MULTICENTER RANDOMIZED CONTROLLED TRIAL TO ASSESS AN E-LEARNING ON ACUTE BURNS MANAGEMENT (246)

Egro F. ², Vangala S. K. ¹, *Tayler-Grint L. ³

¹ St. George’s, University of London, London, Great Britain
² University of Pittsburgh Medical Center, Department of Plastic Surgery, Pittsburgh, United States
³ Peninsula College of Medicine and Dentistry, Plymouth, Great Britain

Introduction: Only 13% of medical schools in the United Kingdom provide structured burns teaching due to academic and logistical difficulties.¹ These include: lack of expertise to deliver proper training, lack of time within the course, and differing teaching opportunities between academies. The aim of this study is to provide objective educational evidence supporting the role of an e-learning on acute burns management called Basic Burns Management (BBM) to aid medical schools to ensure burns teaching.

Method: A twenty-webpage e-learning (www.basicburnsmanagement.com) was created, covering topics such as local and general response to burns, assessment of burns, first aid, primary and secondary survey, and referral guidelines. A multicenter randomized controlled trial was conducted between January 2013 and March 2015, comparing the educational benefits between two groups taught by means of the BBM e-learning or a traditional lecture. Knowledge was assessed by means of a questionnaire before and after the sessions. Satisfaction was also assessed at the end of the sessions. Questionnaire scores were compared between the two groups by means of univariate and bivariate analysis.

Results: A total of 69 medical students were enrolled: 35 in Group A (BBM e-learning) and 34 in Group B (traditional lecture). Both groups demonstrated significant gains in knowledge after intervention (p < 0.001), regardless of medical school year of study or interest in surgery. Students undertaking the BBM e-learning had a greater score improvement compared to the traditional lecture (50.0% score improvement in Group A versus 46.5% in Group B) even though it was not statistically significant. Pre-intervention assessment of student knowledge showed no difference between the groups. Both groups of students were equally satisfied with the educational method.

Conclusion: Basic Burns Management e-learning is a free tool that provides equivalent learning opportunity to a traditional lecture for medical students. Universities and educational centers may utilize this tool for convenient, fast, and standardized incorporation of burns teaching within their educational setting, regardless of level of experience or interest in surgery.

References:
