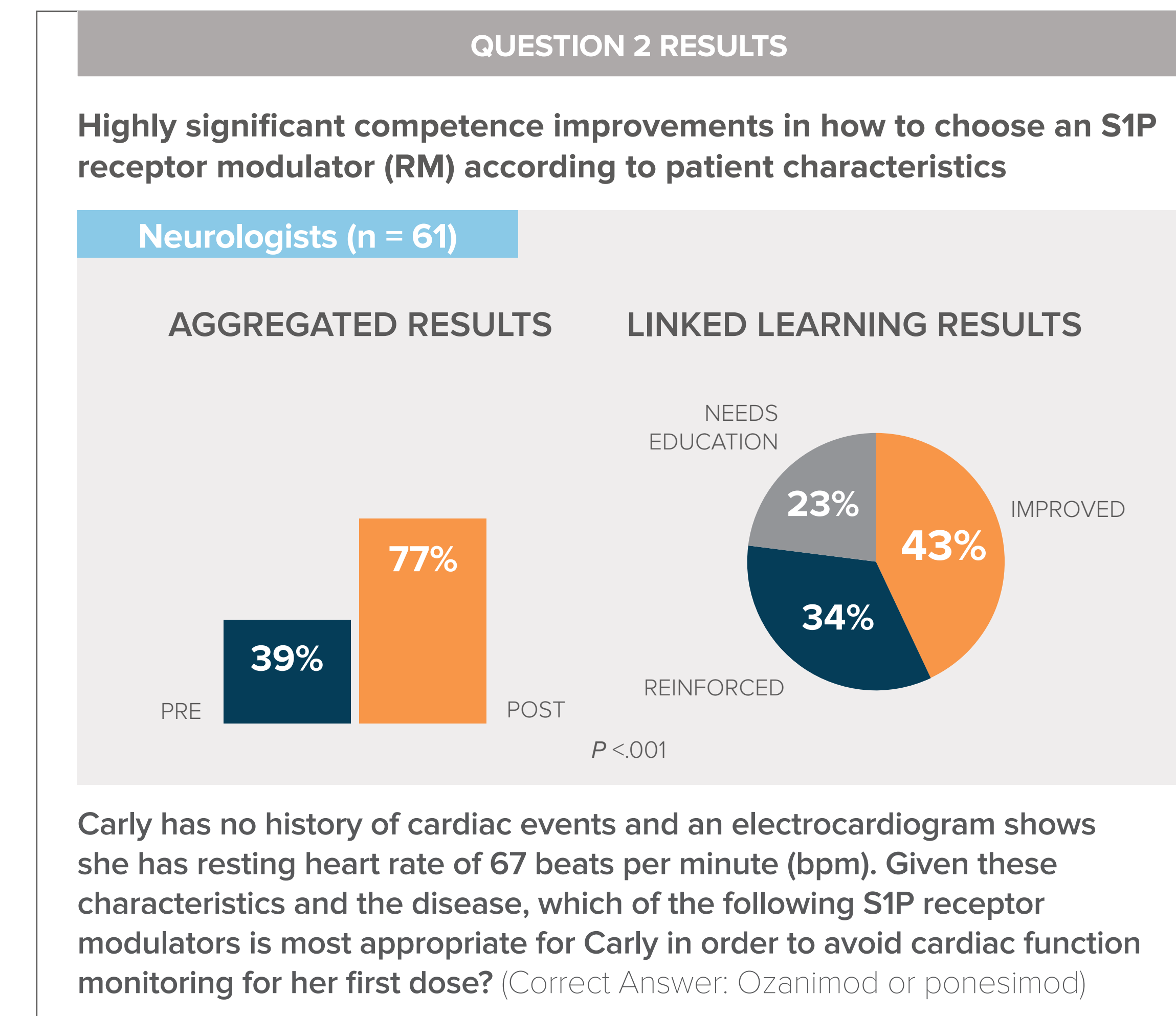
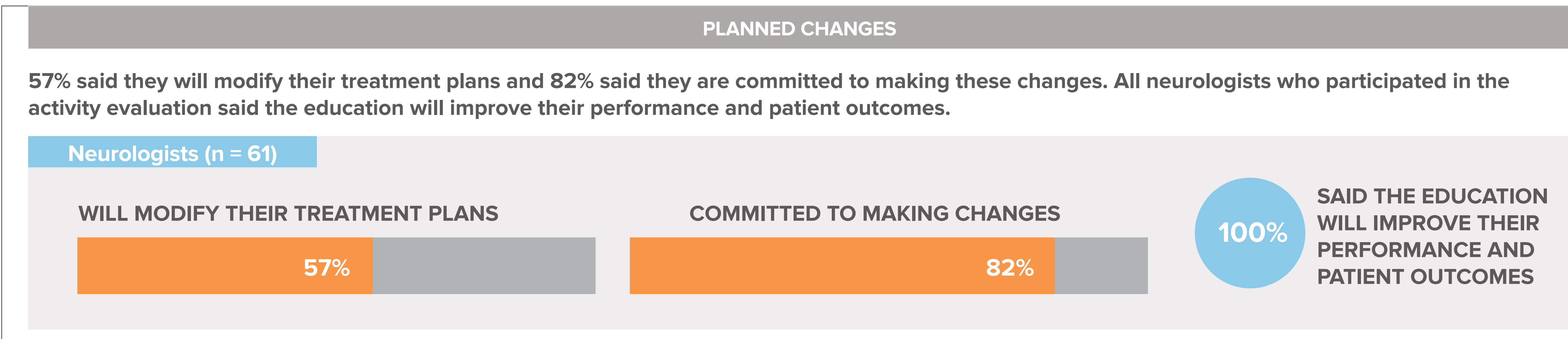
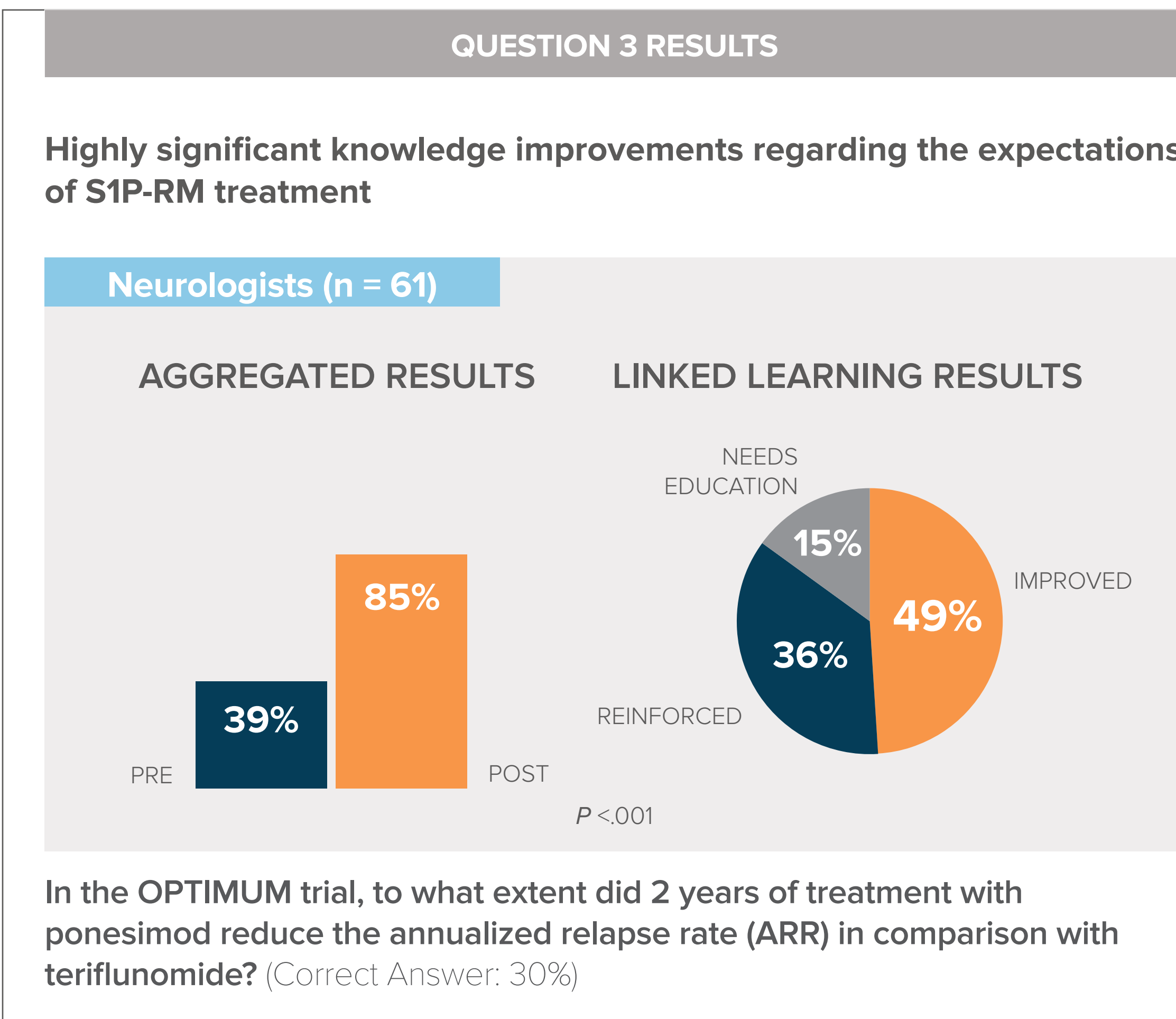
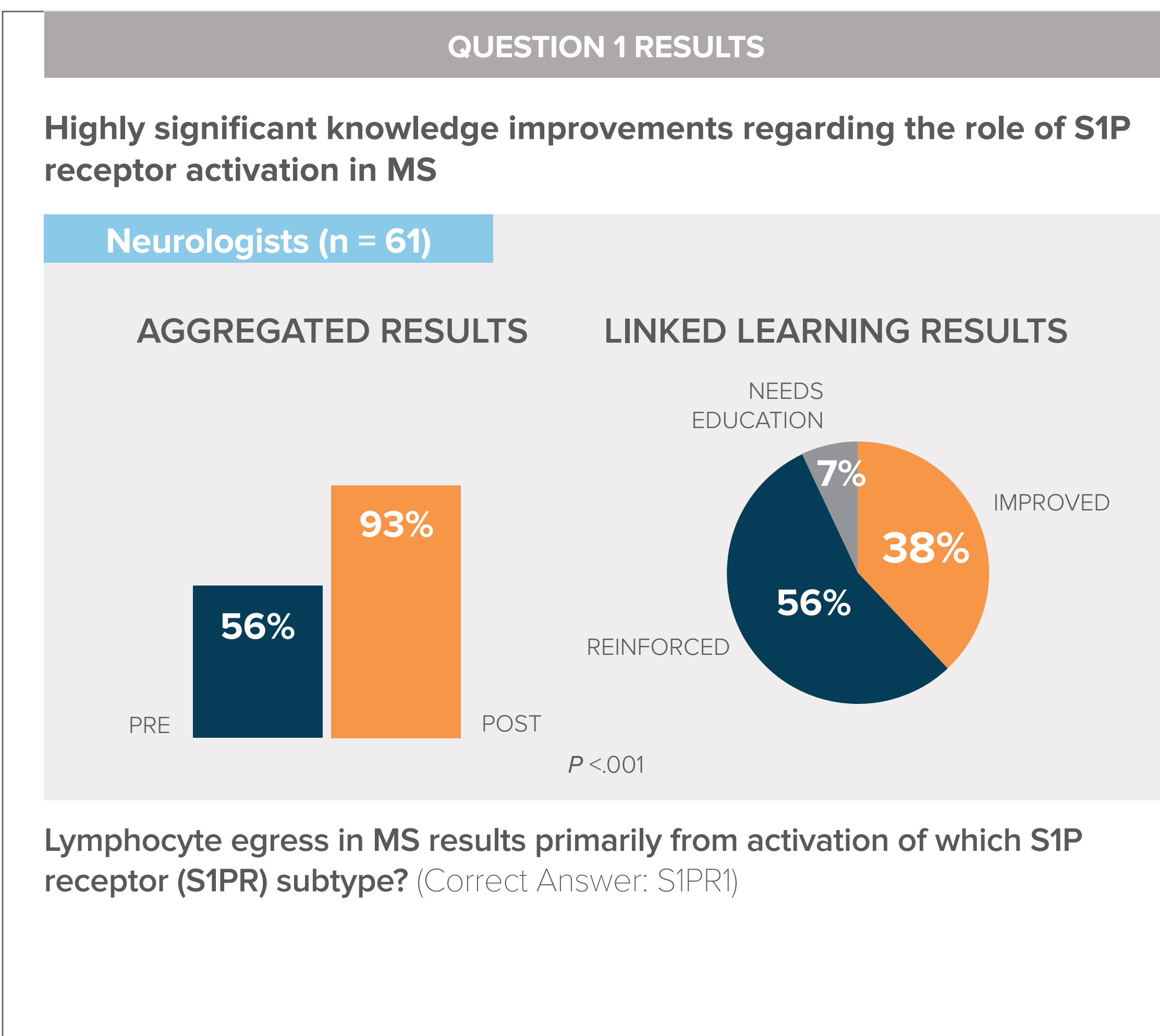
1.25

EFFECT SIZE	EDUCATIONAL IMPACT
< .20	MODEST
.20 - .49	SMALL
.5 - .79	MODERATE
≥ .80	LARGE

CHI-SQUARE TEST

P < .001

SIGNIFICANCE (P < .05)



## CONCLUSIONS

- This study demonstrates the success of this combination of educational elements in improving neurologists' knowledge of S1P-RM mechanism and competence in implementation.
- Both improvement and reinforcement in the context of a linked learning assessment have been shown to positively correlate with increases in confidence as well as intention to make clinical practice changes,<sup>2</sup> suggesting that many clinicians who participated in this activity are likely to make improvements in their practice. This could lead to more tailored treatment and improved overall outcomes for these patients.

### ACKNOWLEDGEMENTS

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- Lucero KS, Chen P. What do reinforcement and confidence have to do with it? a systematic pathway analysis of knowledge, competence, confidence, and intention to change. *J Eur CME*. 2020;9:1834759.



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