# Fellows in Educational Scholarship Program



Health Sciences





# Fellows in Educational Scholarship Program (FESP)

# **Program Description and Application Process**

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### **Purpose**

The purpose of the Fellows in Educational Scholarship Program (FESP) is to build individual expertise in educational scholarship, and to create an identified cadre of faculty, graduate students, and residents who will advance the educational programs in the Faculty of Health Sciences through participation in educational scholarship. Individuals participating in the program will focus on either a scholarly investigation of an educational issue or the development of an innovative educational program/curriculum. It is expected that participation in FESP will contribute to educational excellence and innovation in the Queen's Faculty of Health Sciences and to building knowledge in the field of health sciences education.

### **Outcomes**

### Individual

- 1. To further develop and apply the skills and expertise required to undertake educational scholarship.
- 2. To provide, or to facilitate access, to resources required to successfully complete a project including presentation and/or publication of study results, or a program/curriculum innovation.
- 3. To develop a sustainable program of study in educational scholarship.
- 4. To provide a pathway for academic career development and advancement through educational scholarship.

### Programmatic and Trainee

- 5. To increase innovative practice in educational programs in the Faculty of Health Sciences.
- 6. To increase the use of educational methods that are informed by principles of best practice in education in the Faculty of Health Sciences.
- 7. To enhance the quality of the learning experience for learners in the Faculty of Health Sciences.

### Institutional

- 8. To create a group of mentors who provide guidance and support to other clinical individuals interested in educational scholarship.
- 9. To improve the appreciation of the role of educational scholarship as a vehicle for career advancement.
- 10. To enhance the importance of the academic mission within the Faculty of Health Sciences.
- 11. To support a community of educational scholars.

### **Prerequisites**

The ideal candidate for the FESP is an individual who is starting to focus on education as a significant aspect of their academic career either in relation to academic career advancement or to an intrinsic interest in education. Ideally the candidate is either:

• an individual who has already identified a specific area of educational interest and would like to undertake a study in that area which will lead to an ongoing program of study, or





• an individual who is involved in or providing leadership in educational program/curriculum development and would like to ensure that their initiative is linked to current theories and directions in education.

### Fellows in Educational Scholarship Program (FESP) Curriculum

In order to allow the time required for successful completion of a project and the establishment of educational scholarship as a vital activity, the FESP takes place over a two-year period (September 2019 – August 2021). The formal curriculum is based on achieving Glassick's six standards of scholarship: Clear Goals; Adequate Preparation; Appropriate Methods; Significant Results; Effective Presentation; Reflective Critique (see Table 1). As well, becoming an educational mentor for the next group of FESP will be a component of the program in Year 2.

Year 1: Developing Foundational Skills and Knowledge (September 2019 – June 2020) The first four months of the program (September 2019 – December 2020) will focus on introducing participants to health sciences educational scholarship and investigating their specific topic area in the context of education. This will include an introduction to education theory and methodology, and conducting a literature search. Fellows may be interested in participating in the Queen's Scholarship of Teaching and Learning Series (formally called the Educational Research Series) to learn more about educational research from an institutional perspective. An example of the 2018 Series topics and learning outcomes can be found at <a href="https://www.queensu.ca/ctl/programs/workshop-series/scholarship-teaching-and-learning-series">https://www.queensu.ca/ctl/programs/workshop-series/scholarship-teaching-and-learning-series</a>.

From January to June 2020, the emphasis will be on writing a review of literature specific to participant's topic area, developing a research/project question, and writing a proposal. The focus of the proposal can be answering a research question, evaluating a program, or creating an innovative approach to curriculum development and/or teaching. Successful proposal development will be based on the existence of, (i) clear goals, (ii) adequate preparation, and (iii) appropriate methods. Topic development will include:

- Defining your research question.
- Writing a literature review.
- Identifying a theoretical or conceptual framework based on educational theory.
- Selecting the most appropriate educational research (qualitative, quantitative, or mixed method) or program evaluation method.

It is expected that Fellows will work on their proposals throughout the year. In June, at the end of the formal sessions, Fellows will receive feedback on their proposals. During this time, they will also form their research team with the support of the Office of Health Sciences Education. Upon successful completion of Year 1 of the program, Fellows will be awarded \$5,000 to support their educational scholarship project. One half of the funds will be awarded when participants begin conducting their project (typically at the beginning of Year 2) and the second half will be awarded midway through their project (typically at the midpoint of Year 2).

Three milestones will form the foundation for Year 1:

*Milestone 1:* Completion of final project proposal

Milestone 2: \$2,500 award to begin project

*Milestone 3:* Formation of a research team





# 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 (<u>carolyn.scott.lee@queensu.ca</u>). 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 Scholarship<sup>1</sup>

### Clear Goals

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?

### Adequate Preparation

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?

### Appropriate Methods

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?

### Significant Results

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?

### Effective Presentation

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?

### Reflective Critique

Does the scholar critically evaluate is 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?

<sup>\*</sup>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.





Table 2. Year 1 and 2 FESP Curriculum

Table 2. Year 1 and 2 FESP Curriculum  Year 1		
2019	ESTABLISHING A FOUNDATION	
September 25	Introduction to FESP	
	Overview of FESP Scholar Projects	
	• Strategies for Building a Successful Career as a Health Sciences Education	
	Scholar	
October 23	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	Presenting research question	
	Education research methods	
May 20	• Education research methods (continued)	
	Writing proposal	
June 17	Presenting proposals and receiving feedback	
Year 2		
2020-2021	CONDUCTING RESEARCH/DEVELOPING INNOVATION	
September 23, 2020	• 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> <li>Next steps in education scholarship: Knowledge translation plan</li> </ul>	
	• 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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### Appendix A

### **Role of the Mentor**

A mentorship model is central to the FESP. Each Fellow will have the opportunity to work oneon-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