



RESEARCH ARTICLE

EVALUATION OF WEBINAR FOLLOW-UP BY PEDIATRIC RESIDENTS DURING THE PERIOD OF COVID 19

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Abstract

Since the WHO declared COVID-19 a global pandemic, several countries have applied social distancing rules including quarantine. In Morocco, this measure has been in force since March 20, 2020. This has forced the closure of several scientific activities, including pediatric congresses and scientific days. To compensate for this, webinars have taken center stage in this time of global pandemic. The aim of our work is to assess pediatric residents' perception of continuing medical education via webinars during COVID-19, and to find out how they see the organization of future scientific events. A survey was carried out among pediatric residents at CHU Med VI in Marrakech via the Google Forms platform. The average age of residents was 30, with a predominance of women. 44% of pediatric residents were bothered or very bothered by the suspension of face-to-face scientific events. A total of 33% of pediatric residents attended an average of 15 webinars during the pandemic, and 24% of them found the experience interesting. Overall, the reasons for not viewing the webinars were, in 28% of cases, coincidence with on-call duty and, in 16%, unsuitable scheduling. The majority were satisfied with the content presented, the choice of webinar themes and the choice of speakers. The worldwide pandemic of COVID-19 has put the spotlight on webinars, which are an interesting alternative for continuing medical education but can never replace a face-to-face scientific meeting, according to the residents.

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Introduction:

Since January 2020, national and international news has been dominated by the spread of the infectious disease known as COVID-19. In this extraordinary context, strong measures have been taken by the authorities of the most affected states. As a result, Morocco has been confined since March 20 to severely limit contact between people, with the aim of slowing the spread of the virus and reducing the risk that the medical services concerned will be unable to cope with the influx of patients.

Among other things, these measures have led to the closure of schools, universities, and caused upheaval in teaching methods. As a result, a number of scientific activities, including conferences and scientific days, have come to a halt. To compensate for this, webinars have come to the fore in this time of global pandemic.

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Yet not all teachers are equal when it comes to digital tasks. Some have technical, pedagogical, organizational or communication difficulties with the very special practice of webinars.

Others, on the other hand, see it as an opportunity to explore and test new pedagogical practices. These different factors are either the source of frustration or the origin of an acceleration in the use of digital teaching aids, which has led various players to express their feelings via social networks, forums to share their practices or to seek answers to their needs.

Patients and Methods:

We conducted a survey of pediatric residents at the Med VI University Hospital in Marrakech using an online questionnaire, focusing on their perceptions, expectations, and practices, as well as the challenges hindering webinars.

The present research therefore focuses on residents' views on webinars, the benefits, limitations, relationship to teaching practices on the one hand, and their expectations and perceptions on the other.

Results:

The average age of the residents was 30 (Figure 1), with a predominance of women (Figure 2). 44% of pediatric residents were bothered or very bothered by the suspension of face-to-face scientific events.

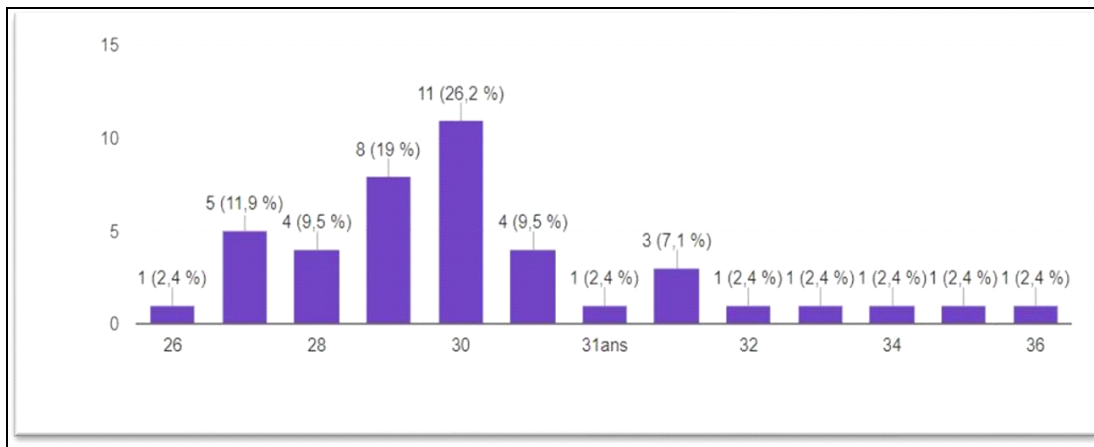


Figure 1 . Age distribution of residents.

