

YOU SHOULD TRY THIS!

Implementing a Choosing Wisely Certificate in resource stewardship

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Implication Statement

The Choosing Wisely Resource Stewardship Certificate demonstrates that students can meaningfully develop practical resource stewardship and evidence-informed decision-making skills through a virtual, interprofessional and case-based curriculum. We found that combining student-led discussions with guidance from diverse healthcare professionals helped learners connect resource stewardship theory to real-world clinical decisions and strengthen patient-centred care practices. The program's virtual format allows institutions to implement flexible, effective content on resource stewardship to learners, addressing a key curriculum gap. Expanding the Choosing Wisely Resource Stewardship Certificate to include recorded sessions or asynchronous modules will further expand its impact.

Mise en place du certificat « Choosing Wisely » en gestion responsable des ressources

Énoncé des implications de la recherche

Le certificat « Choosing Wisely » en gestion responsable des ressources démontre que les étudiants sont capables de développer de manière significative des compétences pratiques en matière de gestion responsable des ressources et de prise de décision fondée sur des données probantes, grâce à un programme d'études virtuel, interprofessionnel et axé sur des études de cas. Nous avons constaté que la combinaison de discussions animées par les étudiants et l'accompagnement par divers professionnels de santé aidait les apprenants à relier la théorie de la gestion responsable des ressources aux décisions cliniques concrètes, tout en renforçant les pratiques de soins centrées sur le patient. Le format virtuel du programme permet aux établissements de proposer aux apprenants un contenu flexible et efficace sur la gestion responsable des ressources, comblant ainsi une lacune majeure du programme d'études. L'élargissement du certificat « Choosing Wisely » en gestion responsable des ressources pour y inclure des sessions enregistrées ou des modules asynchrones renforcera encore son impact.

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Introduction

Healthcare professionals lead the Choosing Wisely (CW) Canada campaign, a nationwide initiative that encourages meaningful discussions between patients and clinicians on resource stewardship.¹ Resource stewardship refers to the responsible use of healthcare resources to avoid unnecessary tests and treatments while maximizing patient safety and care.² National clinical societies inform recommendations, highlighting commonly overused procedures and tests that lack scientific evidence and may cause unnecessary patient harm.¹ Canadian medical students have shown interest in resource stewardship by engaging in CW initiatives, and there have been calls for comprehensive integration of CW principles into medical education through case-based learning (CBL).^{3,4} However, despite students recognizing their importance, these principles have only been partially incorporated into Canadian medical school curricula.⁵ To create an accessible opportunity for interested students to further engage with CW principles beyond what is currently included in the limited curriculum, we developed and implemented a six-week CW Resource Stewardship Certificate.

Innovation

CW-trained student leaders at Dalhousie initially offered the CW resource stewardship certificate as an interprofessional course. After discontinuing the course, our team redeveloped it into a public, non-mandatory certificate to ensure ongoing access to practical, evidence-based training in resource stewardship. To the author's knowledge, this represents the only education initiative to translate CW recommendations into practical CBL topics relevant to student's future careers in health care. We grounded the certificate in the Canadian Interprofessional Health Collaborative (CIHC) National Interprofessional Competency Framework and CBL theory, aiming to create an interprofessional and interactive educational experience.^{6,7} We launched

the certificate in Fall of 2024, the certificate included six one-hour virtual sessions and attendance at four sessions was required for certificate completion. Sessions included lectures from interdisciplinary health experts such as physicians, pharmacists, a social worker, and a radiological technologist, highlighting diverse perspectives on resource stewardship and its application in clinical practice. Presentation topics included Choosing Tests Wisely, Harm Reduction, Antibiotics, Planetary Health, Delirium, and Blood Products. To conclude each session, a CW student champion facilitated a case study to review the relevant CW recommendations. Students then completed an evaluation form, which included a five-question formative quiz on the presented recommendation. This approach tracked attendance and helped assess student's comprehension of resource stewardship concepts.

