**A Survey on the Educational Impact of a Resident Produced Emergency Medicine Education Podcast**

**Carroll SM, Thaxton RE**

Department of Emergency Medicine, San Antonio Military Medical Center, Fort Sam Houston, TX 78234

Background: Podcasts are a popular method of asynchronous learning among emergency medicine (EM) residents. EM Basic is a free audio podcast created and produced by an EM senior resident. Each episode discusses a common EM chief complaint at the level of a medical student or intern. In addition there is a blog associated with the podcast where listeners can leave feedback and gain additional information. EM Basic has 16 episodes to date with over 30,000 global downloads and the blog averages approximately 45 hits per day since inception.

Objective: Quantify the educational impact of EM Basic by surveying its listeners.

Methods: Listeners of EM Basic were asked to complete an anonymous 10 question survey regarding the first 10 episodes. Paper surveys were distributed to our residency and an internet survey was publicized through the podcast and the EM Basic blog. The survey asked for the listener’s level of training, how useful they found the podcast, and how many times the podcast assisted them during a clinical shift. Each subjective question was scored on a 1 to 10 scale.

Results: 47 surveys were completed. Participants reported listening to an average of 5.1 episodes. Participants identified themselves as MS-1 (n=1), MS-3 (5), MS-4 (4), Transitional year Intern (6), EM-1 (5), EM-2 (8), EM-3 (6), EM Physician Assistant (2), Physician Assistant Student (1) Attending (2), Registered Nurse (5), Nurse Practitioner Student (1), and Pharmacist (1). The average usefulness of the podcast, the depth of the material, the appropriateness of the topics, and the length of the podcast were 9, 9.2, 9, 9.3, and 9.4, respectively. When asked how frequently participants applied knowledge gained from EM Basic to their clinical practice, the average was 6.9. When specifically asked how many times participants applied information from the podcast to their clinical practice, the average was 3.1. Among MS-3 participants (n=5), the average for the same question was 7.

Additional qualitative data was obtained in the form of comments posted to iTunes, the survey, and the EM Basic blog. The podcast has received 48 “5 star” ratings on iTunes and one “4 star” rating. Listeners have made numerous comments that the “succinct review” is helpful and they frequently listen to them while driving to work. International listeners requested that generic drug names be used and a slower pace of speaking be employed during the podcast.

Conclusion: A podcast created by an EM resident can have a positive educational impact and be well received. Listeners can identify specific instances where EM Basic assisted them during clinical practice. While limited by sample size, EM education podcasts may have a larger impact on third year medical students given the increased frequency at which they apply what they learn from the podcast. EM educational podcasts can also serve a wide variety of healthcare professionals other than EM residents and medical students given that 28% of the responses were from transitional year interns and various other healthcare professionals and students. When producing a podcast that will be distributed globally it may be helpful to international listeners to use generic drug names and to slow down the speaking tempo to increase their understanding of the material.