

THE ATLANTIC REGIONAL TRAINING CENTRE

Residence Handbook 2018-19



PURPOSE OF THE ARTC RESIDENCY

The Residency is a mandatory component of the Master's in Applied Health Services Research Program. The residency provides students with the opportunity to:

- Take what they've learned in the classroom and apply it to real-life projects;
- Network for future career opportunities;
- Refine research skills, acquire communication strategies focusing on the dissemination of research results and gain different perspectives on healthcare issues;
- Gain exposure to decision-making and policy development;
- Conduct research on timely healthcare issues with the potential to further develop these ideas into a thesis project;
- Gain exposure to current healthcare issues.

ABOUT THE ARTC RESIDENCY

The residency typically takes place in the third semester of the program from May – August. It must be at least 400 hours in duration, and typically is spread out over a 16 week period. Students may also complete their residency on a part-time basis with approval from their program lead.

Although most residencies are paid experiences, students may also choose to complete their placement at a not-for-profit organization where they are not paid. This is at the students' discretion.

The residency is a pass/fail experience, and students will be given credit for their placement.

Students can expect to engage in the following types of work in their residency:

- Helping to develop/review policy;
- Performing environmental scans;
- Attending meetings/conferences/workshops;
- Data analysis;
- Knowledge translation (e.g. presentations, infographics).



THE PLACEMENT PROCESS

The first step in securing a residency is to identify what type of work interests you. You may also know of an organization that appeals to your interests or that you've read about in the news. Once you identify a potential placement organization, reach out to your program lead. He/she may have a contact person at that organization and can send an e-mail or make a phone call on your behalf. If they do not have a contact person you will be expected to reach out on your own. If you are sending an e-mail, it might look something like this:

To: johnsmith@company.ca

From: student@artc.ca

Subject: Placement Opportunity

Hi Mr. Smith,

My name is Jane Doe and I'm a student in the Masters of Applied Health Services Research Program at the University of New Brunswick. This two-year program provides students with the skills to become future health researchers and policymakers, and in my first year of study I have completed courses on Health Ethics, Research Methods, and Advanced Quantitative Methods.

This summer we are required to complete a 16-week residency as part of our program, and I would like to inquire about the possibility of a placement with your organization. I am very interested in the work you are doing to develop better policy for the residents of New Brunswick and I feel that my skill set would be a great asset to you. I have attached my resume for you to review.

I have cc'ed my Program Lead, Mary McKenna, who can answer any questions you may have about the finer points about the residency.

If you have any questions, do not hesitate to contact me. I look forward to hearing from you.

Regards,

Jane Doe

You should begin researching potential placements in January and have a residency secured by the end of March. Potential host organizations include:

Newfoundland & Labrador

Department of Health and Community Services – St. John's

MUN Counselling Centre – St. John’s

Newfoundland and Labrador Centre for Applied Health Research – St. John’s

Newfoundland and Labrador Centre for Health Information – St. John’s

Autism Society – St. John’s

Fay Environmental – St. John’s

The Canadian Public Health Service/Grenfell Health Authority – Happy Valley, Labrador

New Brunswick

UNB Moncton – Faculty of Nursing

UNB Saint John – Faculty of Nursing

UNB Fredericton – Faculty of Nursing

Horizon Health – Saint John

NB Association for Community Living – Saint John

UNB Biomedical Engineering Department – Fredericton

DOTS NB – Fredericton

Department of Health – Fredericton

Horizon Health – Fredericton

Horizon Health – Moncton

New Brunswick Health Council - Moncton

New Brunswick Health Research Foundation – Fredericton

Nova Scotia

Saint Mary’s University – Halifax

Nova Scotia Health Research Foundation – Halifax

Department of Health – Halifax

Nova Scotia Health Authority – Halifax

Maritime SPOR Support Unit – Halifax

Early Childhood Collaborative Research Centre - Mount Saint Vincent University

Housing Nova Scotia – Halifax

Translating Research Into Care (TRIC), QEII Hospital – Halifax

Prince Edward Island

Department of Health and Wellness - Charlottetown

Veterans Affairs - Charlottetown

Chances Family Centre - Charlottetown

QEII Hospital - Charlottetown

Outside Atlantic Canada

St. Mary's Research Centre - Montreal QC

Interior Health Authority - Kelowna BC

Alberta Health - Edmonton AB

Harborfront Healthcare - Toronto ON

Wellness Recovery Services - Toronto ON

Please note this list is NOT exhaustive! If you come across an organization that hasn't been listed don't hesitate to bring it forward to your program lead.

