FOAMClub

Objectives

Define FOAMed asynchronous online learning resources and how they are being used in medical education

Understand, through review of the literature, how the tools used to assess blogs and podcasts were developed

Practice using a validated set of tools to appraise a blog article and a podcast

Develop a plan to use these tools in the future to assess the educational value of asynchronous online resources for colleagues and learners

FOAMClub

~1 minute
Video intro

15 minutes
Introduction
to FOAM Club

20 minutes
Hands-on
practice

10 minutes
Group
discussion

10 minutes
Conclusion

What is **FOAM**?

FOAM is an international collaborative movement comprised of blogs, podcasts, videos, conferences, social media and more

FOAM aims to democratize medical education by providing **F**ree **O**pen **A**ccess to **M**edical **E**ducation

Content is being produced from 40 countries, in 16 languages

There are users from over 220 countries

FOAM is **not** free from peer review

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How is FOAM being used?

Physicians and other health care professionals read blogs and listen to podcasts on their own time and during their clinical responsibilities

The ACGME endorses the use of sanctioned and well-vetted FOAM for up to 20% of the asynchronous educational credit in Emergency Medicine residencies

The most popular platform for this purpose is ALiEMU

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Is this **FOAM** stuff any good?

Per Thoma et al. in the *Annals of Emergency Medicine* gestalt ratings of the quality of blog posts by students and attendings alike are unreliable

Work in this area to develop assessment tools has included systemic reviews, Delphi studies, and the ongoing collaborative work of the METRIQ study group (Ting et al. Seminars in Nephrology)

The major work going forward is focusing on reliability and validity

They can still be used to stimulate discussion and teach a structured approach to appraisal

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Current FOAM assessment tools

ALiEM AIR

Designed for use by educators to select resources for the ALiEMU platform

Revised METRIQ

A point-of-care tool for the assessment of FOAM blog articles

Quality Checklists for blogs and podcasts

The tools that we will be using today

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Quality Checklist for Podcasts

Credibility

Is the resource credible?

Bias and conflict of interest		Criteria met?
P1	Is the editorial process independent from sponsors, conflict of interest, and other sources of bias?	Y ☐ N ☐ U ☐
P2	Do the creators (authors, editors, publisher) list their conflicts of interest?	Y ☐ N ☐ U ☐
P3	Are the creators (authors, editors, publisher) free of any financial conflict of interest?	Y ☐ N ☐ U ☐
P4	Does the resource clearly differentiate between advertisement and content?	Y ☐ N ☐ U ☐
Authors		Criteria met?
P5	Is the identity of the resource's author clear?	Y ☐ N ☐ U ☐
P6	Is the resource transparent about who was involved in its creation and does it list all entities that contributed?	Y ☐ N ☐ U ☐
P7	Is contact information (including email addresses) of the resource's authority (author, editor, publisher) listed?	Y ☐ N ☐ U ☐
Scholarship		Criteria met?
P8	Does the resource cite its references?	Y ☐ N ☐ U ☐
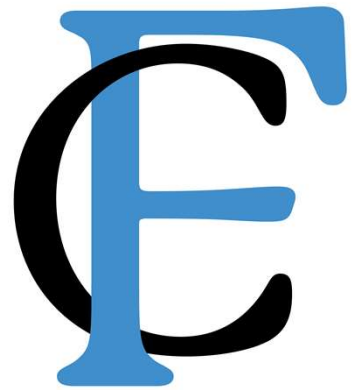
Content

Is the content of this educational resource of good quality?

Accuracy		Criteria met?
P9	Is the information presented in the resource accurate?	Y ☐ N ☐ U ☐
P10	Does the resource make a clear distinction between fact and opinion?	Y ☐ N ☐ U ☐
P11	Does the resource identify the areas at the limits of what is known within a field and acknowledge limitations?	Y ☐ N ☐ U ☐
Didactic approach		Criteria met?
P12	Is the content of the resource presented in a logical, clear and coherent way?	Y ☐ N ☐ U ☐
P13	Is the topic of the resource well defined and labeled appropriately?	Y ☐ N ☐ U ☐
P14	Does the content meet generally accepted standards for journalistic professionalism?	Y ☐ N ☐ U ☐

Design

Is the resource well designed?

Accessibility & layout		Criteria met?
P15	Does the resource employ universally accessible technologies for learners with standard equipment and software using mobile and non-mobile devices?	Y ☐ N ☐ U ☐
Didactic value		Criteria met?
P16	Is the resource useful and relevant for its intended audience?	Y ☐ N ☐ U ☐
P17	Does the resource motivate and interest its intended audience?	Y ☐ N ☐ U ☐
P18	Is the functionality of the resource self-evident?	Y ☐ N ☐ U ☐
P19	Does the resource refer learners to additional resources?	Y ☐ N ☐ U ☐
P20	Is there a way to provide feedback on the resource?	Y ☐ N ☐ U ☐

Quality Checklist for Blogs

Credibility

Is the resource credible?

Bias and conflict of interest		Criteria met?
B1	Is the editorial process independent from sponsors, conflict of interest, and other sources of bias?	Y☐ N☐ U☐
B2	Do the creators (authors, editors, publisher) list their conflicts of interest?	Y☐ N☐ U☐
B3	Are the creators (authors, editors, publisher) free of any financial conflict of interest?	Y☐ N☐ U☐
B4	Does the resource clearly differentiate between advertisement and content?	Y☐ N☐ U☐
Authors		**Criteria met?**
B5	Is the identity of the resource's author clear?	Y☐ N☐ U☐
B6	Is the resource transparent about who was involved in its creation and does it list all entities that contributed?	Y☐ N☐ U☐
B7	Is the author well qualified to provide information on the topic?	Y☐ N☐ U☐
Scholarship		**Criteria met?**
B8	Does the resource cite its references?	Y☐ N☐ U☐
B9	Are there comments from other learners/contributors that endorse or refute the information presented in the resource?	Y☐ N☐ U☐

Content

Is the content of this educational resource of good quality?

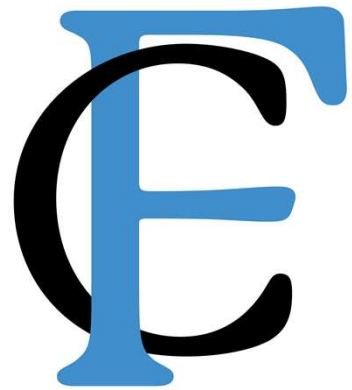| Accuracy		Criteria met?
B10	Is the information presented in the resource accurate?	Y☐ N☐ U☐
B11	Does the resource make a clear distinction between fact and opinion?	Y☐ N☐ U☐
B12	Are the resource's statements consistent with its references?	Y☐ N☐ U☐
B13	Does the resource use correct grammar and spelling?	Y☐ N☐ U☐
Didactic approach		**Criteria met?**
B14	Is the content of the resource presented in a logical, clear and coherent way?	Y☐ N☐ U☐
B15	Is the topic of the resource well defined and labeled appropriately?	Y☐ N☐ U☐
B16	Does the content meet generally accepted standards for journalistic professionalism?	Y☐ N☐ U☐

Design

Is the resource well designed?

Accessibility & layout		Criteria met?
B17	Is the information presented in the resource of a consistent quality?	Y☐ N☐ U☐
B18	Is the resource stable (i.e., does not crash, links work, etc.)?	Y☐ N☐ U☐
Didactic value		**Criteria met?**
B19	Is the resource useful and relevant for its intended audience?	Y☐ N☐ U☐

Group Activity

Discussion

Take Home Points

Evaluation