

Impact of Learning Pathways and Ancillary Material Access on Pre-Test Performance

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Background

- Established research has consistently demonstrated that **repetition** significantly enhances **memory** retention.¹
- Structured engagement with **enabling** ancillary materials can **bridge gaps** in clinical knowledge, echoing the benefits of **interleaving** and **micro-learning** approaches documented in previous research.^{2,3}

Aim

- To determine whether attending **multiple educational events** and pre-exposure to **ancillary materials**, defined as slideset(s) or Online Commentaries, influenced learners' average pre-test performance.

Methods

Study Design

- Baseline knowledge, as measured by **pre-test performance** for learners attending at least one educational activity within an educational program covering **Tardive Dyskinesia** was analyzed.

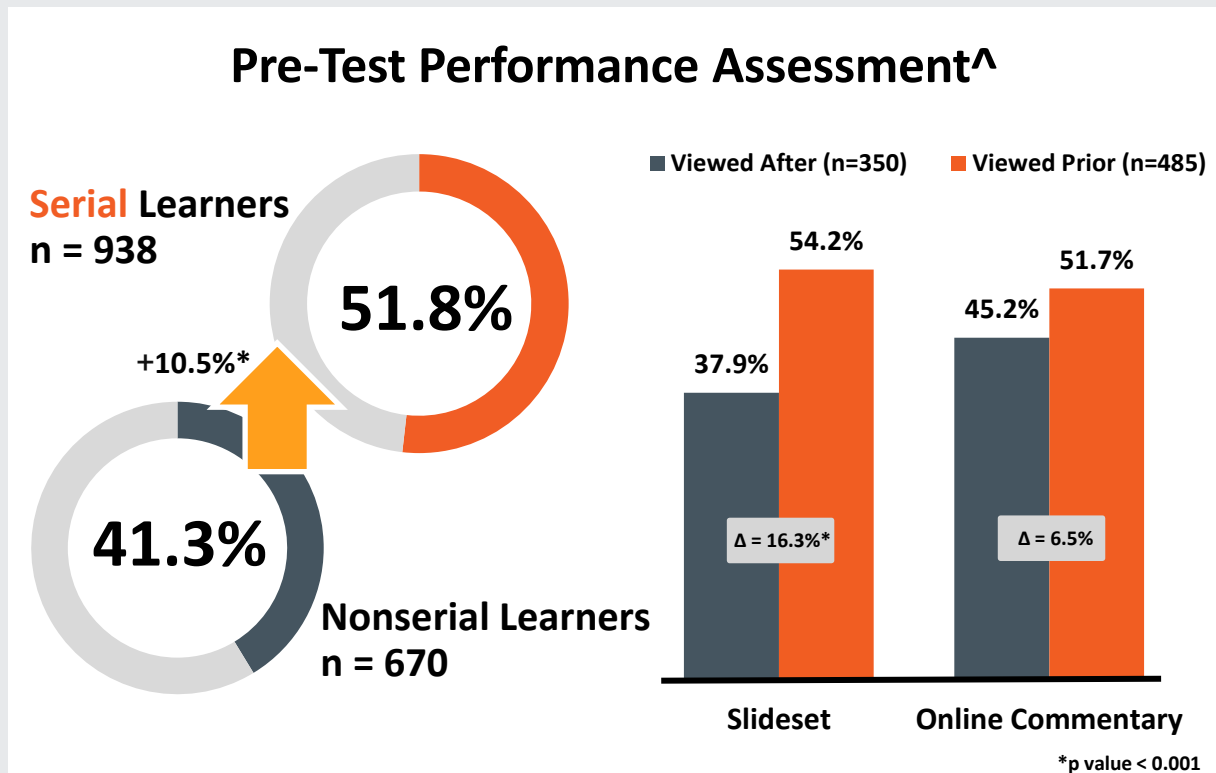
Pre-Test Performance Assessment^Δ

Serial Learners	Nonserial Learners	Viewed Prior	Viewed After
• Attended more than one live event or video	• Attended one live event or video	• Viewed ancillary material(s) before a live event or video	• Viewed ancillary material(s) after all live events and videos

