



Hepatitis C: The Basics – An online course to address patient and provider knowledge gaps

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Background

- Low levels of linkage and retention in care along the HCV Illness and Care Journey (HCV ICJ) can contribute to HCV-related morbidity and mortality [1]
- Existing knowledge gaps/barriers, which contribute to low HCV ICJ engagement, may be compounded by emerging knowledge gaps arising from rapid changes in HCV care (e.g., new drugs, evolving screening guidelines, laboratory testing and primary care involvement) [2]
- **Efficient, timely and easy-to-implement/update education is needed to address these factors and to foster engagement along the HCV ICJ.**

Methods

With our partners, we developed an online course, *Hepatitis C: The Basics* [3]:

- Narrated, easy-to-understand and presented in a non-stigmatizing format
- Includes a pre-test, learning modules (e.g., basic facts about hepatitis C, how it is spread/not spread, testing, treatment), a post-test and a course evaluation survey



English Version



Version for Indigenous Audiences

Two groups:

- (1) *Online Group* - completed course individually and without a course facilitator
- (2) *Facilitated Group* - had a facilitated group presentation of the online course and completed course evaluations on paper

Outcome measures:

- Actual knowledge gains (pre-post-course tests); perceived knowledge gains; self-reported increased capacity of providers to educate clients about HCV and encourage engagement in HCV care

Results

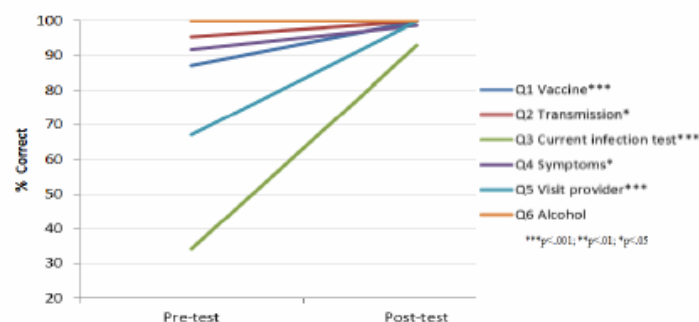
Of 165 participants (08-31-2014 to 03-31-2016; 85 from the *Online Group* and 38 from the *Facilitated Group*), 123 were matched on pre- and post-course data.

Median scores for specific questions increased significantly for both groups.

- 85% of participants from the *Online Group* and 81% from the *Facilitated Group* reported their knowledge to have increased 'some', 'a lot', or 'double'
- 70% of providers reported capacity to educate or to encourage engagement in HCV care increased 'a lot' or 'twice as much'

Results continued

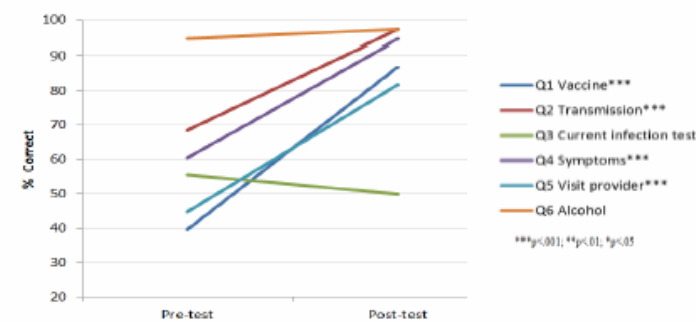
Online Group (non-facilitated; n=85)



Knowledge gains significant for Q1 to Q5 (P<.001)

- Q3 (*What test tells if a person has a current hepatitis C infection?*) had largest knowledge gain, percent correct increased from 34.1% to 92.9%
- Q5 (*If someone has hepatitis C, how often should they see a provider?*) percent correct increased from 67.1% to 100%
- No knowledge gains for Q6 (*What can alcohol do to the liver?*; Q6 pre-test = 100%, no possible gain)

Facilitated Group (n=38, except Q3[§])



Knowledge gains significant for Q1, Q2, Q4, Q5 (p<.001)

- Q1 (*Is there a vaccine to prevent hepatitis C?*) had greatest knowledge gain; percent correct increased from 39.5% to 86.8%
- Q2, Q4, and Q5: knowledge gains of 29, 34.2 and 36.9 percentage points, respectively
- No knowledge gains for Q3[§] (*What test tells if a person has a current hepatitis C infection?*) or Q6 (*What can alcohol do to the liver?*; Q6 pre-test ~95%, little possible gain)

[§] All n=38, except Q3, n=18: Q3 was revised across survey iterations and only responses to the latest version were included.

Key Findings

- *Hepatitis C: The Basics* increased: HCV actual & perceived knowledge; provider capacity to HCV educate/engage clients
- Pre-test identified gaps for both groups, especially: tests to diagnose an active HCV infection, how often those living with HCV should see their provider, and if there is a vaccine
- The *Online* (non-facilitated), but not the *Facilitated*, version was effective at significantly reducing the knowledge gap around tests used for diagnosing HCV
- Individual online course use (non-facilitated) may be more effective for complex knowledge items where the individual can proceed at their own pace

Acknowledgements



a place of mind



Public Health Agency of Canada

References

- [1] Janjua, N.Z., et al., The Population Level Cascade of Care for Hepatitis C in British Columbia, Canada: The BC Hepatitis Testers Cohort (BC-HTC). *EBioMedicine*, 2016 (in press).
- [2] The Health Technology Assessment Unit, U of C, Hepatitis C Screening A Health Technology Assessment, 2016, University of Calgary.
- [3] For English, French, or Indigenous course versions, scan codes or visit: hepatitiseducation.ca/resources.



Login (English)



Course info (all lang.)