

Year 2: Undertaking Research, Sharing Results, and Developing as a Mentor (September 2020 – June 2021)

In Year 2 of the program, the Fellows will focus on submitting an online Health Sciences Research Ethics Board application (if applicable), carrying out their proposal, completing their research project, and disseminating results. It is expected that by the end of Year 2 (June 2021) the Fellows will be involved in knowledge translation activities such as submitting a conference abstract (e.g., oral, roundtable, poster, or infographic), writing a paper for publication in a peer-reviewed journal, and/or presenting their work locally. Upon completing the FESP, Fellows will become a ‘*Health Science Education Scholar or Scientist*’ affiliated with the Office of Health Sciences Education and provide mentorship to future Fellows (see Appendix B for a description of the role of a mentor).

Four milestones will form the foundation for Year 2:

Milestone 4: \$2,500 award midway through conducting research/project

Milestone 5: Completion of research project or of innovative educational program/curriculum

Milestone 6: Dissemination of findings at local, national and/or international level

Milestone 7: Mentorship of the project proposal process for the next cohort of Fellows

From January to June 2021, it is also expected that Fellows will be responsible for organizing a seminar on their particular topic of interest.

The proposed curriculum for Year 1 and 2 is presented in Table 2.

Continuing Professional Development Credits

This programs’ Continuing Professional Development program’s accreditation is in two parts. Please only redeem the credits to which you are entitled once you have completed that part.

Year 1: September 2019- August 2020

a) Credits for Family Physicians:

This 1-credit-per hour Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Queen's University for up to 30 Mainpro+ credits.

b) Credits for Specialists:

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of The Royal College of Physicians and Surgeons of Canada, and approved by Queen's University Office of CPD. You may claim a maximum of 30 hours (credits are automatically calculated).

c) Credits for Others:

This is an accredited learning activity which provided up to 30 hours of Continuing Education.

Year 2: September 2020- June 2021

a) Credits for Family Physicians:

This 1-credit-per hour Self-learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Queen's University for up to 50 Mainpro+ credits.

b) Credits for Specialists:

This event is an Accredited Group-Learning Activity (Section 1) as defined by the Maintenance of Certification Program of The Royal College of Physicians and Surgeons of Canada, and approved by Queen's University Office of CPD. You may claim a maximum of 50 hours (credits are automatically calculated).

c) Credits for Others:

This is an accredited learning activity which provided up to 50 hours of Continuing Education.

Program Support and Funding Opportunities

Support for developing a proposal and conducting the research or developing the educational innovation will be provided through the Office of Health Sciences Education. Upon successful completion of a proposal in Year 1, Fellows will be awarded \$5,000 to provide funds for completing the proposed educational research or innovation. Following the FESP, participants will be encouraged to apply for external funding to continue their program of research.

Process for Applying to the FESP

Interested applicants should forward a Letter of Intent to the Office of Health Sciences Education c/o Dr. Nancy Dalgarno to Ms. Carolyn Scott Lee at (carolyn.scott.lee@queensu.ca). The Letter of Intent should include:

- A potential area of investigation or educational innovation to be developed,
- How you see participation in the FESP program contributing to health professions education at Queen's, and
- How participating in the FESP supports your academic career/progression.

The Letter of Intent should be accompanied by a letter of support from your Department Head. For graduate students, a letter of support is required from your supervisor. For residents, a letter of support is required from your program director.

All applications are due no later than 4:00 pm on **March 31, 2019**.

Selection Process

The Letters of Intent will be reviewed by a selection committee consisting of the following FESP mentors.

- Dr. Nancy Dalgarno
- Dr. Leslie Flynn
- Dr. Karen Schultz
- Dr. Denise Stockley
- Dr. Richard van Wylick
- Dr. Boris Zevin