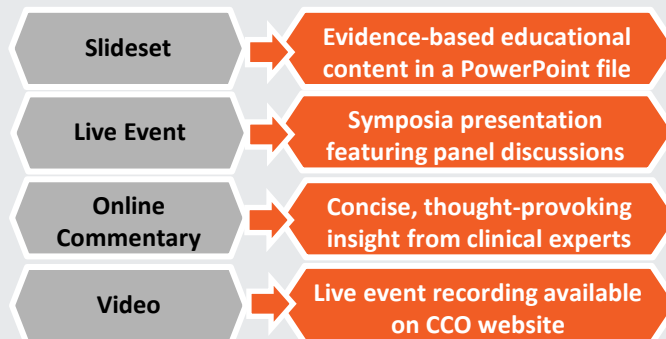
Educational Program Content Breakdown

- Live and enduring events spanned from **April to December 2024**.
- There were a total of **21 live and enduring events**.

Early engagement with **ancillary materials** and **repeated exposure** to educational content improve **knowledge retention** and **enhance baseline** outcomes.



Educational Activity Breakdown



Conclusion

- Tailoring content delivery to **learner preferences** and baseline knowledge supports more **meaningful engagement**.
- Future** research could include analyzing verified **treaters** of **ICD-10** codes.



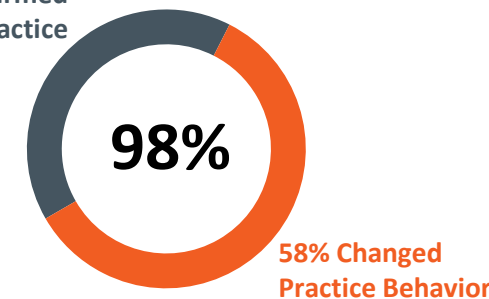
References:
1. Mammarella N, Russo R, Avons SE. Spacing effects in cued-memory tasks for unfamiliar faces and nonwords. Mem Cogn. 2002;30:1238-1251.
2. Rohrer D, Dedrick RF, Stershic S. Interleaved practice improves mathematics learning. J Educ Psychol. 2015;107:900-908.
3. Shail MS. Using micro-learning on mobile applications to increase knowledge retention and work performance: a review of literature. Cureus. 2019;11:e5307. doi:10.7759/cureus.5307.

Educational Program Impact

Figure 1. Positive Impact on Practice Analysis

Learners were asked, "Based on your participation in this activity, do you intend to change your practice behavior?"

40% Confirmed Best Practice



Top Clinical Practice Changes Reported

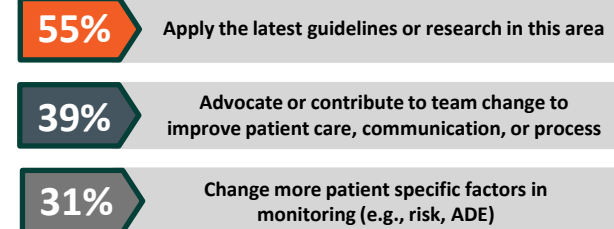
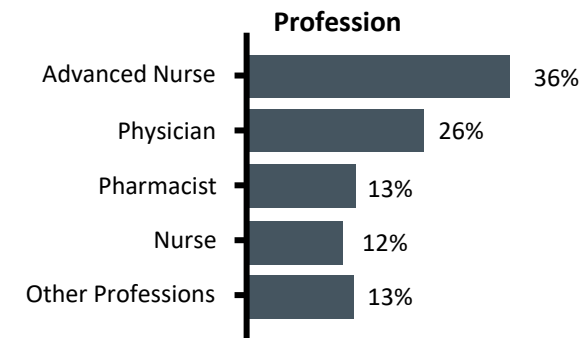


Figure 2. Learner Practice & Profession Breakdown

44% of learners practiced in psychiatry.



Supported by an educational grant from Neurocrine Biosciences, Inc.

