***CIP Blurb for Grant Applications (revised 2021)***

Dr. XXXXX is a resident in the Clinician Investigator Program (CIP) at the University of Calgary (<http://cumming.ucalgary.ca/cip/>). This is a Royal College of Physicians and Surgeons of Canada training program whose major goal is to assist in the career development of clinician investigators in Canada. It provides a formal postgraduate medical education pathway with integrated, structured, and rigorous research training. The training involves a minimum 2-year commitment to clinically-relevant research and formal enrolment in a graduate program. Clinical activities are limited to <20% time and only allowed if they contribute to the integration of the research program with clinical experience.

The faculty-led CIP training committee requires meticulous evaluation biannually of trainee progress based on CanMEDs competencies, covering scholarship, research expertise, communication, collaboration, management, health advocacy, and professionalism. There are extra resources available to CIP trainees, through Post-Graduate Medical Education, including additional opportunities to attend research society meetings, network with established clinician scientists on the CIP committee, and participate in the Clinician Investigator Trainee Association of Canada.

Mentorship and career development are significant components of the CIP, including individual and group activities. Aside from the specific goals and objectives that are established with the trainees’ thesis committee, trainees meet formally with the Program Director on an annual basis to discuss career progress and long-term aims, along with strategies to achieve these goals. The Program Director maintains an open-door policy for other informal meetings throughout the year. The group mentorship activities include a required seminar series with preceptors being invited and hosted by the Trainees. The seminars cover topics such as: knowledge translation, getting published, data management, health inequities, mentoring and being mentored, hosting a visiting professor, how to get funded in our rapidly changing funding environment, scientific integrity and misconduct, time management, research collaborations, obtaining and negotiating a faculty position, presentation skills, and budgeting and staffing your lab, to name a few.

The first 10 years of the CIP was reviewed by the RCPSC with the following conclusions:

*Most CIP alumni had completed Masters (58%) or Doctoral (39%) programs during their CIP training and published on their CIP research (97%). Among alumni who completed CIP and residency, many obtained an academic appointment with protected time for research, with 39% receiving an external career award. Sixty percent of alumni reported no drawbacks to CIP and recognized the added values included Royal College recognition, structured training, pursuit of graduate studies, integration of clinical/research training and enhanced mentorship (Hayward et al, 2011).*

CIPs are valued by trainees and faculty as a pathway for producing highly qualified clinician investigators; important for *faculty renewal*. An important strength of CIP was its structured approach to training, which provides trainees with important mentorship by established faculty investigators, and *exposure to a culture in which research and clinical care are synonymous*. To summarize the CIP provides a structured model with proven success for training of clinician investigators.