

Resident Education Scholars Program (RESP) Terms of Reference

Background

Residents in Canada are required to participate in scholarly projects as part of their residency training. While many opt for clinical or biomedical areas of inquiry, residents may pursue projects that explore education and training issues in medicine.

Leveraging the health/medical education scholar base at the Cumming School of Medicine for support of these projects will help residents achieve their goals.

The Resident Education Scholars Program (RESP) provides participating residents with a structured program, mentorship, and support in designing, conducting, and reporting on their health/medical education scholarly activities during residency. It will also assist residents in integrating the [Scholar role](#) of CanMEDS into their practice.

RESP is a joint undertaking between **Postgraduate Medical Education (PGME)** and the Centre for Research and Innovation in Health Sciences Education (RIHSE).

RESP Goals

1. To support and advance Cumming School of Medicine (CSM) resident interest and expertise in educational scholarship.
2. To leverage resident education scholarship to effect useful and effective QI/QA changes in education programming.
3. To build the scholarly capacity in education scholarship in the Cumming School of Medicine.

Description

Residents selected to participate in the two-part Resident Education Scholars Program (RESP) will develop their skills in health/medical education scholarship by either conducting educational research or developing an educational innovation. This is achieved through a series of activities designed to support participants throughout their project development, as well as through mentorship from established scholars. This program is designed to benefit not only the participants, but also the Cumming School of Medicine by developing scholars who will contribute to educational excellence.

While each participating residency program configures the scheduling and expectations for their residents' participation in RESP, the overall format is common to all participating residency programs. The first part of the program focuses on foundational knowledge in practical education scholarship, and on preparing a scholarly project. The second part is dedicated to the execution of the scholarly project.

Planned Outcomes

Participant Outcomes:

- Acquire knowledge and skills relevant to the pursuit of health/medical educational scholarship
- Complete a research or innovation project related to health/medical education

- Become a member of a community of health and medical education scholars, allowing for both providing and receiving further mentorship in the future.

Cumming School of Medicine Outcomes:

- Advancement of education scholarship in the CSM through the addition of new scholars
- Improved education programs in the CSM through learner-generated research and innovation
- Expanded mentorship community that includes new education scholars

Program Entrance Requirements & Selection Process

This program is intended for residents interested in pursuing educational scholarship as a means to enhance their current postgraduate training, and as part of their future academic career. Applicants must:

- be enrolled in a Cumming School of Medicine Postgraduate Medical Education (PGME) residency program. Each residency program determines their specific scheduling and expectations for participation in RESP. Residents must have sufficient time remaining in their residency to complete the project (at least 24-36 months remaining in their training (exceptions will be entertained for residents in family medicine residency (see timeline below). The Office of Postgraduate Medical Education discourages any academic endeavors during leaves of absence.
- complete a Letter of Intent (see Appendix A for template) along with their mentor/preceptor which describes a potential area of research or innovation to be pursued, how the program will contribute to their career path, and how their participation will benefit health/medical education in the CSM
- submit a letter of support from their Program Director

Applications are reviewed annually by the RESP Steering Committee. Up to 5 positions per year will be awarded. Individual PGME programs may choose to administer their own application review process in addition to that of the RESP Steering Committee.

Residents enrolled in the MSc/PhD Medical Education Specialization, or the Clinical Investigators Program are not eligible to enroll in the RESP program.

RESP applicants cannot apply for other RIHSE funding competitions with the same project. RESP applicants can apply for and hold external awards to support their project, in addition to the funding received from the RESP.

Program Curriculum

The focus of the curriculum is to guide participants through a scholarly development process that includes setting goals, preparation, effective methods, obtaining meaningful results, effective presentation, and reflective critique, through a series of online and asynchronous activities. There are no formal assessments of participants from these activities, but participants are expected to demonstrate comprehension of the subject matter through informal conversations with their mentor/preceptor and in the development of their project proposal.

Part 1: Foundation: consists of core instruction and readings on key scholarship topics, including:

- Introduction to RESP and education scholarship
- Research, innovation, evaluation and framing inquiry
- Using the scholarly literature
- Defining a problem, challenge or opportunity
- Developing a robust research question and selecting a methodology
- Developing a study protocol
- Project management
- Budgets and resources
- Research ethics

- Gathering data
- Analyzing results
- Completion, translation, and dissemination
- Sustainable education scholarship – funding, support, community

Resources to support Part 1 are available on the [RESP webpage](#), and include

Part 1 also involves the resident developing a protocol for their scholarly project and (as appropriate) submitting it for REB review. The preceptor and resident will also meet with a RIHSE scholar who has formal training (i.e. MSc or PhD) in education scholarship to provide guidance for both the resident and mentor/preceptor in developing the proposal.

At the end of Part 1 participants will:

- Submit proposal to RESP Steering Committee for review and approval of funding (see “Program Administration and Support”)
- Submit final version of proposal to Conjoint Health Research Ethics Board (CHREB) for review

Part 2: Execution: is when RESP participants will conduct and complete their project. In (or after according to timing) Part 2, RESP participants will also:

- Present results at a RIHSE symposium and/or RIHSE Rounds (this can be deferred until the following year if results are not yet sufficient for presentation).
- Submit a completed project report to RESP Steering Committee for review. Participants are strongly encouraged to submit results for publication in academic journals and/or presentation at academic conferences.
- RESP Scholars are expected to attend RIHSE rounds during their research blocks and to present at least once per year at RIHSE rounds, to build their connection with the health sciences education community, familiarize themselves with the HSE literature, and use this opportunity for receiving feedback on their project.

