Influence of active learning on the depth of understanding of the ethical guidelines for clinical research

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[Introduction]
Recently, significance of educational training programs has been widely recognized not only in educational facilities, but also companies. We have been working on educational training programs for the medical researchers at Anjo kosei hospital, as the ethical guidelines for medical and health research involving human subjects (referred to as Ethical Guidelines) has been making research education compulsory for medical staffs who perform clinical research in Japan. Effective training programs are needed to achieve research with a higher quality under the Ethical Guidelines. In this study, we performed two different educational training programs for medical staffs in Pharmacy Services with the aid of the Education Training Center established in the hospital, and we examined the effect of the training programs on the depth of understanding of the Ethical Guidelines for clinical study.

[Method]
Two types of training programs based on the poster posting format (referred to as passive learning) and the question-and-answer format in response to a description of the Ethical Guidelines (referred to as active learning) were carried out for medical staffs in February and June, 2016, respectively, and we evaluated differences between the programs in effects on the depth of understanding of the Ethical Guidelines, using a questionnaire.

[Result]
The number of questionnaires collected was 608 and 52 in the passive and active learning, respectively. Survey of the depth of understanding of three critical items in the Ethical Guidelines resulted in low comprehension (38 %) in the passive learning. On the other hand, the active learning elicited more than 80 % in the depth of understanding of all the three items.

[Conclusion]
The active learning, based on the question-and-answer format in response to the description of the Ethical Guidelines, revealed higher comprehension of the Ethical Guidelines. This survey suggests that the active learning, which allows medical staffs to think positively, may be useful for enhancing the depth of understanding of the Ethical Guidelines for the clinical research.