The rapid pace of drug development has created 2 parallel challenges for clinicians treating patients with chronic hepatitis C virus (HCV) infection: synthesizing the data on new treatments and applying these data to clinical practice. To meet these challenges, Clinical Care Options (CCO) used a "flipped classroom" educational approach, where learners reviewed online homework in advance (prework) and then spent their live classroom time applying knowledge and skills through the use of case scenarios. Reinforcing didactic material was also presented in the live classroom.

Methods

We compared learning for individuals who completed homework before the live workshop or Webinar (flipped learners) vs those who did not complete homework (live-only learners).

Results by Learning Objective and Cohort

Integrate data from clinical trials, approved indications, and expert guidance to select optimal HCV regimens for harder-to-treat HCV patients. Modify HCV management strategies in specific populations to reflect practice-changing developments in a timely manner.

Impact of Foundational Homework

Learning Objective

Impact of Foundational Homework—Results by Question

Learning Objective

Impact of In-Person Workshop vs Webinar

Conclusions

Flipped classroom homework better prepared clinicians for live education.

- Future studies could examine persistence of competence in flipped learners vs live-only learners.
- Participants in live Webinars had higher competence post education than did participants in live-in-person workshops.
- Live Webinars may be a good option for flipped classroom education or standard education.
- Future studies could examine whether live Webinar learners are more likely to complete online foundational homework.

Demographics showed higher rate of homework completion in CCO oncology flipped classroom program (video-based homework and nursing audience) than current CCO hepatology flipped classroom program (text-based homework and physician audience).

Among physicians, different approaches may be needed to increase completion of foundational homework, such as incentives, competitions/leaderboards, or scheduled time to complete homework before the live education.