Table 1. Summary of Standards for Scholarship¹

<i>Clear Goals</i>
Does the scholar state the basic purpose of his or her work clearly?
Does the scholar define objectives that are realistic and achievable?
Does the scholar identify important questions in the field?
<i>Adequate Preparation</i>
Does the scholar show an understanding of existing scholarship in the field?
Does the scholar bring the necessary skills to his or her work?
Does the scholar bring together the resources necessary to move the project forward?
<i>Appropriate Methods</i>
Does the scholar use methods appropriate to the goals?
Does the scholar apply effectively the methods selected?
Does the scholar modify procedures in response to the changing circumstances?
<i>Significant Results</i>
Does the scholar achieve the goals?
Does the scholar's work add consequentially to the field?
Does the scholar's work open additional areas for further exploration?
<i>Effective Presentation</i>
Does the scholar use a suitable style and effective organization to present his or her work?
Does the scholar use appropriate forums for communicating the work to its intended audiences?
Does the scholar present his or her message with integrity and clarity?
<i>Reflective Critique</i>
Does the scholar critically evaluate his or her own work?
Does the scholar bring an appropriate breadth of evidence to his or her critique?
Does the scholar use evaluation to improve the quality of future work?
<i>*These six standards can be applied to all four forms of scholarship proposed by Boyer: The scholarship of discovery, of integration, of application and of teaching. The standards were derived from the analysis of information collected in 1994 by Carnegie scholars from granting agencies, scholarly press directors and scholarly journal editors.</i>

Table 2. Year 1 and 2 FESP Curriculum

Year 1	
2019	ESTABLISHING A FOUNDATION
September 25	<ul style="list-style-type: none"> • Introduction to FESP • Overview of FESP Scholar Projects • Strategies for Building a Successful Career as a Health Sciences Education Scholar
October 23	<ul style="list-style-type: none"> • Determining topic area • Determining knowledge needed about the topic area
November 20	Introduction to education theory and methodology
December 18	Conducting a literature search
2020	WRITING A PROPOSAL
January 22	Writing a literature review: Processes and strategies
February 19	Critiquing the literature and research in education
March 18	Developing the research/project question
April 22	<ul style="list-style-type: none"> • Presenting research question • Education research methods
May 20	<ul style="list-style-type: none"> • Education research methods (continued) • Writing proposal
June 17	<ul style="list-style-type: none"> • Presenting proposals and receiving feedback
Year 2	
2020-2021	CONDUCTING RESEARCH/DEVELOPING INNOVATION
September 23, 2020	<ul style="list-style-type: none"> • Ethics in educational research • Writing grants and identifying funding sources
Oct – Nov 2020	Begin conducting research/developing project
December 16, 2020	Presenting research/project progress
January 20, 2021	Knowledge translation activities
Feb – March 2021	Continue conducting research/developing project
April 21, 2021	Presenting research/project progress
May 19, 2021	Becoming a mentor (session)
June 23, 2021	<ul style="list-style-type: none"> • Next steps in education scholarship: Knowledge translation plan • Celebration

References

1. Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship Assessed: Evaluation of the Professoriate. Special Report*. Jossey Bass Inc., Publishers, 989 Market Street, San Francisco, CA 94103.

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Laverty, C. (2016). Educational Research: A practical guide. Centre for Teaching and Learning. Retrieved from, https://www.queensu.ca/ctl/sites/webpublish.queensu.ca.ctlwww/files/files/What%20we%20do/Educational%20Research/Educational_Research_Guide%207-4-2016.pdf.

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Steinert, Y., McLeod, P. J., Liben, S., Snell, L., Steinert, Y., McLeod, P. J., ... & Snell, L. (2008). Writing for publication in medical education: the benefits of a faculty development workshop and peer writing group. *Medical teacher*, 30(8), e280-e285.

Straus, S. E., Chatur, F., & Taylor, M. (2009). Issues in the mentor-mentee relationship in academic medicine: A qualitative study. *Academic Medicine*, 84(1), 135-139.

Zerzan, J. T., Hess, R., Schur, E., Phillips, R. S., & Rigotti, N. (2009). Making the most of mentors: a guide for mentees. *Academic Medicine*, 84(1), 140-144.

Appendix A

Role of the Mentor

A mentorship model is central to the FESP. Each Fellow will have the opportunity to work one-on-one with a mentor. The role of the mentor is to:

- Assist with finalizing a project proposal including appropriate milestones & timelines
- Establish connections with potential research collaborators
- Provide networking opportunities
- Identify and provide opportunities for skill development
- Ensure that the required resources & supports are in place
- Provide advice on potential sources of project funding
- Ensure that the milestones & timelines are being followed and adjusted if necessary
- Identify venues for presentation & publication
- Assist with manuscript & presentation preparation
- Provide advice on incorporating educational scholarship as an aspect of career advancement