

GM-017

A.L. MIKOLAJCZAK¹, F. EYVRARD¹, S. HOUET¹, B. BELLON¹.

¹Toulouse University Hospital, Pharmacy, Toulouse, France. Contact: annlise.mikolajczak@gmail.com

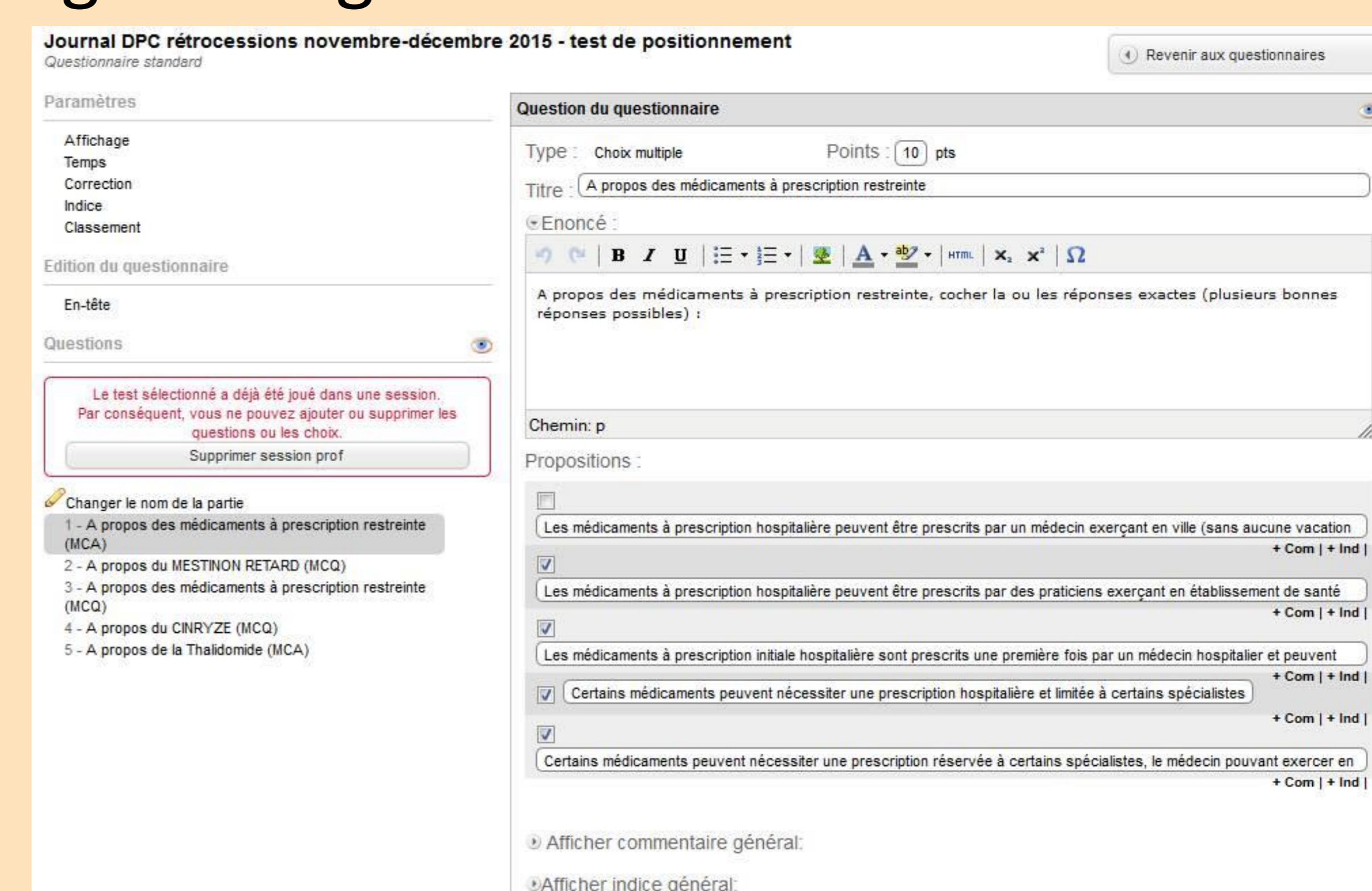
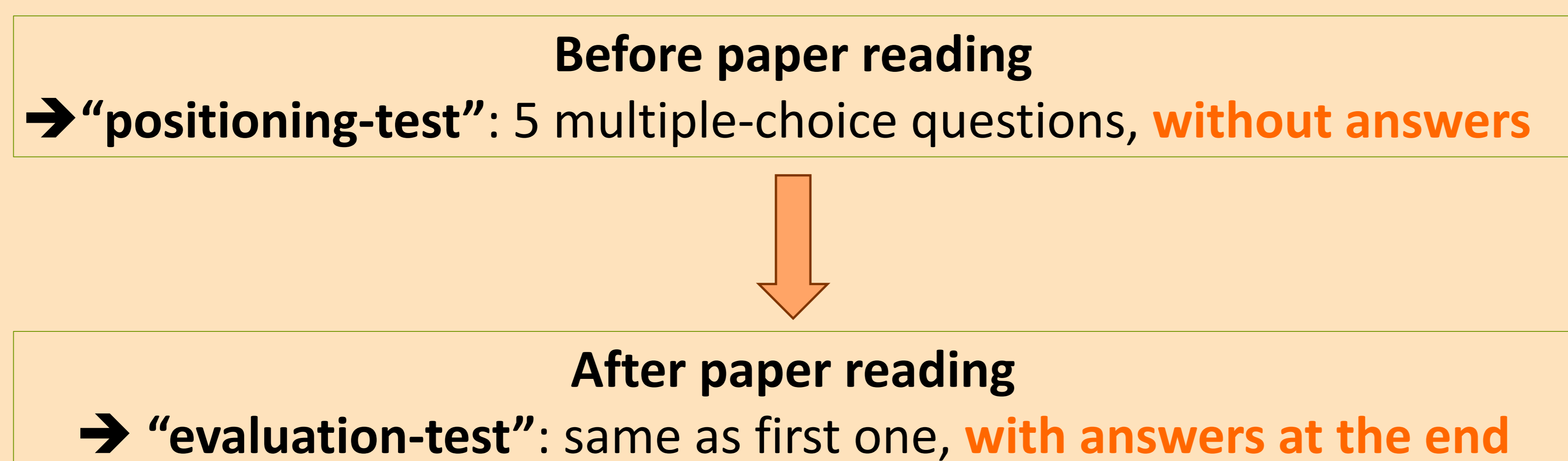
BACKGROUND

