

Gaps and Future Directions in Resident Learning Resources on Canadian Postgraduate Medical Education Websites



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Background/Purpose

- The University of Calgary is undergoing a Postgraduate Medical Education (PGME) website redesign to provide easy to find and relevant resources for faculty and residents.
- Currently U of C's website provides resources for clinical educators but lacks the same for learners. Expert guidelines recommend having resources available for both groups (Chou et al., 2019).
- The purpose of this study was to determine what, if any, medical education relevant learning resources were present on Canadian PGME websites at other institutions.

Methods

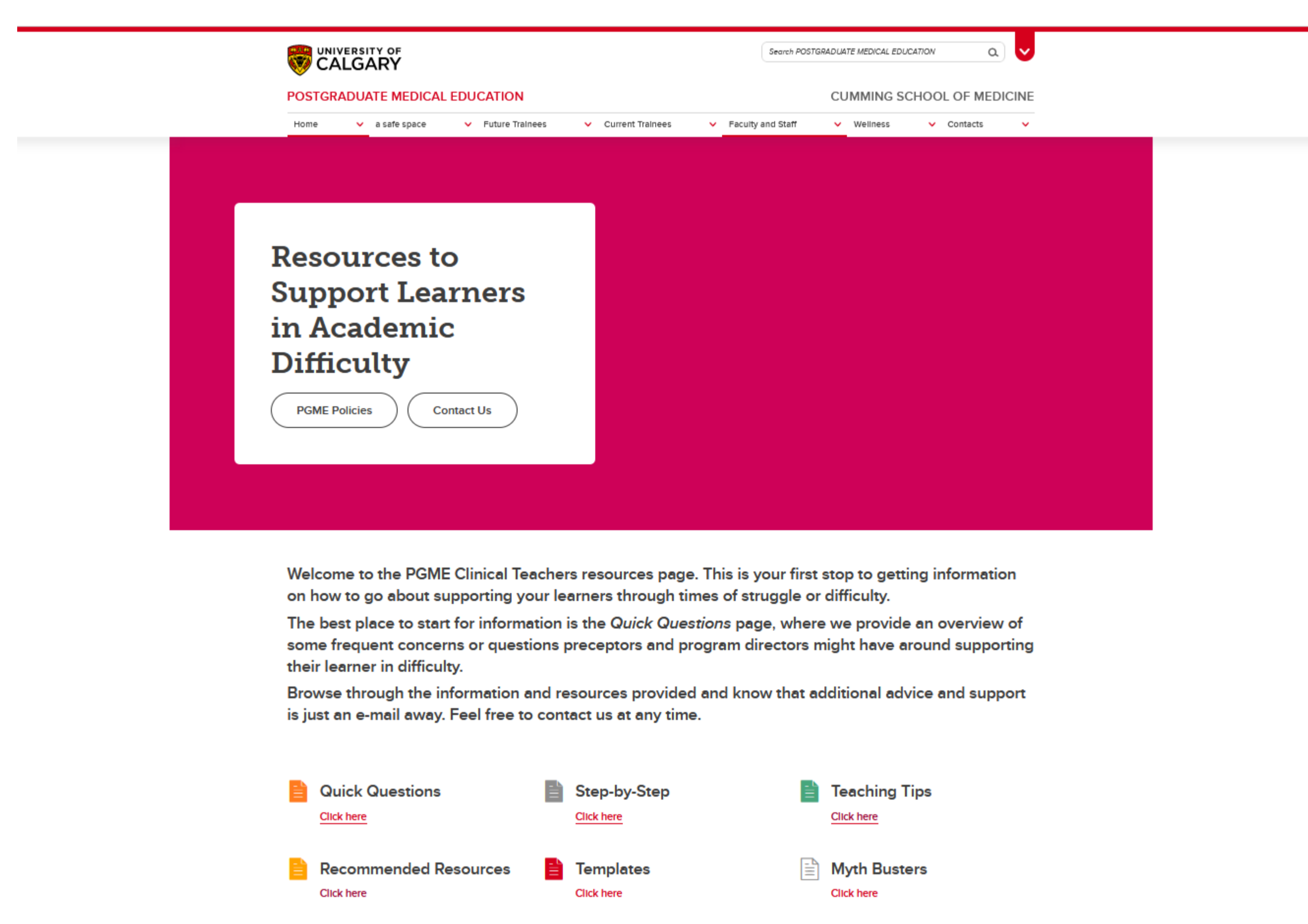
- A review was completed of publicly accessible materials on the PGME websites for 13 English-language Canadian medical schools.
- Manual content analysis was conducted by EW for learning resources related to study skills, time management, procrastination, prioritization, and goal setting.
- Attention was paid to whether resources provided were designed by PGME staff/faculty or were linked to other sources, including institutional student success centres, other institutions, or journal articles.

