

Twittering Toxicology

Use of MicroBlog for Asynchronous Teaching of Toxicology to Emergency Medicine Residents

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Background

Teaching toxicology is challenging:

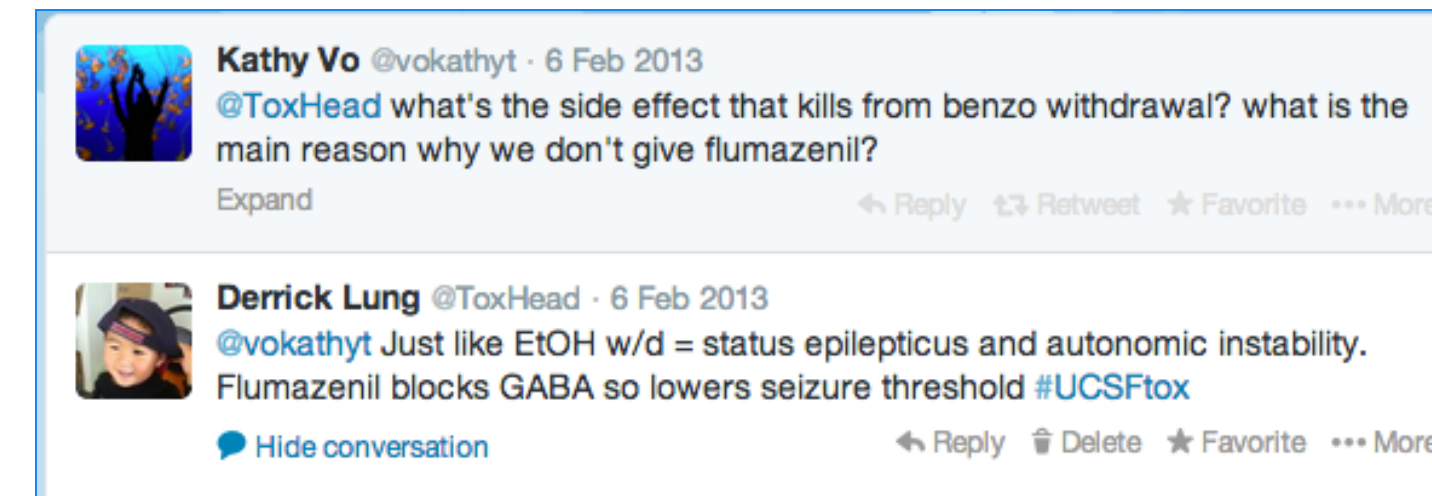
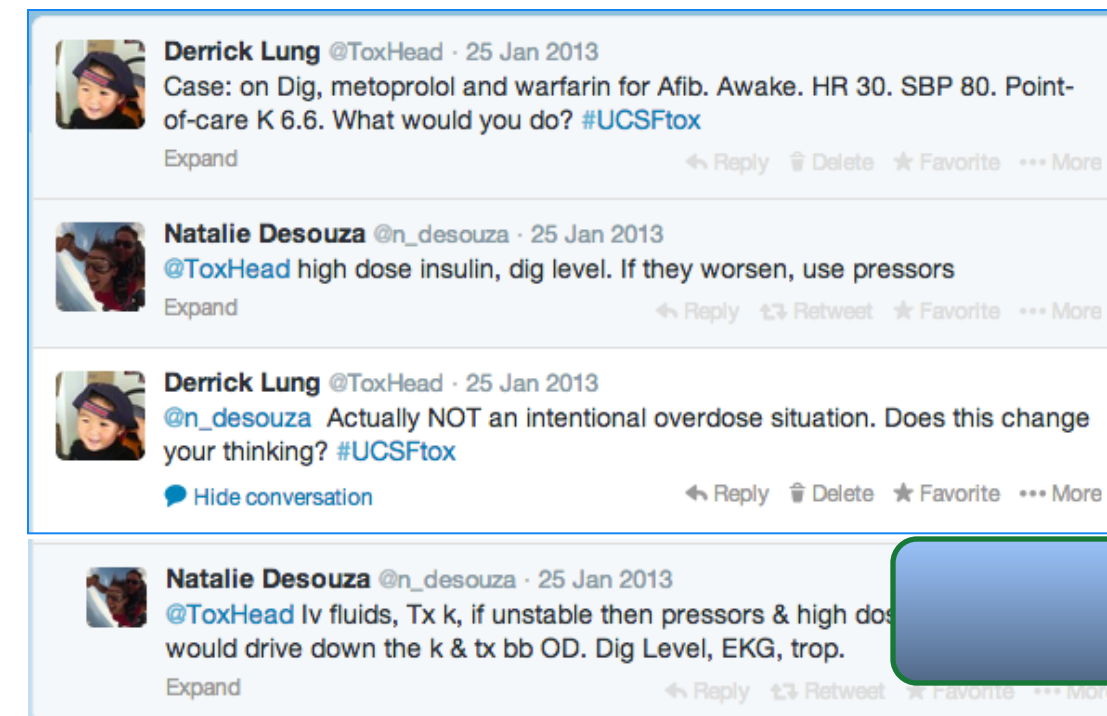
- Required, wide breadth of expected content
- Sporadic access to educational resources
 - Few clinical toxicologists
 - Few dedicated rotations
- Sporadic cases