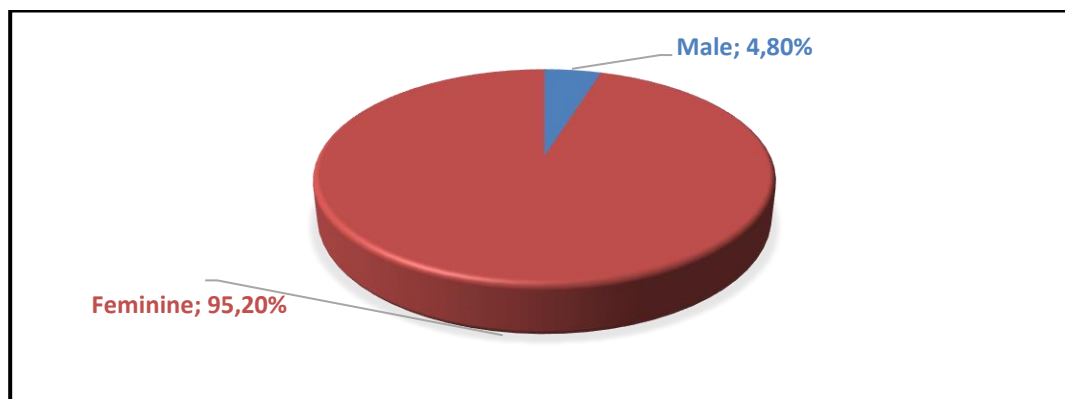


Figure 2. Distribution of residents by gender.

A total of 23.3% of pediatric residents attended an average of 15 webinars during the pandemic, and 21% of them found the experience interesting (Figure 2).

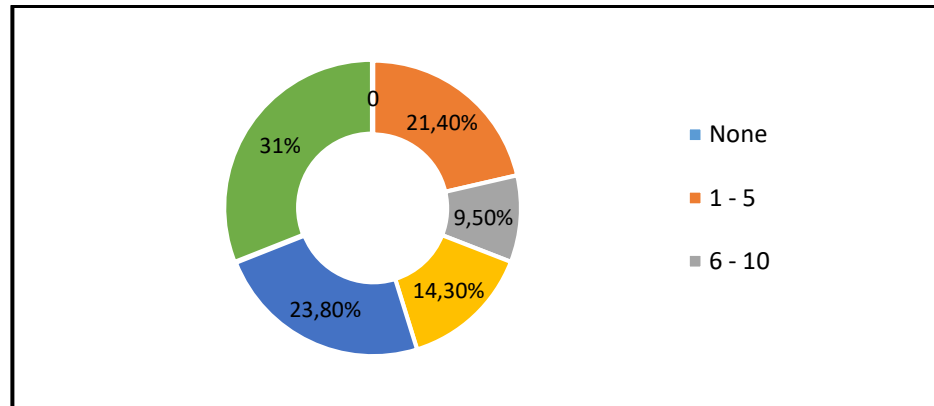


Figure 3. Level of webinar attendance by pediatric residents.

Overall, the reasons for not viewing the webinars were coincidence with on-call times in 28% of cases, and unsuitable scheduling in 16% (Figure 4).

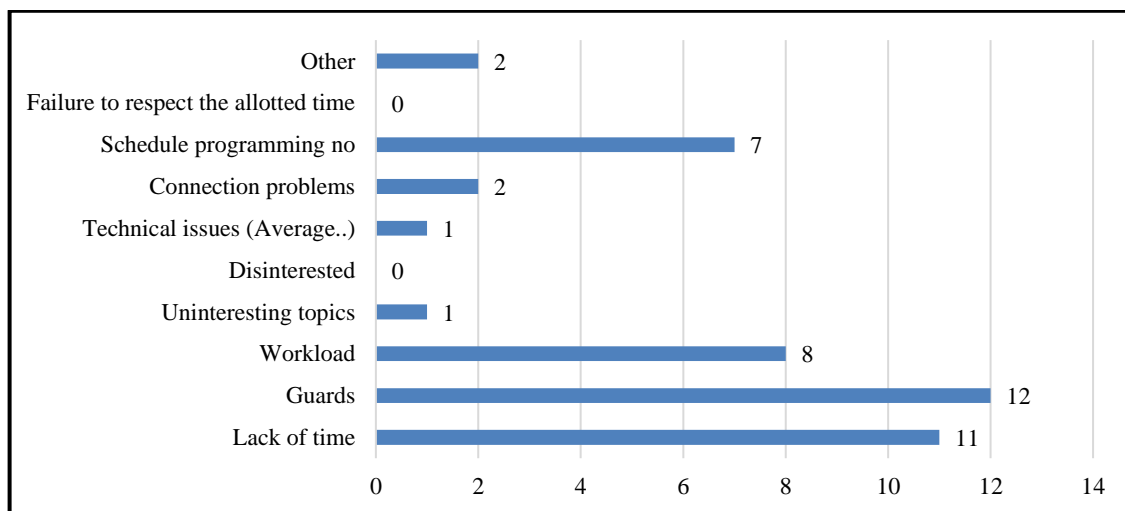


Figure 4. Reasons why residents miss webinars.

Only 15% of pediatric residents believe that a webinar replaces face-to-face events, and 34.7% believe that webinars can never replace face-to-face events.

Normally, 54% of pediatric residents prefer a face-to-face event, 21% prefer a combination of the two, and only 25% prefer webinars.

