

**Title of Intervention:** Provider Education through Problem-based Learning and Didactic Lectures

**Intervention Strategies:** Provider Education

**Purpose of the Intervention:** To increase knowledge of asthma and treatments

**Population:** Health care providers

**Setting:** Health care facility; worksite-based

**Partners:** Not mentioned

**Intervention Description:** The providers were randomly assigned to one of two types of provider education.

- **Provider Education:** The major objective for both types of provider education was to update providers on the management of asthma in an ambulatory setting. Participants of both interventions were exposed to the same learning materials, including videotape excerpts and handouts. For the traditional didactic session intervention, all providers attended but did not necessarily participate. The audience sat in a lecture theater format, with minimal time at the end of a formal didactic presentation for questions to be asked. These sessions were conducted in a format of a traditional medical grand round with the presentation of a case scenario followed by a didactic lecture. In the small group problem-based learning intervention, a similar case was presented by a provider who facilitated a discussion as opposed to providing a didactic lecture. Participants in the problem-based learning group were engaged in developing learning objectives and were presented with excerpts of videotaped case presentations to stimulate problem-solving discussions.

**Theory:** Problem-based learning

**Resources Required:**

- Staff/Volunteers: Educator
- Training: Not mentioned
- Technology: Equipment to play videos
- Space: Conference room, lecture hall
- Budget: Not mentioned
- Intervention: Tutor's guide, handouts, educational materials, videos
- Evaluation: Questionnaires

**Evaluation:**

- Design: Randomized controlled trial
- Methods and Measures:
  - Questionnaire assessed knowledge gained

**Outcomes:**

- **Short Term Impact:** Both groups experienced a significant increase in asthma-related knowledge. There was no significant difference between the groups with respect to knowledge gained at each test administration. Problem-based learning participants rated the perceived educational value of the program higher than did lecture participants.
- **Long Term Impact:** Not measured

**Maintenance:** Not mentioned

**Lessons Learned:** Problem-based learning is as effective in knowledge uptake and retention as lecture-based continuing medical education programs.

**Citation(s):**

White, M., G. Michaud, et al. (2004). "Randomized trial of problem-based versus didactic seminars for disseminating evidence-based guidelines on asthma management to primary care physicians." *J Contin Educ Health Prof* 24(4): 237-43.