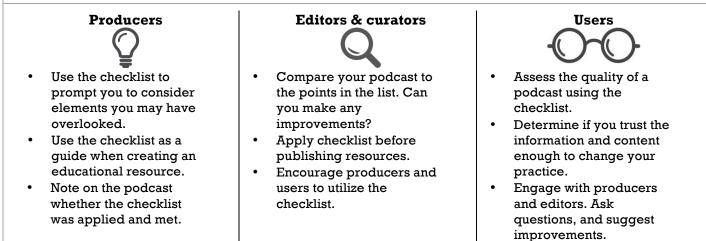
# **Quality Checklist for Podcasts**

## A tool for appraising the quality of online health professions education resources

This tool exists to assist podcast producers, editors, curators, users and researchers in assessing and improving the overall quality of online health professions education resources.

It does not replace common sense - still consider your clinical gestalt!



Note: Users may answer "Yes", "No" or "Unclear" (Y/N/U) in order to facilitate overall interpretation of quality.

Credibility
-------------

Is the resource credible?				
Bias and conflict of interest				
Pl	Is the editorial process independent from sponsors, conflict of interest, and other sources of bias?	Y 🗆 N 🗆 U 🗆		
P2	Do the creators (authors, editors, publisher) list their conflicts of interest?	Y 🗆 N 🗆 U 🗆		
Р3	Are the creators (authors, editors, publisher) free of any financial conflict of interest?	Y 🗆 N 🗆 U 🗆		
P4	Does the resource clearly differentiate between advertisement and content?	Y D N D U D		
Authors		Criteria met?		
P5	Is the identity of the resource's author clear?	Y D N D U D		
P6	Is the resource transparent about who was involved in its creation and does it list all entities that contributed?	Y I N I U I		
P7	Is contact information (including email addresses) of the resource's authority (author, editor, publisher) listed?	Y 🗆 N 🗆 U 🗆		
Scholarship		Criteria met?		
P8	Does the resource cite its references?	Y 🗆 N 🗆 U 🗆		

### Content

Is the content of this educational resource of good quality?					
Accuracy					
Р9	Is the information presented in the resource accurate?	Y 🗆 N 🗆 U 🗆			
P10	Does the resource make a clear distinction between fact and opinion?	Y 🗆 N 🗆 U 🗆			
P11	Does the resource identify the areas at the limits of what is known within a field and acknowledge limitations?	ΥΠ ΝΠ υΠ			
Didactic approach					
P12	Is the content of the resource presented in a logical, clear and coherent way?	Y 🗆 N 🗆 U 🗆			
P13	Is the topic of the resource well defined and labeled appropriately?	Y 🗆 N 🗆 U 🗆			
P14	Does the content meet generally accepted standards for journalistic professionalism?	םט ם מ ם צ			

### Design

#### Is the resource well designed?

Accessibility & layout			
P15	Does the resource employ universally accessible technologies for learners with standard equipment and software using mobile and non-mobile devices?	Y 🗆 N 🗆 U 🗆	
Didactic value			
P16	Is the resource useful and relevant for its intended audience?	ч 🗆 и 🗆 и 🗆	
P17	Does the resource motivate and interest its intended audience?	Y 🗆 N 🗆 U 🗆	
P18	Is the functionality of the resource self-evident?	Y 🗆 N 🗆 U 🗆	
P19	Does the resource refer learners to additional resources?	Y 🗆 N 🗆 U 🗆	
P20	Is there a way to provide feedback on the resource?	Y 🗆 N 🗆 U 🗆	
Additional notes:			

**Created by**: Colmers IN<sup>1</sup>, Paterson QS<sup>2</sup>, Lin M<sup>3,4</sup>, Thoma B<sup>4,5</sup>, Chan T<sup>4,6</sup>\*

<sup>1</sup>MD (candidate, 2016), University of Alberta; <sup>2</sup>MD (candidate, 2016), University of Saskatchewan; <sup>3</sup>Professor, Department of Emergency Medicine, University of California, San Francisco, founder of Academic Life in Emergency Medicine (ALiEM) blog; <sup>4</sup>MedEdLiFE Research Collaborative, San Francisco, CA; <sup>5</sup>Assistant Professor and Research Director, Department of Emergency Medicine, University of Saskatchewan, founder of Boring EM; <sup>6</sup>Assistant Professor, Division of Emergency Medicine, McMaster University, active contributor to various blogs, including Boring EM, ALiEM, ICENet.

\*Corresponding author: teresa.chan@medportal.ca @TChanMD. None of the authors have financial or other conflicts of interest to declare.

Please cite this checklist as: Colmers IN, Paterson QS, Lin M, Thoma B, Chan T. The Quality Checklists for Health Professions Blogs and Podcasts. *The Winnower* 2:e144720.08769 (2015). DOI:10.15200/winn.144720.08769

#### References

 Paterson QS, Thoma B, Lin M, Chan T. A systematic review and qualitative analysis to determine quality indicators for medical education blogs and podcasts. *J Grad Med Educ.* 2015. Epub ahead of print. DOI: <u>10.4300/[GME-D-14-00728.1</u>
Lin M, Thoma B, Trueger S *et al.* Quality indicators for blogs and podcasts used in medical education:



3. Thoma B, Chan T, Paterson QS *et al.* Emergency medicine and critical care blogs and podcasts: Establishing an international consensus on quality. *Ann Emerg Med.* 2015;66(4):396-402. (PMID 25840846)

