

FOAM Website Assessment Questions

Adapted from Thoma et al. *Annals of Emergency Medicine*, 2015 - These questions were identified through a modified Delphi process. These are important quality indicators for FOAM websites and podcast series.

Quality indicators endorsed by ≥90% of bloggers and podcasters

Is the resource credible?

Is the editorial process independent from sponsors, conflict of interest, and other sources of bias?

Does the resource cite its references?

Is the content of this educational resource of good quality?

Is the information presented in the resource accurate?

Is the content of the resource presented in a logical, clear and coherent way?

Is the resource transparent about who was involved in its creation?

Is the identity of the resource's author clear?

Are the authorities who created the resource free of financial conflicts of interest?

Video Assessment Questions

A good educational video:

- Is from a reputable source
- Explains one thing and does it well
- Shows the steps in a clearly defined manner
- Is adequately referenced

Notes

FOAM Resources

Pediatric Emergency Medicine

PEMBlog
PEM Currents (Podcast)
Pediatric Emergency Playbook
Pediatric EM Morsels
Don't Forget the Bubbles
PEM Academy

Emergency Medicine

Resus.Me
The Poison Review
Academic Life in Emergency Medicine
Taming the SRU
EM:RAP Podcast
EMCrit Podcast
Dr. Smith's ECG Blog

Medical Education

KeyLIME

More resources and key references from the literature available at PEM19.PEMBlog.com

Where did you learn that?

Appraisal and curation of free online educational resources

Contact us

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Blog Post & Podcast Episode Assessment Tools

Would you recommend this to a learner? OR Would you recommend this to a colleague for their continuing medical education

○
1
No, this is an inappropriate resource for this audience

○
2

○
3

○
4

○
5

○
6

○
7
Yes, this is a great resource for this audience

Notes

No matter which assessment tool you utilize recognize that this is a work in progress for the FOAM community. Nevertheless, both the gestalt rater scale and the more detailed scale, adapted from the work of the Academic Life in Emergency Medicine team offer a way to rate free asynchronous educational content for your residents and colleagues. Discuss these tools at your institution and develop a local strategy.

Adapted from Chan et al. *Annals of Emergency Medicine*, 2016

Tier 1 BEEM Rater Scale	Tier 2 Content Accuracy	Tier 3 Educational Utility	Tier 4 EBM	Tier 5 Referenced
Assuming that the results of this article are valid, how much does this article impact on clinical practice?	Do you have any concerns about the accuracy of the data presented or conclusions of this article?	Are there useful educational pearls in this article for trainees?	Does this article reflect evidence based medicine (EBM) and thus lack bias?	Are the authors and literature clearly cited?
Score	Score	Score	Score	Score
Useless information	Yes, many concerns from many inaccuracies	Low value: No valuable pearls	Not EBM based, only expert opinion (and thus more biased)	No
1		1	1	1
Not really interesting, not really new, changes nothing		2	2	2
2		2	2	2
Interesting and new, but doesn't change practice	Yes, a major concern about few inaccuracies	Yes, but there are only a few (1-2) valuable or multiple (≥3) less-valuable educational pearls	Minimally EBM based	3
3		3	3	3
Interesting and new, has the potential to change practice		4	4	4
4		4	4	4
New and important: this would probably change practice for some Providers	Minimal concerns over minor inaccuracies	Yes, there are several (≥3) valuable educational pearls, or a few (1-2) KEY educational pearls that every resident should know before graduating	Mostly EBM based	5
5		5	5	5
New and important: this would change practice for most Providers		6	6	6
6		6	6	6
This is a "must know" for Providers	No concerns over inaccuracies	Yes, there are multiple key education pearls that residents should know before graduating	Yes exclusively EBM based (unbiased)	Yes
7		7	7	7

Adapted from Lin et al. *JGME*, 2016