

BACKGROUND

What is Education Scholarship (ES)?

- ES aims to enhance research and innovation within healthcare education by providing effective knowledge, guidance and mentorship.
- A key responsibility of academic healthcare institutions is to examine our teaching and contributions to health professions education, and patient care.
- ES allows institutions to develop and deliver effective, innovative and evidence-based education and contribute to broader scholarship

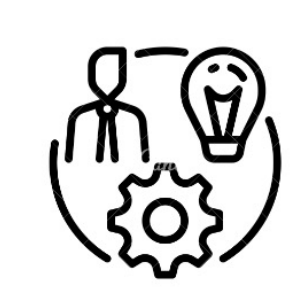


The Education Scholarship Accelerator Program (ESAP) is a Women's College Hospital (WCH) Academics Program initiative aimed to enhance our local, national and international ES impact.

PROGRAM PURPOSE

- The ESAP pilot program was hosted virtually between June and July 2024 and aimed to build ES capacity among health professions students and staff.
- This program paired health professions trainees with research supervisors to implement an applied ES project.
- Students attended weekly seminars, centered on ES topics, to develop their ES project, knowledge and presentation skills.
- This study aims to evaluate the impact and effectiveness of the ESAP pilot.

METHODS



Phase 1 Program Development: Review literature and similar ES programs. Develop ESAP learning goals and content, administrative structures, and virtual curriculum. Recruit faculty presenters, staff supervisors, and students.



Phase 2 Program Evaluation: Assess the ESAP pilot's effectiveness in teaching and mentoring students and supervisors in ES. Assess weekly student ES session feedback to determine effectiveness in achieving short-term ESAP goals. Collect and assess end-of-program feedback and outputs to assess long-term ESAP goals.



Phase 3 Knowledge Translation: Share outcomes with students, staff and stakeholders to improve future program delivery.

PHASE 1: PROGRAM DEVELOPMENT

ESAP Weekly Curriculum

Defining ES; Setting up an ES question
How to get people interested in your academic work; Building a good poster
Program evaluation; Survey methods
Patient engagement in research; Perspectives and approaches to Indigenous health research
Learning in a team environment; Doing ES in a virtual environment
Quality Improvement; Panel discussion on ES and careers
Ethics Research Collaborations; Ethics History and Issues
Adjudicated Student Poster Presentations

PHASE 2: PROGRAM EVALUATION

1. Obtain weekly feedback on ES sessions to assess impact and effectiveness (e.g., session format and content, student participation, effectiveness in achieving learning goals).
2. Collect quantitative and qualitative end-of-program feedback from students and research supervisors using survey methods.
3. Conduct a focus group to ascertain student feedback.

PROGRAM LOGIC MODEL

Inputs	Activities	Outputs	Short Term Outcomes	Intermediary Outcomes	Long Term Outcomes
ES experts giving weekly seminar presentations	Weekly seminars on ESAP topics	Demographic data and number of students completing an ES project	Evaluation of weekly seminars	Knowledge translation of all ESAP projects at final ESAP seminar: July 24, 2024	End-of-program feedback by ESAP students
Leaders and community-based organizations giving students an ES research project	Student presentations at weekly ESAP seminars	Attendance at weekly seminars	Knowledge translation of all ESAP projects at weekly seminars		End-of-program feedback by research supervisors
Student presentation and research conference opportunities	Working with research supervisors partners to develop an ESAP project	Proportion of students completing weekly seminar evaluations			Knowledge translation of all ESAP projects at the Wilson Centre Research Day
		Feedback for ES experts giving weekly seminar presentations			

Assumptions: Enhanced ES capacity can be achieved among ESAP students. Providing guest lecturers, research projects and mentors will support student efforts to develop their ES capacity.

External Factors: Virtual delivery of the ESAP program

RESULTS

Outputs:

- Thirteen students enrolled in the 2024 ESAP program.
- All students are currently enrolled or will be enrolled in a medical school for the Fall 2024-2025 semester
- 46% have completed a Master's degree.
 - The average attendance was 87%. The weekly attendance ranged from 62% to 100%.
 - The average completion rate of weekly evaluations was 64%. The completion rates ranged from 45% to 80%.

Short Term Outcomes averaged across seven weeks:

Question	Average Scores
1-10 Overall score of the ESAP seminar	8.8
I had a clear understanding of the seminar objectives	Agree: 43.14% Strongly agree: 52.94%
The length of the seminar was adequate to learn the topic(s)	Agree: 38.0% Strongly agree: 40.0%
This seminar allowed me to explore topics of interest to me	Agree: 46.0% Strongly agree: 38.0%
The virtual delivery of the session was beneficial for my learning	Agree: 36.0% Strongly agree: 56.0%
The learning environment was positive	Agree: 19.1% Strongly Agree: 77.3%
The seminar subject matter was relevant to my project	Neutral: 27.2% Agree: 24.2% Strongly Agree: 37.5%

Phase 3: KNOWLEDGE TRANSLATION

- Describe the effectiveness of weekly ES sessions in achieving learning goals.
- Share outcomes with students, staff and stakeholders to improve program delivery for the following year.
- Present student ES projects at the ESAP summer symposium and WCH conferences.



IMPACT AND IMPLICATIONS

ESAP aims to develop basic ES competencies among trainees and staff, advance an applied ES project, and promote an ES community of practice amongst stakeholders, all while supporting WCH staff and trainees in their ES career development.