RESIDENCY EXPECTATIONS

The expectations for students completing their residency are that they will:

- Complete an interview, as appropriate, with the potential preceptor either in person or by teleconference prior to the start of the residency.
- Provide the host organization with an outline of expected learning objectives and activities.
- Review as much information as possible about the host organization in advance of the residency.
- Sign a confidentiality agreement, as required, and adhere to the confidentiality and privacy policies and procedures of the host organization.
- Report difficulties or problems with the residency to an ARTC program lead in a timely way and notify the appropriate ARTC program lead immediately should the preceptor be unable to uphold or complete his/her preceptorship.
- Complete an evaluation of the host organization (see appendix) and ensure their preceptor completes an evaluation of their experience. These forms should be sent to the appropriate program lead immediately after the residency has completed and should contain detailed, thoughtful answers about the residency experience.

- Treat the residency as any other professional work experience: show up on time, dress appropriately, etc.

RESIDENCY POLICIES

Access to host organization: Access granted by host organization for specific purpose of residency.

Intellectual Property: Any product produced by student resident in research report is the property of host organization.

Authorship: Any public dissemination of the product should acknowledge contribution of student resident.

Dispute Resolution: Disputes are unlikely to arise during the ARTC residency when the learning objectives and research activities are clearly stated and understood by the student resident, ARTC program lead, and preceptor within the host organization. In the event of a dispute arising that may compromise the objectives of the ARTC residency, the student resident shall first try to resolve issues with their immediate preceptor within the host organization. If the dispute is not resolved at this level, the student resident should inform the relevant ARTC program lead, who will work with the preceptor and the student resident to resolve the matter.



Appendix A: Preceptor Evaluation of Student Resident

Student Name:

Host Organization/Agency:

Preceptor Name and Title:

Purpose: The intent of this evaluation form is to provide the ARTC student resident with positive feedback on skill areas of strength, as well as skill areas requiring further development.

Instructions: The completed evaluation form should be provided by the preceptor to the student resident at the conclusion of the residency experience. The student resident and the preceptor are expected to complete, discuss and sign the evaluation form, indicating their concurrence with or rejection of the evaluation findings. Successful completion of the residency demands a minimum of a pass grade, that is, an achievement of “has met requirement” on a majority of the items.

1. The student resident understands the structure/policies/function of the organization or agency in which the residency occurs:

_____ Has exceeded requirement

_____ Has met requirement

_____ Has not met requirement

Comments:

2. The student resident appreciates the social, political, and economic context in which the organization or agency exists and functions:

_____ Has exceeded requirement

_____ Has met requirement

_____ Has not met requirement

Comments:

3. The student resident participates as an effective team member:

_____ Has exceeded requirement

_____ Has met requirement

_____ Has not met requirement

Comments:

4. The student resident makes constructive suggestions:

_____ Has exceeded requirement

_____ Has met requirement

_____ Has not met requirement

Comments:

5. The student resident accepts constructive criticism:

_____ Has exceeded requirement

_____ Has met requirement

_____ Has not met requirement

Comments:

6. The student resident demonstrates initiative in exploring new subject areas and supplementing current knowledge:

_____ Has exceeded requirement

_____ Has met requirement

_____ Has not met requirement

Comments:

7. The student resident completes assigned work and expected duties by appropriate deadlines:

_____ Has exceeded requirement

_____ Has met requirement

_____ Has not met requirement

Comments:

8. The student resident demonstrates effective verbal and written communication skills:

_____ Has exceeded requirement

_____ Has met requirement

_____ Has not met requirement

Comments:

9. The student resident demonstrates knowledge of health research and is able to undertake research based on the needs of decision-makers:

_____ Has exceeded requirement

_____ Has met requirement

_____ Has not met requirement

Comments:

Narrative Section

The strongest points of this student’s performance during the residency were:

Based on the residency performance, the student could improve in the following areas:

I recommend that _____
be granted a _____ (pass/fail) for their residency course.

Date: _____ Signed: _____ (Preceptor)

Date: _____ Signed: _____ (Student)

Signature of the student resident indicates that this evaluation has been read by and discussed with the student.

(b) At the beginning of your residency, did you feel you possessed the necessary competencies to perform well?

4. In what way did the organization both use and develop your research and knowledge transfer skills?

5. What aspects of your residency were challenging or did not contribute well to your learning?

6. Overall, was your residency placement a positive experience? [Please explain]

7. Additional Comments:

I agree to make this information available to other students: _____ (Yes/No)

Date: _____ Signed: _____ (Student)

Date: _____ Signed: _____ (Program Lead)

Appendix C: Preceptor's Evaluation of the ARTC Program Liason

Resident Student Name:

Host Organization/Agency:

Preceptor Name and Title:

1. Did you receive adequate information about the ARTC residency?
2. Were the rationale, goals, and, objectives of the ARTC Residency clear?
3. Was ongoing support available from the ARTC Program (Principal Investigator) as necessary?
4. Will this experience as a Preceptor encourage you to participate in the ARTC residency again?
Yes No

Please elaborate:

Additional comments:

Date: _____ Signed: _____

The ARTC appreciates your feedback!