Information transmission, practices and knowledge improvement are promoted by Health Institutions. It could be a real challenge within a pharmacy staff, with different schedules and daily activities, to gather numerous people in classroom training sessions. Moreover, this formation environment may not be optimal for people to learn and remember. Nowadays, **e-learning** is easily accessible and represents an issue, permitting each member to train when he wants, in **self-education**. Therefore, we developed an e-learning program to transmit information about pharmaceuticals activity, with the aim to **improve patient care and safety**.

We describe a one-year assessment of our e-learning program customized for hospital pharmacy's needs.

MATERIAL AND METHODS

- The program is dedicated to a large panel of learners : pharmacists, residents and pharmacy technicians.
- A session is released every 2 months, composed by **a newspaper** (regroups news from past 2 months and reminders) + **online test**, and coproduced by a pharmacist and a resident (as part of the formation).
- E-learning session is created and broadcasted every two months within **LEARNEOS®** platform:
 - A six-pages **newspaper** created in ADOBE PDF® format is registered in LEARNEOS®
 - **Online quiz tests** are created directly within LEARNEOS®, assessing training's contribution:



- Online session access can be **performed** by learners **from anywhere** (hospital, home), **at anytime**.
- Collective and personal session's **statistics are extracted through LEARNEOS®** (Excel® spreadsheet)

RESULTS

- **6 sessions** published during the year (100% of the objectives), the program involved 15 learners.
- Session **average preparation time: 8 hours** (data collection, newspaper and quiz creation) every two months
- At the beginning, it appears that quizzes were not adapted for all learners: weak results in positioning-tests and a large gap with evaluation-test.
 - Newspaper's topics and quiz's questions complexity were reworked after the first 4 months
 - Turning point in statistics: increase in positioning-test marks

One-year learner's results	Positioning-test	Evaluation-test	Evolution
Average score by session	61 % [20-100%]	91 % [40-100%]	+ 49 %
Average time by session	7 min	3 min	

- Learner's training time: **1 hour every two months** (10 minuts for tests and 50 minuts for paper reading).
- Program received **Continuing Professional Development (CPD) accreditation** from hospital training department
 - **100% of learners validated their annual CPD program** (legal obligation for health professionals)
 - a **certificate** is sent by the training department

CONCLUSION

- ✓ The e-learning program permits an efficient **information transmission** and **evaluation** of knowledge.
- ✓ The **distance education**, highly-appreciated by users, **facilitates access** to learning resources and offers **organizational freedom**.
- ✓ LEARNEOS® platform is **easily adjustable** to the unit's needs and constraints.
- ✓ The platform allows learner's training data collection for program creator and training department.



The future may include **customized programs**, according to the profile of participants.