Oral Communication
OC-34

The Learner's Perspectives of Free, Online, International CME in Rehabilitation: A Mixed Methods Analysis

Topic: Education (Medical Student, Residency & Post-Graduate)

Britney Soll[1], Heather Dow[1], Eleanor Elisabeth Mohith-de Muinck Keizer-Mohit[1], Paul Winston[2]

[1]*Canadian Advances in Neuro-Orthopedics for Spasticity Consortium, Ontario, Canada*
[2]*Division of Physical Medicine and Rehabilitation, Department of Medicine, Faculty of Medicine, University of British Columbia, Vancouver, Canada*

BACKGROUND

The emergence of the COVID-19 pandemic in January 2020 marked a significant global health crisis, profoundly impacting medical education and training worldwide. There was a surge in engagement with continuing medical education (CME) during this period. Engagement with CANOSC's CME webinars concurrently expanded to over 2500 members in 60 countries. The consortium's webinars follow the Canadian Association of Physical Medicine and Rehabilitation's (CAPMR) continuing professional development (CPD) Activity Accreditation Standards for the Maintenance of Certification (MOC) Program Group Learning Activities (Section 1), including post-event surveys to assess the learning activity's effectiveness. Using this data, we aimed to evaluate participant perspectives of online CME programs within the context of CANOSC's virtual webinars.

METHODS

We analyzed responses to CME quality evaluation surveys using a convergent mixed-methods design. The quantitative and qualitative results were analyzed separately. Integration occurred during initial data collection, interpretation, reporting, and discussion levels using a weaving approach. Participants included an average of 150 attendees per webinar, with qualitative responses suggest that professors, physiatrists, neurologists, medical students and residents, researchers, and allied health professionals attended the CME sessions.

RESULTS

There were 1,733 responses to the 41 surveys with a 79% completion rate. An average of 150 participants attended each session live. The qualitative analysis produced four themes: (1) event value and satisfaction (subthemes: quality and impact of speakers, accessibility of the online format, discussions and interactions, and the benefits of visual learning), (2) increased competence (subthemes: increased knowledge, intent to apply, and increased confidence), (3) inspiring collaboration (subthemes: need for multidisciplinary teams, international collaboration, and effective communication tools), (4) considerations and recommendations (subthemes: relevance to developing countries, technical aspects, and academic level of content). Quantitative analyses supported these findings, showing high levels of satisfaction and perceived gains in knowledge. Notably, 88% of participants indicated intent to apply their knowledge, and 84% stated it would enhance their competence. Wilcoxon Signed Rank tests showed a large effect on participants' perceived increase in knowledge, attitude, and skill (median increase of 2, 1, and 2 points respectively) as rated on a five-point scale.

CONCLUSION

Feedback shows high satisfaction and increased knowledge from the lectures. Interactive discussions were praised as effective learning tools. The webinar format facilitated an international audience and collaboration, offering flexible, global, cost-effective access to high-level speakers. Future research may evaluate participant selection of CME activities and use in-depth focus groups.

Statement of Disclosures

None

Doi: 10.5606/archisprm.2026.OC-34

Corresponding Author:
Britney Soll
Canadian Advances in Neuro-Orthopedics for Spasticity Consortium, Ontario, Canada
Email: britneysoll@gmail.com