

What Works abstract example

Title:

CanMEDS in context: Engaging residents in a transition to residency program

Abstract:

Introduction: Early postgraduate medical education must address its learners' transitions from medical students to residents while promoting meaningful and relevant teaching of all CanMEDS roles. Distributed models of medical education bring the added challenge of engaging residents at dispersed sites. We involved residents in the development and delivery of a Transition to Residency program in an effort to meet these challenges more effectively.

Method:

Resident focus groups identified eight common clinical cases that residents would face in the early phase of their training. Unique resident/faculty planning groups formulated educational objectives for each scenario, creating a series of interactive workshops. An overarching curricular plan ensured that all CanMEDS Roles were embedded within the clinical cases. Technology-enabled initiatives, including streaming, Twitter, and a novel audience response system, encouraged interactive participation at distributed and on-site locations. A mixed-method design measuring attendance, relevancy, and engagement incorporated theme analysis to identify implicit and explicit patterns within the data.

Conclusion:

Resident evaluations for this program were highly favourable. Narrative feedback acknowledged relevant, practical content that improved confidence levels. Residents, including those at distant sites, appreciated the interactivity achieved not only through technology, but also energetic resident/faculty cofacilitation. Good learner attendance across the series suggested that sustained resident engagement was achieved.

Initial results are encouraging; follow-up will provide more comprehensive data that can be used to inform future iterations. We are interested in determining the extent to which resident involvement in curriculum development and facilitation contributed to participant engagement.