Twittering Toxicology
Use of MicroBlog for Asynchronous Teaching of Toxicology to Emergency Medicine Residents
Derrick Lung MD MPH1, Patil Armenian MD2, Rais Vohra MD2, Michelle Lin MD1
1University of California San Francisco; 2University of California San Francisco, Fresno

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:
My questions are so basic . . . . it’s way easier just to google it.
I’m resistant . . . . to social media
I like “one-liner” teaching pearls
The real time updates during conference were great
They were too brief to be useful

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

Comments:
My questions are so basic . . . . it’s way easier just to google it.
I’m resistant . . . . to social media
I like “one-liner” teaching pearls
The real time updates during conference were great
They were too brief to be useful