

## **Deploying International Educational Needs Assessments to Support Medical Specialty Societies Promote Evidence-based Education and Evolve Towards Performance Improvement**

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### **Target Audience:**

This session will be addressed mainly to Educators and educational researchers as well as stakeholders in Medical Specialty Societies and Associations who are interested in better understanding how they could proceed to conduct large international needs assessments to inform development and deployment of international programs.

### **Learning Objectives:**

- Understand the process of conducting international educational needs assessments to obtain evidence of educational gaps to inform international program development
- Understand how international educational needs assessments can be strategically used by Specialty Societies to evolve their educational offerings to better meet the needs of their members and potential members
- Become aware of concrete examples of two international educational needs assessments conducted across various stakeholder groups, that included members and potential members of a specialty society

### **Background:**

The role of medical specialty societies and associations in promoting evidence-based education, advancing CME, CE, or CPD and ensuring the improvement of the clinical practice is increasingly necessary. By better understanding the educational needs of their members, specialty societies can contribute to improving clinical practice and patient care, by developing and offering need-driven, evidence-based educational activities and programs, and ensure that specialty societies remain relevant and impactful. This presentation will focus on presenting the case of The International Society of Thrombosis and Haemostasis (ISTH), a global membership organization advancing the understanding, prevention, diagnosis and treatment of thrombotic and bleeding disorders, and how they have engaged in conducting large international educational needs assessments among their members and potential members to better align their overall educational strategy, and their offerings, to the needs of the thrombosis and haemostasis (T&H) community.

### **Content overview:**

In the first part of the session (20 minutes), the rationale for specialty societies to ensure they provide credible and relevant education and continuing professional development opportunities in their specific field will be presented. The case example of the ISTH and the process they used to identify current perceived and unperceived needs of their members and potential members, and the underlying causalities of those needs, will be described. Highlights of the findings from the Needs Assessments will be provided to allow for discussion on how the findings will then be leveraged to tailor the organization offering, including education.

In the second part of the session (10 minutes), participants will have an opportunity to ask questions to a representative from the specialty society, or to an educational research expert from an organization that conducts educational needs assessments. Facilitators will respond to questions based on their expertise assessing the process of conducting large educational needs assessments among various stakeholder groups and will be able to share with the audience the learnings from such process, and how the findings are being used internally.

### **Methodology:**

The two International Educational Needs Assessments presented used a mixed-methods approach (combining qualitative semi-structured interviews, focus groups and quantitative online surveys). The first international assessment included physicians in T&H as well as clinical and basic researchers that were either members or potential members of ISTH. The second international assessment was deployed in a two-phase design including semi-structured interviews with nurses (mainly not currently members of ISTH), patients and caregivers, and an online survey deployed to a larger sample of nurses. Data were triangulated and final mixed-methods findings were interpreted by clinical and educational experts.

### **Summary of the findings:**

Four hundred sixty-eight participants (468, including 234 physicians, 145 researchers, 59 students, 30 industry representatives) from 23 countries participated in the Physicians and Researchers Educational Needs Assessment, and two hundred thirty four participants (212 nurses and 22 patients/caregivers) from 9 countries participated in the Nurses Educational Needs Assessment. Findings were grouped into three categories: (1) Findings related to challenges in medical practice and clinical gaps, (2) Findings related to challenges faced by the research community and (3) Findings related to the perspective and expectations of participants regarding ISTH roles as a specialty society.

Highlights from the findings from both needs assessments will be presented, with examples of key differences by region, years of practice, or main domain of practice (Thrombosis/clotting or Hemophilia/bleeding). Finally, the planned changes and interventions, including education, based on the evidence from the needs assessment will be discussed.

### **Conclusions:**

International Needs Assessments conducted by Specialty Societies can allow for the development of relevant, need-driven, evidence-based educational offerings, but can also have great strategic value to support and promote relevance, impact and ultimately member/participant satisfaction and growth for the organization.