DIGITAL PROFESSIONALISM AT THE BEDSIDE: EXAMINING THE USE OF DIGITAL, SOCIAL AND MOBILE TECHNOLOGIES FOR SELF-DIRECTED LEARNING

Diana L. Gustafson, *Community Health and Humanities*; Heather Lannon, *Royal Roads University*; Vernon Curran, Karla Simmons, Lisa Fleet, *Office of Professional and Educational Development*; Chenfang Wang, Mayhar Garmsiri, *Graduate Students*; Lyle Wetsch, *Business Administration*

ABSTRACT: Oral Presentation (1:30 p.m.)

Purpose: The use of digital, social, and mobile technologies (DSMTs) is increasing among health and social services professionals. DSMTs refers to a range of personal-use, mobile devices (e.g., smartphones, tablets, and laptop computers) and social media networks (e.g., Twitter, YouTube). DSMTs offer new avenues to support self-directed learning (SDL) and continuing professional education. Flexibility is one of the benefits of DSMTs, meaning that informal learning can take place anytime and anywhere there is internet access: at the bedside or other clinical setting, in a classroom or office, in the community, and at home. Extending learning beyond the traditional classroom into workplace settings also raises concerns about digital professionalism.

Methods: Telephone interviews were conducted with a purposive sample of a total of 55 nurses, social workers, physicians, and pharmacists from across the four regional health authorities in NL. Interviews were recorded, transcribed, and imported into N-Vivo 10. Data was analyzed using thematic analysis to identify patterns in participant reports.

Results: The paper reports on the experiences reported by health and social service professionals using DSMTs to support SDL in the workplace and how the use of technology is perceived by clients and colleagues.

Conclusion: Adult health learning theory is a critical approach to informal learning and will be used to theorize issues of power and resistance revealed in professionals' experiences using DSMTs to engage in SDL in the workplace. This framing has the potential to identify those generative mechanisms that facilitate or impede SDL for health and social service professionals working in the ever-changing digital environment.