

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) AND SELF-DIRECTED LEARNING (SDL) IN A DIGITAL AGE: IMPLICATIONS FOR HEALTH PROFESSIONALS AND CPD PROVIDERS

Vernon Curran, Lisa Fleet, Karla Simmons, *Office of Professional Development*; Diana Gustafson, Karine Bernard, Lauren Rickert, *Community Health and Humanities*; Lauren Matthews, *Faculty of Science*;
Lyle Wetsch, *Faculty of Business Administration*

ABSTRACT: Oral Presentation

- Purpose:** Self-directed learning (SDL) activities are a recognized type of informal adult learning across many CPD systems. The expansive growth of digital, social, and mobile technologies (DSMTs) has created new opportunities for connecting with information and colleagues. As CPD providers, how these technologies are being used has important implications for supporting the SDL of health professional learners.
- Methods:** Scoping review.
- Results:** Approximately N=420 articles reviewed. Majority reflect commentaries and focus mainly on satisfaction evaluative outcomes, yet several key themes are emerging from the literature. Uses of DSMTs include Twitter, Facebook, and YouTube. Benefits/successes of best practices include: improved access to information, especially at the point of care; increased opportunity for collaboration and communication; and potential for enhanced knowledge acquisition and learning. Key considerations for use include: cost, technical issues, and access to technology; variability on the quality and accuracy of information; and privacy and professionalism.
- Conclusion:** There are limited models describing the SDL habits of adult learners in a digital age and there is limited evidence surrounding the use of social media and mobile technologies in mandatory CPD delivery systems. The CPD field is at an early stage of exploring the purpose and role of DSMTs in lifelong learning pursuits. Early evidence suggests health professional learners find DSMTs useful in accessing and sharing information. Particular issues surrounding information credibility and digital professionalism arise with greater usage of these technologies in practice, and further evaluation of the effect of DSMTs on learning outcomes, performance improvement and impact on health outcomes is warranted.