Evaluation

Fifty-two students across four Dalhousie Medicine classes registered for the CW Resource Stewardship Certificate. This included 17 first-year students (17/150; 11.3%), 12 second-year students (12/146; 8.2%), 14 third-year students (14/152; 9.2%), and 9 fourth-year students (9/148; 6.1%). Of those 52 registered students, 33 (63%) attended at least one session, and 21 (40%) completed the certificate requirements. Students could provide feedback on the individual anonymized post-session evaluation quiz, and 18 students (55%) completed the post-course evaluation. Respondents included six first year (33%), six second year (33%), four third year (22%), and two fourth year (11%) students. The survey assessed participant's demographics, knowledge of CW topics, confidence in applying CW recommendations in clinical practice, and feedback on the course experience. Students noted the strengths of the certificate sessions as the relevance of topics to clinical training, the use of CBL, and the quality of speakers (Table 1). Suggested improvements for future iterations of the certificate included the option

of asynchronous modules, additional case questions, and resources (Table 1).

Next steps

The CW Resource Stewardship certificate effectively informed students about CW Canada's recommendations. To replicate this innovation, institutions need access to experts in resource stewardship topics, a virtual learning platform, and CW student champions to organize sessions and facilitate case discussion. Although the certificate offered flexibility and a low-resource structure through vir-

tual sessions and limited administrative demands, it faced practical constraints. These constraints included scheduling conflicts with other extra-curricular evening programming and no funding to support an asynchronous platform, preventing students from revisiting material or accessing missed sessions. The next steps include conducting a quality improvement analysis to evaluate the certificate's impact on students' understanding of resource stewardship. Additionally, we plan to promote the certificate to other health faculties to promote inter-professional education, ensuring all healthcare professionals gain knowledge of resource stewardship principles.

Table 1. Information collected in the post-course evaluation survey

Participant demographics		
	Category	n (%)
Age	23–24	5 (27.8)
	25–26	5 (27.8)
	27–28	3 (16.7)
	29–30	5 (27.8)
Gender Identity	Male	7 (38.9)
	Female	11 (61.1)
	Other	0 (0)
Graduation Year	2025	2 (11.1)
	2026	4 (22.2)
	2027	6 (33.3)
	2028	6 (33.3)
Knowledge of Choosing Wisely Topics and Perceived Importance in Applying Recommendations to Clinical Practice		
	Category	n (%)
Familiarity with Choosing Wisely Principles (Before Course)	Not at all familiar	3 (16.7)
	Slightly familiar	2 (11.1)
	Somewhat familiar	6 (33.3)
	Moderately familiar	6 (33.3)
	Extremely familiar	1 (5.6)
Familiarity with Choosing Wisely Principles (After Course)	Not at all familiar	0 (0)
	Slightly familiar	1 (5.6)
	Somewhat familiar	0 (0)
	Moderately familiar	10 (55.6)
	Extremely familiar	7 (38.9)
Perceived Importance of Choosing Wisely Principles to Clinical Practice	Not at all important	0 (0)
	Slightly important	0 (0)
	Somewhat important	0 (0)
	Moderately important	3 (16.7)
	Extremely important	15 (83.3)
Course feedback		
Strengths	Suggested improvements	
“Enjoyed first line experience sharing from panelist to understand how guidelines are working/applied to real practice”	“Provide the case base practices prior to session for independent completion, then review answers as group”	
“The real-life examples from physicians”	“More case questions - ability to do the course later if needed (like recorded)”	

"The expert lecturer"	"A podcast recorded version would be great!"
"The opportunity to be introduced to the concept of choosing wisely in various clinical settings or specialties beyond what I initially knew from Host Defence."	"Sometimes the cases at the end felt a little bit rushed. Maybe having more time for discussion with panelists/experts about the content of the case."
"The case-based questions towards the very end of each course allows us to put the lessons we learned into practice."	"I think it would be beneficial to compile resources (i.e., e-pamphlets, posters, etc.) under each topic for students to refer back to after the course."
"Realistic cases with explanations"	"More case-based learning opportunities."
"The case discussion at the end of the sessions were a good way to test our learning and solidify the choosing wisely guidelines we learned"	

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Conflict of Interest:

None.

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