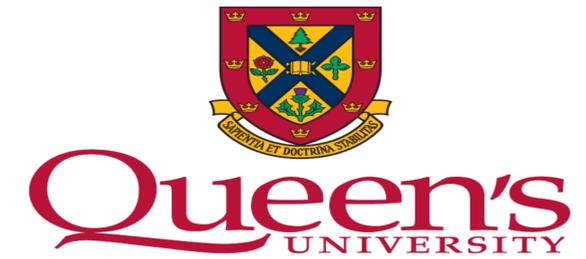


# Educational Effectiveness of Social Media as a continuing professional development intervention for practicing surgeons: A systematic review

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References



## BACKGROUND

Social media is gaining popularity as an educational tool for practicing surgeons. The use of social media has been shown to increase surgeon's knowledge; however, improvements in other educational outcomes are not well documented



## OBJECTIVE

Perform a systematic review of the literature to determine the educational effectiveness of various social media interventions for practicing surgeons



## METHODS:

**Databases used:** Ovid MEDLINE, Ovid MEDLINE Daily and Epub ahead of print  
**Time frame:** 1994-2020  
**Languages:** Spanish and English  
 Two independent reviewers performed screening, data abstraction and categorized educational outcomes using Moore's framework  
 Critical appraisal: CASP (Critical Appraisal Skills Programme) checklists

There is **very** limited evidence for use of **social media** to **improve surgeon's** knowledge, skills and practice; however, more studies are needed as the impact on **higher level** educational outcomes is unknown.



## INCLUSION/ EXCLUSION CRITERIA

Inclusion Criteria	Exclusion Criteria
Studies using an intervention involving social media	Any interventions involving in-person classes or hybrid virtual & in-person
Studies on the practicing surgeon population	Studies with surgical trainees (residents, medical students only)
Evaluates educational effectiveness (Moore's Framework of 2+)	Studies only evaluating participation (Moore's Framework of 1)

Author	n	Surgeon career stage	Type of educational intervention	Assessment tool	Quality of study	Moore's level
Dong et al. (2015)	19	Varied from consultants, academic, fellow	Hand Surgery Group on LinkedIn	10 item questionnaire using a validated System Usability Scale (score ranges from 0-100). Perception of Usefulness of the LinkedIn Group	Moderate	L5
MacRae et al. (2004)	81	Academic and community general surgeons	Paper + online articles sent to participating GS's, with 1-week listserv discussion centered on the methodology of the article	Post intervention 2 hour test	Strong	L3B
Kerfoot et al. (2009)	160	Academic and community Urologists	Interactive spaced education (online via email link sent 3 times per week for a total of 3 cycles)	Post intervention multiple choice test based on a clinical scenario and an educational component (the correct answer, the take home message, explanation of incorrect answers)	Strong	L3
Ovaere et al. (2018)	?	Residents to faculty	Blogs, microblogs, Social networking sites, smartphones/tablet apps, Employment based social networking site (LinkedIn)	Scoring of blogs, twitter, online learning, facebook etc for teaching, training and research.	Moderate	L4

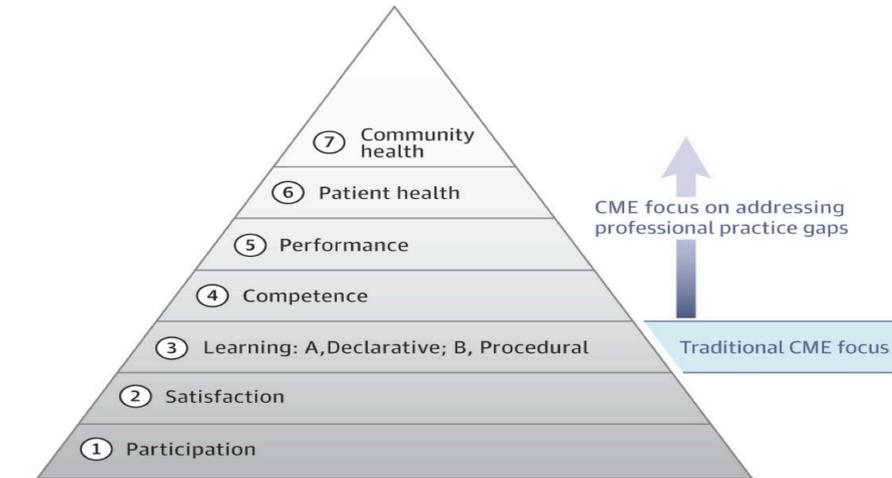


FIG 1: Moore's Framework

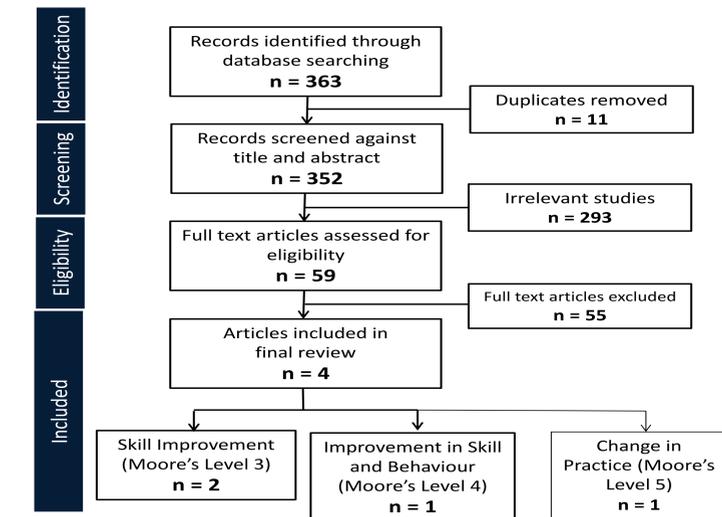


FIG 2: PRISMA Diagram