

***“The effectiveness of virtual communication technology for professional development during the COVID-19 pandemic : An integrative review.”***

Presented by Audrey Gandhi, Surgical Nurse Educator,  
Health NZ, Counties Manukau District, Oct 2024.

# Background

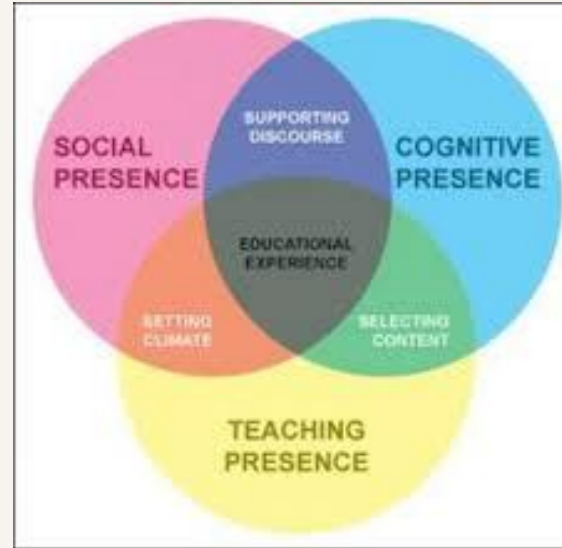


# Objectives

- To evaluate the effectiveness of virtual communication technologies in increasing knowledge and skills of health professionals
- To explore if online teaching and learning can be part of continuous professional development moving forward post- pandemic in the organisation where the author works



# Literature review



# Research Methodology

- **Research Design-** Integrative literature review
- **Data Collection Methods-** Key words used to search for articles were continuous education OR professional development AND virtual learning or online learning or e-learning or remote learning, AND health professionals.

- **Inclusion criteria: -**

- Peer- reviewed articles after 2019
- Only English language
- Any article related to continuous professional development
- Health professionals including medical, nursing, and allied health staff

- **Exclusion criteria: -**


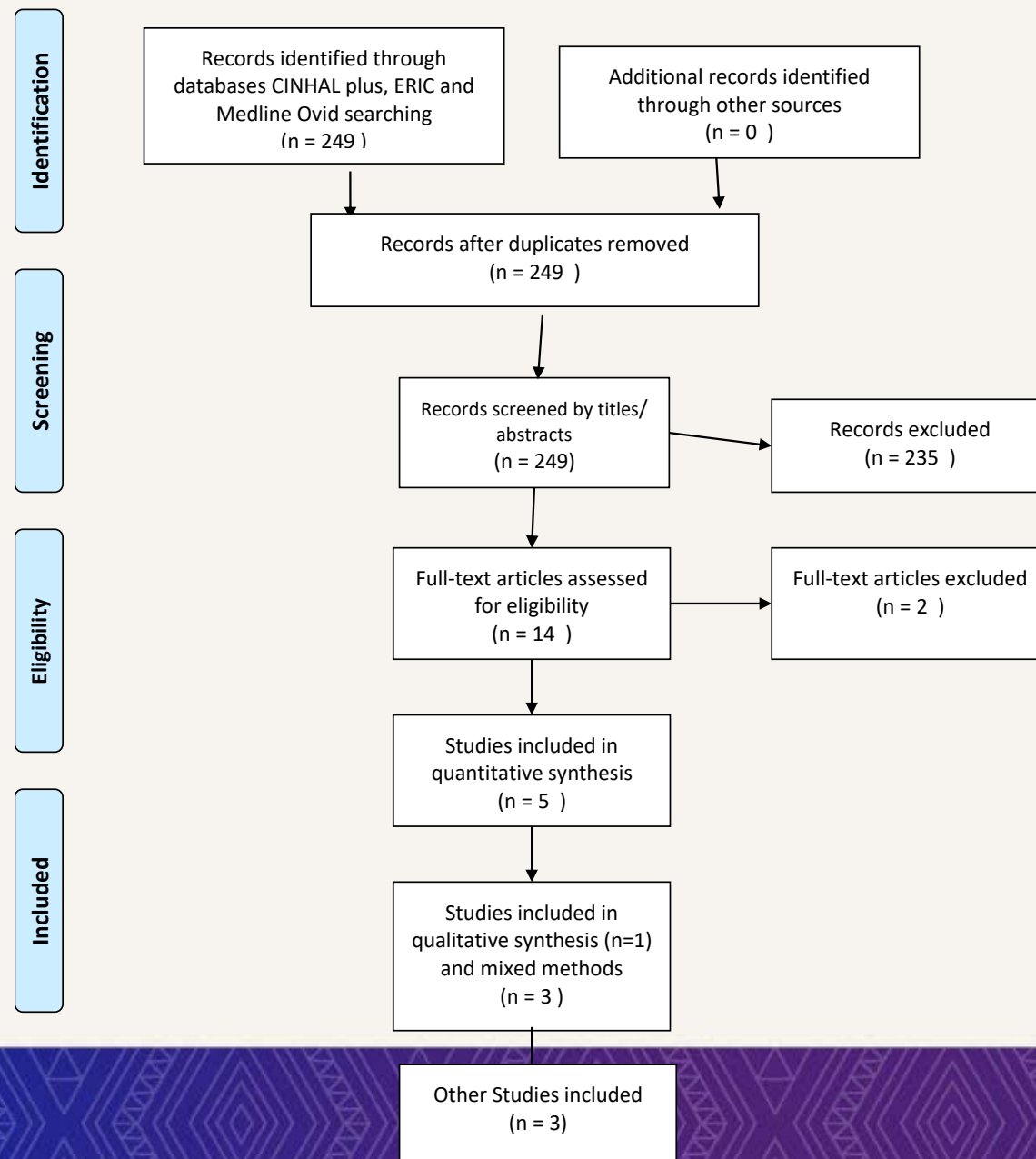
- Articles before the year 2019
  - Articles related to undergraduate students
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Figure 1 PRISMA 2009 Flow Diagram

# Article selection

- RefWorks used as reference management programme.
- Final number of articles selected for the study-12
- Articles were appraised using John Hopkins research evidence appraisal tool





# Key Findings

- Facilitators and barriers





# Key findings continued-

- Knowledge retention
- Comparison to face-to-face teaching in person
- Outcomes for patients

## Recommendations:-

- Ensure all education interventions are based on sound educational theories or conceptual frameworks (such as the community of inquiry framework), and that appropriate methods and practices are employed during design and implementation.
- Establish ongoing evaluation and monitoring of all CPD programmes for performance and review and revise regularly (e.g., 3-5 years).
- Ensure equitable access to programmes, equipment, and required connectivity for learners

# Limitations of the study

- Grey literature not searched.
- No studies from New Zealand included.



# Conclusion

- Online learning increased health professional's short term knowledge
- However for clinical skills face-to – face is the preferred method. Blended learning is recommended.
- Increase knowledge in health professionals increases outcomes such as job satisfaction and retention as well as patient outcomes by increased quality care.



A person wearing a dark suit jacket, a light-colored shirt, and a dark tie is holding a white rectangular sign with both hands. The sign has the word "QUESTIONS?" written on it in a bold, dark, sans-serif font. The background of the image is a dark blue gradient with a repeating geometric pattern of concentric diamonds and lines.

**QUESTIONS?**