

ReJudge Study: *Reducing rates of non-medically indicated CS through an Open Access multi-media evidence and behavioural change programme for lawyers and judges*

Principles of adult learning and how to measure the effectiveness of educational interventions

M. Regina Torloni, part of the ReJudge team

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Background

The Rejudge Project will develop educational tools to improve the knowledge and change the attitudes of participants (lawyers and judges) regarding the benefits and risks of CS, based on the best available scientific evidence. The final aim of this intervention is to decrease the overuse of unnecessary CS by health care providers due to fear of litigation.

Principles of Adult Education

Adult learning principles are fundamental to ensuring the success of training. Adult learners must be able to see **personal benefit** from the training; the training should build on learners' own **experience** and provide opportunities for **self-direction**, taking into account **different learning styles**; and the learning should be **action-oriented and practically applicable**. Different tools and formats can be used for adult education, such as short interactive lectures, role playing, and discussion of vignettes, as well as the provision of references and sources (sites and platforms with videos , podcasts and texts) where the learner can find more information.

Measurement of the effectiveness of an educational intervention

According to the Kirkpatrick model for training evaluation, the effectiveness of training programs should be assessed in four levels: 1) Participant satisfaction with the training, 2) Changes in knowledge and attitudes of the participants, 3) Changes in the actions taken by the participants after the training, and 4) Changes in results. We will assess the effects of the educational intervention on Kirkpatrick levels 1 and 2.

PIs: Downe, Shamanna, Erdman, Torloni, Alteri, Borges, Betran

With: Sarah Cordey , Sarah Elaraby, Alessandra Feldstein, Jane Gibbon, Morgan Hawcroft-Hayes, Louise Hunt, Indie Kaur, Sunny Mannava, Gill Moncrieff.

UCLan UK, University of Hyderabad India, University of Dalhousie Canada, São Paulo Federal University

UNIFESP-EPM Brazil, World Health Organisation