FOAM Club
Introduction Email

Dear {addressee}:

FOAM Club, a new educational format designed to teach learners how to appraise FOAM resources, is scheduled for {day}, {date} at {time}.

Your job? Please listen to the Podcast ({***-minute episode}) and read the Blog-post ({***-minute read}) in advance of the conference and review the attached quality indicators for each. Please watch this brief video introduction to FOAM Club (https://vimeo.com/394494522)

- {link to selected podcast}
- {link to selected blog post}

Questions? Let us know!

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What is FOAM?[i] FOAM (aka Free Open Access Medical education) is a movement that consists of blog posts, podcasts, videos and other resources available online. It utilizes the reach and power of social media to stimulate discussion and democratize knowledge dissemination. FOAM is not solely defined by social media, nor is it free from peer review.

Who's doing FOAM? Content is produced by individual physicians, academic groups, and medical journals. FOAM content predominantly covers Emergency Medicine and Critical Care topics, but is branching out to include other specialties. As of 2018, there were 460 emergency medicine and critical care blogs and podcasts; resources exist in 16 languages, produced by 40 countries, used by learners from over 220 countries.[ii]

How is FOAM being used? ACGME allows up to 20% of Emergency Medicine Residency didactics to be asynchronous learning, which is often FOAM.[iii] Students, residents, fellows and attendings are using FOAM for teaching, on shift and post shift learning.

Is it reliable? Over the past several years a team of investigators, many of whom contribute to the widely read blog Academic Life in Emergency Medicine, have worked to develop a set of validated assessment tools for online asynchronous FOAM resources. The following studies were instrumental in developing the assessment tools you will be using during FOAM Club.

- The Social Media Index was developed as a way to create a schema to reflect the overall quality of blogs and podcasts analogous to Impact Factor[iv]
- A systematic review identified credibility, content and design - as consistent themes for high quality FOAM resources[v].
- A Modified Delphi built expert consensus on amongst the quality indicators identified in the systematic review for FOAM resources.[vi]
- These quality indicators lead to the development of validated tools to assess individual blog posts and podcasts, as well as educational resources, pioneered through the development of the ALiEMU educational platform.[vii]

[i] Nickson, C. P. and Cadogan, M. D. (2014), Education and Training. Emerg Med Australas, 26: 76-83.

[ii] Stirling, M. FOAM EMCC Blogs 2018. Jan 14, 2019https://litfl.com/foam-emcc-blogs-2018/. Accessed 5AUG2019

[iii] ACGME Emergency Medicine Program Requirement: IV.A.3.c).(1)

[iv] Thoma B, Sanders JL, Lin M, Paterson QS, Steeg J, Chan TM. The social media index: measuring the impact of emergency medicine and critical care websites. *West J Emerg Med*. 2015;16(2):242–249. doi:10.5811/westjem.2015.1.24860

[v] Paterson QS, Thoma B, Milne WK, Lin M, Chan TM. A Systematic Review and Qualitative Analysis to Determine Quality Indicators forHealth Professions Education Blogs and Podcasts. *J Grad Med Educ*. 2015;7(4):549–554. doi:10.4300/JGME-D-14-00728.1

[vi] Thoma, B., et al. (2015). "Emergency Medicine and Critical Care Blogs and Podcasts: Establishing an International Consensus on Quality." Ann Emerg Med 66(4): 396-402.e394.

[vii] Colmers IN, Paterson QS, Lin M, Thoma B, Chan T. The Quality Checklists for Health Professions
Blogs and Podcasts. The Winnower 2:e144720.08769 (2015). DOI: 10.15200/winn.144720.08769