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#WhatILoveaboutPennEM: A Unique Social Media Based Residency Marketing Strategy

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supports the need to empower young women and to develop an interest in leadership. Additionally, 60% of women specialize in internal medicine, pediatrics, family medicine, obstetrics-gynecology, psychiatry, and anesthesiology, leading to lack of mentorship in other specialties. This lack of mentorship was voiced most strongly by the female department chairs. Of the interviews conducted, 100% believed that men and women are equally capable of being effective leaders in medicine and 41% reported that gender entered their thought process when hiring faculty or residents.

Conclusions: Our study emphasizes the need for institutionally-based programs to promote women leaders in medicine, to support those already in leadership positions and to foster the development of future female leaders. By instating a program dedicated to women in medicine, institutions are promoting gender diversity, which has been positively linked to financial performance. These programs should focus on re-entry for those who take leave, mentorship, and addressing specific barriers women may face. These are key components to promote the success and progression of women in medical leadership positions and to improve institutional level leadership as a whole.



Figure. Barriers to Women in Leadership.

Background: The use of social media in emergency medicine (EM) resident medical education has been transformative. Twitter, Facebook, and blogs have been used to enhance education by providing real-time updates on practice evidence, allowing for debate and discussion on best care practices, and creating a rich database of learning resources from renowned EM experts. While social media has been instrumental in graduate medical education, little is known regarding its role in residency recruitment. Residency directors largely rely on interviews, interview day events and program websites to attract residency candidates. However, we hypothesize that residency programs might be able to enhance recruitment using social media to attract residency candidates best suited for their programs.

Educational Objectives: The goal of our innovation is to assess if social media can be used to enhance residency recruitment.

Curricular Design: Residency Twitter (@UPennEM) and Facebook accounts were the primary social media methods utilized to distribute residency information. Tweets were released daily for one month prior to the start of residency interviews, and then weekly during interview season. Tweets were also copied and posted onto the Facebook account. Tweets consisted of up to 140 character messages; some Tweets included photos. Topics included information about program resources, residents, and faculty, direct quotes from current residents, and questions to current faculty and residency graduates. A Twitter hashtag, “#whatIloveaboutPennEM”, was created to label Tweets as information for interview candidates. Residency candidates were emailed about the Twitter and Facebook accounts prior to their interview day.

Impact/Effectiveness: With the number of EM residency candidates increasing and the limited in-person exposure between programs and candidates, social media provides a means to connect with residency applicants throughout interview season. By using residency Twitter accounts, Facebook accounts, or other social media, programs can highlight and provide further insight into unique aspects of their curriculum, current residents, faculty, and graduates. We are currently collecting data on the interactions and potential influence of our Tweets and posts. However, we believe this marketing strategy will further inform applicants and enhance recruitment of residents. A future study will seek to evaluate the influence of programs’ use of social media on residency applicants’ decision-making process during interview season.

Innovations Abstracts

1 Love J, Mamtani M, Conlon L, DeRoos F, Scott K/University of Pennsylvania Department of Emergency Medicine, Philadelphia, PA

Love J, Mamtani M, Conlon L, DeRoos F, Scott K/ University of Pennsylvania Department of Emergency Medicine, Philadelphia, PA

2 360 Degree Feedback: A Novel Format for a Program Evaluation Committee in an Academic Emergency Medicine Residency Program