Abstract: P569

Key changes to the 2016 European heart failure guidelines, effect of medical education on cardiologist knowledge

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Introduction
Clinicians who treat patients with chronic heart failure require education on the latest updates to guidelines recommendations for the treatment of heart failure to improve clinical practice and patient outcomes.

Purpose
We sought to assess whether online education directed at cardiologists could improve knowledge of the key changes to European heart failure guidelines.

Methods
The educational activity was a 30-minute online video discussion between 4 heart failure experts, with synchronised slides. Educational effect was assessed using a 3-question repeated pairs, pre-/post-assessment survey. A chi-squared test assessed changes pre- to post-assessment. P values < 0.05 were statistically significant. Cramer’s V test was used to calculate the effect size (<0.05 modest; 0.06-0.15 noticeable effect; 0.16-0.26 considerable effect; >0.26 extensive effect) overall and for each question. The activity launched on 16thMay 2017 and data were collected through 21stJune 2017.

Results
326 cardiologists completed the pre- and post-assessment. Overall, cardiologists experienced a considerable impact from the education (V=0.187). At baseline, 10% of cardiologists answered all 3 questions correctly which, on post-assessment, more than doubled to 25%. Specific observations include:

• There was a modest level of baseline knowledge (48% pre-assessment) on key changes to the 2016 European heart failure guidelines which increased to 60% at post-assessment (p=0.002; V=0.123).
• There was a modest level of baseline knowledge (51%)on assessing the characteristics of natriuretic peptides, which increased to 63% at post-assessment (p=0.002; V=0.124).
• At baseline, only 28% of cardiologists correctly responded to a question on BNP or NT-proBNP levels as a criterion for ACEi or ARNi use in patients with HFrEF. Following the programme, this increased to 60% correct responses (p<0.001; V=0.318).

Conclusion
This study demonstrates the positive effect of online medical education in the form of video discussion with slides on cardiologists’ knowledge of key changes to the 2016 European heart failure guidelines. Remaining gaps were also identified that require further educational initiatives.