Objectives

- Increase **accessibility** of teaching
- Stimulate **interactive learning**
- Measure effectiveness

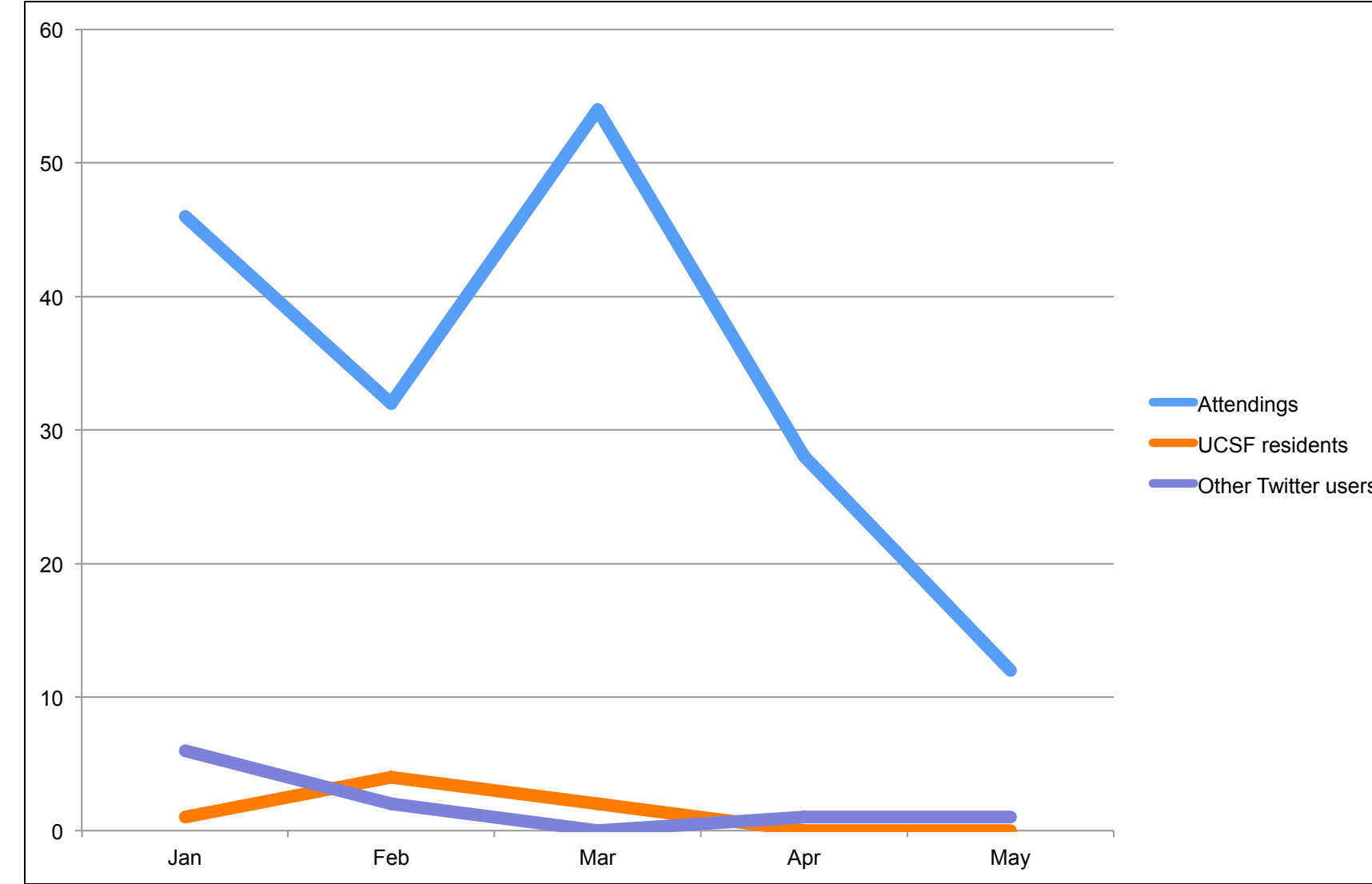
Methods

- This is an observational study over a 5-month period
 - 3 EM-Toxicologists
 - 7 EM residents (2 residency programs)
- Pre- and post-intervention survey
- Qualitative descriptions

