

[S20.001] Evaluating the Effectiveness of *Continuum* as a Teaching Tool for Medical Students

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OBJECTIVE: Evaluate effectiveness of *Continuum* in medical students at multiple sites **BACKGROUND:** *Continuum*: Lifelong learning in Neurology is a highly regarded and popular continuing medical education tool published by the American Academy of Neurology. While *Continuum* has been developed specifically for practicing clinicians, medical students rotating on their Neurology clerkship also have much to gain from incorporating this structured, evidence-based resource into their educational armamentarium. Pilot studies suggested that reading *Continuum* leads to statistically significant increases in medical knowledge. Additionally, *Continuum* was favorably rated on satisfaction scales related to improving patient care. **DESIGN/METHODS:** Students at Cornell and University of Miami were randomized to either receiving or not receiving *Continuum*. Data collection and outcomes assessment were optimized via interactive audience response system and web-based survey/database tool. Multiple choice (MCQ) and fill-in-the-blank questions assessed medical knowledge pre- and post-curriculum implementation. Student satisfaction surveys were used. Primary outcome measure: Effect of *Continuum* on MCQ/fill-in-the blank total %-correct. Secondary outcome measures: Effect of *Continuum* on sub-topic scores, and adherence to evidence-based practice on patient case-simulation. Overall score differences assessed using univariate and repeated measure ANOVA's. Sub-topic scores examined using Chi-square. **RESULTS:** Baseline scores did not differ by site or group. Students who received, vs. did not receive, *Continuum* scored higher on post-testing (68% \pm 14 vs. 47% \pm 10) and had greater score increases (26% \pm 14 vs. 5% \pm 14) from pre to post-testing (both p 's < 0.0005). Individual site results were nearly identical to combined results (all p 's < 0.0005). Amongst those receiving *Continuum*, the greatest sub-topic score improvements (averaged across sites) were: Frontotemporal Lobar Dementia (22% pre vs. 72% post), Lewy Body Dementia (30% vs. 75%), Alzheimer's disease (AD) patient case-simulation (28% vs. 72%) and AD treatment fill-in-the-blank (21% vs. 55%). **CONCLUSIONS/RELEVANCE:** Interim data analysis suggests that *Continuum* is an effective teaching tool for medical students. Supported by: American Academy of Neurology 2008 Education Research Grant