Discussion

- This content review demonstrates that Canadian PGME learners lack open access on PGME websites to learning skills resources that are built with their context in mind.
- Resources were challenging to locate by a researcher dedicated to the task. Newly developed resources should be easy to find, keeping the high cognitive load of residents in mind.
- For additional consistency, there is a national need to collaborate on learning resource development.
- Resources are limited: who creates the resources? Who manages the digital footprint? Who maintains website links? Funding is required to support this level of work.
- Further study will be required to determine high value topics for resource development.

Results

- 5 of the 13 institutions (38%) provided links to learning skills resources on either their main PGME or wellness support websites.
- The majority (70%) of these links were to resources created by the institution's success centre or American medical schools.
- Only 1 institution (8%) provided practical resources and tips that appeared to be created in-house with the medical learner in mind.
- Resources types included: Study and note-taking strategies, MCQ techniques, links to apps (ie: Anki), blog posts from student success centres, book summaries, time management tips, retrieval practice



University of Calgary's current website with resources for educators

Limitations:

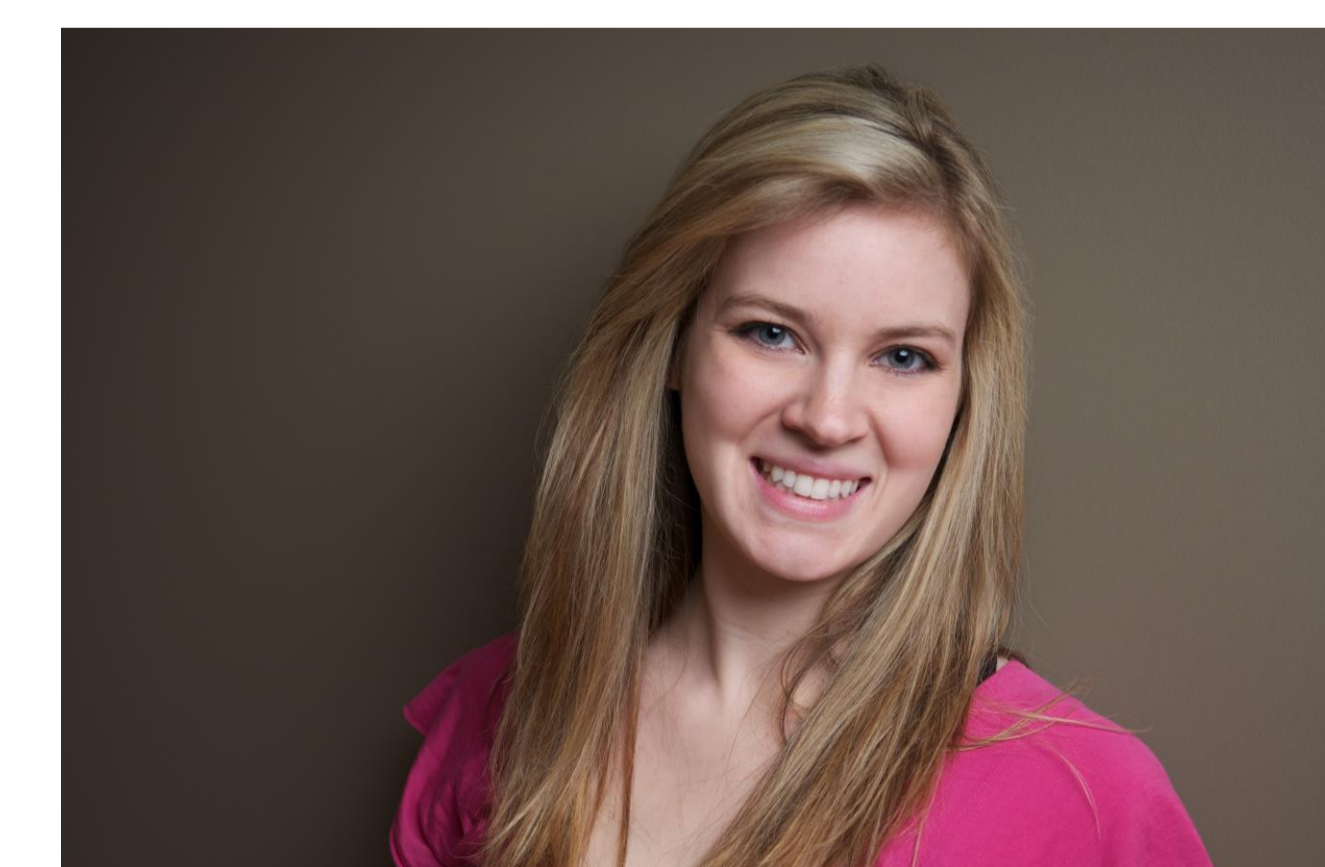
In 2 cases (15%), some links were password-locked so it was not possible to verify the content or origin of resources.

Content may be inside inaccessible institutional learning management systems.

Difficult to determine where Learning Resources are located.

Contact

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Citation

Chou, C. L., Kalet, A., Costa, M. J., Cleland, J., & Winston, K. (2019). Guidelines: The dos, don'ts and don't knows of remediation in medical education. *Perspectives on Medical Education*, 8(6), 322–338. <https://doi.org/10.1007/s40037-019-00544-5>