

DYNAMIC LEARNING EXERCISE

INSTRUCTOR KEY

Making Sense of #FOAMed

Instructor Notes: This dynamic learning exercise will introduce students to the world of #FOAMed (Free Open Access Medical Education) and help you as an educator direct them to quality, relevant information to guide their studies. You know your students are online searching for information. Help them get the good stuff.

As with any dynamic exercise, facilitation is the key. Discussion may involve students who are averse to looking at sites that may not match their exact practice or protocols. Explain that medicine (even EMS) may be practiced differently in different locations. Learning these things helps create a rounded provider.

[A blank version for students is included in this packet.](#)

Search for a topic using the FOAMFinder.com free app or website (account creation required). You may also search using the #FOAM hashtag and a topic you are interested in. This may be done via social media or Google search. Be careful in the Google search. Searching "#FOAM" and "cardiology" comes back with several relevant results (after the ad/paid results), but searching "#FOAM" and "Trauma" comes back predominantly with articles and ads for trauma foam.

Look through your search results and find a link that has appeal to you. It should match your intent and be a website or podcast that is directed to practitioners of EMS, nursing, or medicine. It should not be a consumer site or a hospital, clinic, or commercial site (e.g. Mayo Clinic).

Read or listen to the content of the site. Then answer the following questions about your experience.

What was the name of the site/article/podcast you chose?

This will give preliminary insight into the quality of the student's search, as well as their intrinsic areas of interest.

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Why did you choose it?

Ask what appealed to the student.

What valuable information did you get from the material?

It is essential for the student to pick out relevant information. In this and the next question, help determine relevance—especially if the article is directed to another level of provider (physician or critical care).

Was there anything that didn't apply to you in the material? If so, what?

Ask how the student felt about the material they felt didn't apply. Ask if it still may help them learn or form clinical opinions. Was it prohibitive? You may choose to look at the article for clinical relevance. Point out that it may be beneficial to know the thinking and clinical management used by others—even if it doesn't match local protocols. This may expose the students to other modalities and concepts not used in their area, but that may be fair game for the NREMT.

Was the material referenced?

Discuss the value of referenced material. Point out that the reference list is also a source for additional information.

Would you recommend that material to a fellow classmate or colleague? Why or Why not?

This is another way for you to see what students value—and for students to share quality resources amongst themselves.

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Other comments on the material:

Limmer Education created the FOAMFinder.com website and app (Apple, Android) as a free resource for students and practitioners to access high quality and relevant clinical material online.

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