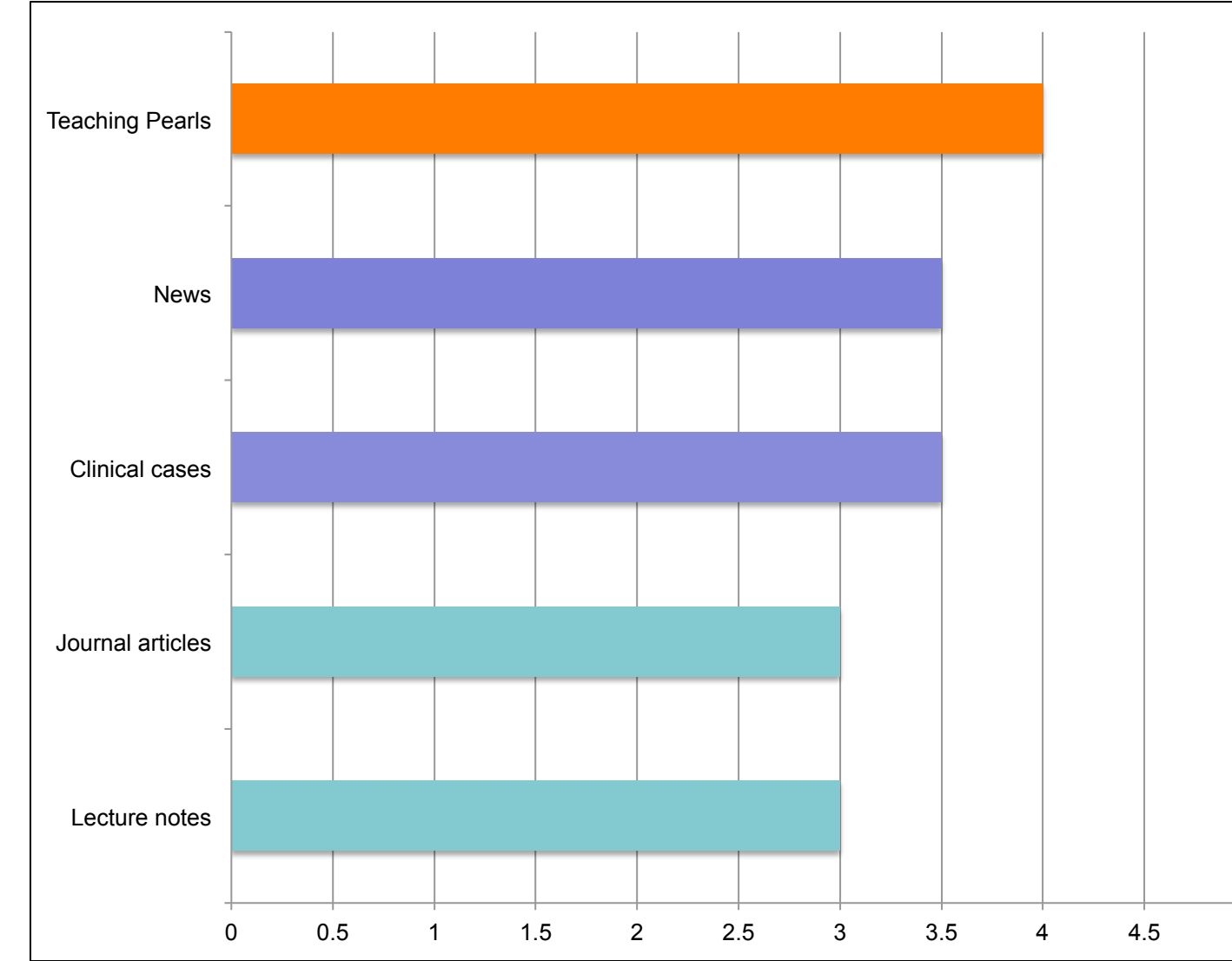


Results

Total "tweets" during study period



"Usefulness" of content, 5-point Likert scale



Comments:

- The real time updates during conference were great
- My questions are so basic . . . it's way easier just to google it.
- I'm not used to opening up Twitter like I am with opening my gmail
- I like "one-liner" teaching pearls
- They were too brief to be useful
- I'm resistant . . . to social media

Conclusions

- Social media (SM) can be used as a teaching tool for some learners
- These learners use SM as a **passive** learning tool
- Barriers to use include:
 - Content level
 - Accessibility
 - Familiarity / Ease of Use
 - Distrust