The majority were satisfied with the content presented, the choice of webinar topics and the choice of speakers.

After the pandemic, 71% expressed an interest in webinars, while 29% maintained their preference for face-to-face events, which motivate people to meet, exchange ideas and maintain human relations.

Discussion:

Distance learning is defined as a form of distance training "designed to enable individuals to receive training without having to travel to the training site and without the physical presence of a trainer. Distance learning is included in

the more general concept of open and distance learning". Distance learning is a learning/teaching situation in which the mode of transmission is other than in a direct relationship in a conventional space (traditional classroom) [1].

There are many advantages to distance learning:

Learners can access online courses remotely at a time that suits them.

Familiarize students with new technologies such as computers, multimedia systems and the Internet. Distance learning offers great flexibility in learning. It offers easy access to all relevant documentation. It offers greater autonomy. It enables learners to inform themselves, express themselves, communicate and exchange. It helps to make decisions, explain, optimize results and provide real-time information. Reduce travel and supply costs and save time. It facilitates decision- making, interpretation, optimization of results and real-time information [2].

Today, conferences are going digital, and with the webinar, organizing one has become easier than ever.

Open distance learning via webinars has rapidly developed in terms of forms, techniques, strategies, resources and new professions. J. Deschênes, Bruno Devauchelle and Serge Agostinelli have discussed several characteristics of distance learning in their articles [3]. They can be summarized as follows:

Accessibility:

With distance learning (DL), the problem of difficult access to audiences is solved by proposing teaching-learning situations that take into account the individual constraints of each learner (spatial, temporal, technological, psychosocial and socioeconomic constraints) that block access to knowledge.

Contextualization:

FAD enables individuals to learn in their immediate context. It thus maintains direct, immediate and permanent contact with the various components of the environment, facilitating the integration of scientific knowledge with practical knowledge and the transfer of knowledge.

Flexibility:

FAD offers an opportunity to make training and teaching organizations more flexible, using approaches that enable learners to plan their study activities and learning pace in time and space. In addition, it can design activities that offer the learner choices in content, methods and interactions, and thus take account of each individual's characteristics [4, 5].

A study carried out in 2020 at the Department of Rheumatology, Hassan II Hospital of the University Hospital of Agadir and Ibn Zohr University of Agadir, Morocco [6], The mean age of rheumatologists was 43 ± 11 years, with a predominance of women [122 (73.1%)]. In the same study the characteristics of the sample found demonstrated in table 1[6].

Table 1: The characteristics of the sample found.

Variable	Number (percentage)
Profile	Rheumatologists: 135 (80.8%) Resident in training: 32 (19.2%)
Practice area	University Hospital: 61 (36.5%), Liberal sector: 57 (34.1%) Public sector: 49 (29.3%)
Exercise place	Rabat: 41 (24.6%), Marrakesh: 18 (10.8%), Casablanca: 17 (10.2%), Sale: 15 (9%), Fez: 14 (8.4%), Agadir: 8 (4.8%), The other provinces: 54 (32.2%)
Average exercise time	14 ± 11 years

In relation to the pandemic, 44% of rheumatologists were bothered or very bothered by the suspension of face-to-face scientific events. A total of 159 (95.2%) rheumatologists attended a rheumatology webinar during the pandemic, and 92 (55.1%) of them found the experience interesting. Overall, only 20 (12%) rheumatologists believe that a webinar replaces face-to-face events, and 58 (34.7%) believe that webinars can never replace face-to-face events. Under normal circumstances, 67 (40.1%) rheumatologists prefer a face-to-face event, 50 (30%) alternate between the two, and only 21 (12.6%) prefer webinars. For national congresses, 86 (52%) of our rheumatologists prefer face-to-face events. And for international congresses (SFR, EULAR, ACR), 66 (40%) prefer face-to-face. In terms of reasons for choosing webinars, the constraint of having to pay for them and the lack of travel authorization are the main reasons. For face-to-face events, meeting people, exchanging ideas and maintaining human relations are the motivating factors [6].

The pandemic caused by the coronavirus has battered the healthcare infrastructure all around the globe. The doctors, nurses, and healthcare staff—the COVID warriors—have plunged themselves in line of fire to keep the population safe and alive. . With no sight of pandemic ebbing anytime soon and patient load in hospitals refusing to come down, combat fatigue has set in these HCWs. The very people whose life mission is caring for others are on the verge of collective collapse physically and emotionally [7].

We must emphasize that there is a significant prevalence of burnout during the COVID-19 pandemic among HCWs, in particular, doctors and support staff. Female respondents had higher prevalence , In the study of Bhagyashree [8] we suggest that the management should be proactive and supportive in improving working conditions and providing assurance to the HCWs. The long-term effects of the current pandemic need to be assessed later.

Conclusion:

The worldwide pandemic of COVID-19 has put the spotlight on webinars, which are an interesting alternative for continuing medical education, but can never replace a face-to-face scientific meeting, according to the residents.

Disclosure statement:

No potential conflict of interest was reported by the author(s).

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