



MEDICAL EDUCATION  
SCHOLARSHIP CENTRE

## Medical Education Scholarship Forum Proceedings

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### **Internet-supported continuing medical education in point-of-care ultrasound: Are push tactics an effective method of promoting self-directed learning?**

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**Purpose:** Memorial University's Discipline of Emergency Medicine implemented a multidisciplinary point-of-care ultrasound (PoCUS) curriculum in 2012, providing cross-discipline training and mentorship. Self-directed practice is an essential component of the PoCUS curriculum. Contrary to most self-directed approaches, where the learner seeks information on their own, we provide targeted information in a "push" fashion, thus circumventing barriers related to the ability and time to find relevant information. The primary objective of this project was to examine learner-perceived utility of 'pushing' a series of interesting cases to a cohort of residents via email and assess the effectiveness of this approach. **Methods:** A series of three interesting cases was compiled and emailed on a weekly basis to each of the 26 residents that attended the 2013 PoCUS course. Each case included a brief description, a link to an ultrasound video, and a link to a related online PoCUS education resource. Post case-series, a short survey (5-point Likert scale) was administered to gauge interest in PoCUS, perceived usefulness of the "push method," and rates of self-directed learning. **Results:** A total of 16 of the 26 residents (62.5%) responded to the survey. While residents demonstrated good agreement with statements regarding interest in enhancing their knowledge (4.38/5.0), learning new skills (4.23/5.0), and understanding the evidence supporting PoCUS (4.08/5.0), no residents indicated that they routinely reviewed the literature or read journal articles to achieve these goals. On average, residents demonstrated agreement that reading the cases increased their interest and knowledge in PoCUS (3.62/5.0), with 68.5% requesting to continue receiving the cases. However, residents had neutral responses when asked if they routinely reviewed the attached video clips (3.15/5.0) and only 15.4% of respondents routinely reviewed the continuing medical education links. **Conclusions:** While residents are interested in learning new PoCUS skills, they do not appear to be routinely reviewing the literature even when "pushed" to them via email. However, most residents would like to continue receiving the interesting case series as they increase their self-assessed interest and knowledge regarding the subject. Future work of this project includes the identification of barriers to self-directed learning.