Mentorship

Mentorship is essential to the success of participants in the program. RESP participants will be partnered with a preceptor within their residency program who will guide them through the two-part program, providing support for the proposal development and execution, and advising on the integration of scholarship into career pathways. There may be situations in which there is more than one preceptor partnered with a resident, and/or the preceptor(s) may not be from the same residency program as the resident, however the project must align with the resident's program context and requirements.

Preceptors do not need to be experts in medical education research, as expert support will be provided by RIHSE scholars as needed. The program is also intended to build capacity and contribute to faculty development by providing mentors/preceptors with supports and opportunities to further develop scholarship activities in their program.

Community of Scholars

One of the goals of the RESP is to advance education scholarship in the CSM through the addition of new scholars to the community. Quarterly on-line sessions will be scheduled for residents, preceptors and RIHSE scholars, during which residents will briefly present their research idea/proposal at different stages of development in order to receive feedback from the RESP Steering Committee as well as other participants.

Participating residents and preceptors are also encouraged to attend other CSM education scholarship events including the a RIHSE symposium or RIHSE Rounds.

Program Administration and Support

RESP is jointly run and administered by the Office of Postgraduate Medical Education and the Centre for Research and Innovation in Health Sciences Education (RIHSE).

The RESP Steering Committee consists of PGME program representatives and RIHSE. The committee selects participants for the program and will review/approve participant research/innovation proposals and award funding to the participant to conduct the research or develop the innovation.

Funding for the program is provided by the Office of Postgraduate Medical Education, with up to \$2,000 available per resident/project for expenses related to the research/innovation project. All expenses must be eligible under the University's Research Accounting criteria for general (non-Tri Council) projects.

Unspent funds will become unavailable to the participants after the end of YEAR 3 unless written approval is received from RIHSE & PGME.

Eligible Expenses	Ineligible Expenses
<ul style="list-style-type: none">• Investigator Travel to Research Sites• Research Supplies/Devices• Project Administration Costs (supplies)• Computer Software (\$500 maximum)• Statistical Support• Transcription• Conference Travel and/or Publication Costs up to \$1000• Research assistant/associate salary support	<ul style="list-style-type: none">• Salary for Faculty Members, or Secretarial Support• Tuition or Student Fees• Consultant Costs• Office or Computer Equipment• Items and Services Readily Available from the UofC (eg. filing cabinets, internet service, etc)

Participant Assessment

Although there is no formal assessment of the RESP participants, the RESP Steering Committee reviews and approves the participant research/innovation proposals prior to CHREB submission. A certificate of completion will be issued to the resident upon successful completion of their project.

Program Evaluation

The program is reviewed annually by the Office of Postgraduate Medical Education and the RIHSE Committee, with input provided by the RESP Steering Committee and feedback provided by participants.

Key Performance Indicators include:

- number of applications to the program
- number of participants who successfully complete the program (i.e. submit a completed project)
- number of publications/presentations/grants resulting from the completed projects
- qualitative feedback from participating residents, mentors/preceptors, and Program Directors

Timelines & Application Cycle

Year One:

September 30:	Call for Applications opens
November 15:	Application Period Closes
November 30-December 23:	Application reviews
January 15 th :	Award Notifications
January 15-September 1 st :	Completion of online RESP curriculum and proposal preparation

Year Two:

September 1 st :	Proposals due at RIHSE
October:	RESP Meeting – supervisors and participants present their proposals for approval
January 30:	CHREB approvals required (unless waived) for access to funds
January 30- September 15	Data collection and analysis

Year 3:

October:	RESP Meeting – supervisors and participants present their findings
October 30:	Final project report due

Appendix A

Letter of Intent: Resident Education Scholars Program (RESP)

Resident Name:

RESP Preceptor:

PGME Program:

Year (eg. PGY2):

Program Director:

Description of interest in education scholarship (500 words max):

Describe 1-2 possible areas of educational research or innovation you might pursue in this program, including a brief Background, Objective, Methods, and Projected Outcome(s) for each (500 words max):

Area of Research or Innovation

Background

Objective

Methods

Projected Outcome(s)

Describe how your participation in the RESP program will benefit your career path (500 words max):

Describe how your completion of RESP will enhance health/medical education in the Cumming School of Medicine and beyond (500 words max):

Submissions are Due November 15, 2025 by email to RIHSE@ucalgary.ca

Appendix B:

Final Project Report – Due October 30th

Title Page: Please include the name of the research project and list your name and your co-authors and their affiliations

Project Summary:

(If you have completed a publication, you may include this here in lieu of writing a project summary.)

Maximum 1 page summary (data tables, references can be in addition):

Background

Problem/Research Question

Methods

Results

Discussion

Conclusions

Professional Outcomes from this Work:

Please describe any outcomes for your personal/professional development that have come from this work. Please include:

Citations for any abstracts/presentations/publications of this work

Awards/additional grants/recognition for this work

Please include if you have undertaken or made plans for further formal training in medical education as a result of this work (eg educational fellowship, courses, graduate degree in medical education)

Evaluation of RESP Program – please respond to the following questions to help us to continuously improve this program.

1. Please list any benefits you have gained from participating in this program, if applicable
2. Please describe any strategies we can employ to enhance the experience of learners in the RESP:

Congratulations on completing your program!