

<<If a generalist or Certificate trainee has completed the similar Stage 2 EPA, ST2-RES-AOP-EPA1: Planning and initiating a research project 2, this EPA is not to be attained>>

**ST3-RES-AOP-EPA1 – Research Skills – Planning and initiating a research project 3**

<b>Area of practice</b>	Research	<b>EPA identification</b>	ST3-RES-AOP-EPA1
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.7 (EC-approved 25/05/18)
The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.			
<b>Title</b>	<b>Planning and initiating a research project 3.</b>		
<b>Description</b> Maximum 150 words	The trainee will demonstrate skills in formulating a research question and planning how to investigate this question in an appropriately designed study. The trainee will demonstrate competence in determining resources required to conduct the study and in applying for appropriate approval of the study, including from an Ethics Committee.		
<b>Fellowship competencies</b>	<b>ME</b>	7	<b>HA</b> 1
	<b>COM</b>	1	<b>SCH</b> 1, 2, 3
	<b>COL</b>	3, 4	<b>PROF</b> 1, 2, 3
	<b>MAN</b>	1, 3	
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Knowledge of different study designs suitable for psychiatric research (quantitative and qualitative)</li> <li>• Knowledge of resources required to undertake psychiatric research.</li> <li>• Knowledge of key concepts that influence the power of a study</li> <li>• Knowledge of processes involved in gaining approval for a research study, including an application for Ethics Approval</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Formulating a research question that can be investigated</li> </ul>		

	<ul style="list-style-type: none"> <li>• Developing testable hypotheses based on this question and defining appropriate Aims for the Study</li> <li>• Determining the type of study design that will best test the hypotheses and achieve the Aims of the study</li> <li>• Determining the resources (financial, human, time etc) that will be needed to complete the Study</li> <li>• Undertaking a Power calculation as required, e.g. estimating the numbers of subjects required to have sufficient power to test hypotheses.</li> <li>• Appropriate and skilled use of blinding and randomisation techniques</li> <li>• Determining if a Pilot Study is required, and if it is, planning this Pilot Study</li> <li>• Modifying the study design based on assessment of the above issues and an appropriate literature review</li> <li>• Gaining appropriate approval for the Study e.g. submitting an application for ethics approval (if applicable), submitting a proposal for a research degree to an academic institution (if applicable)</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Efficient utilisation of resources and time when planning and initiating a research study</li> <li>• Collaborative involvement of supervisor and colleagues in the research/academic team</li> <li>• Maintaining an attitude of academic rigour and critical analysis when planning a research study</li> <li>• Demonstrate an appropriate ethical attitude to the research process</li> </ul>
<b>Assessment method</b>	<ul style="list-style-type: none"> <li>• Progressively assessed during individual and academic supervision, including three appropriate WBAs.</li> <li>• At least one professional presentation to an academic meeting that reports the final proposed study design</li> </ul>
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• DOPS and other professional presentations that assess progress at different stages of the planning process</li> <li>• The supervisor should review written Ethics Application and any other written Research Proposals</li> <li>• Supervision may include “Research-Based Discussions” that involve the trainee presenting to their supervisor several aspects of their proposal, e.g. the supervisor asking the trainee to present their hypotheses/research question, proposed study design, power calculation, Pilot Study, literature review etc which may be conducted as a DOPS</li> </ul>
<p><b>References</b></p> <p>FREEMAN C AND TYRER P (eds) (2006) <i>Research Methods in Psychiatry: A Beginner’s Guide</i>. Third Edition. Royal College of Psychiatrists London: Gaskell.</p> <p>GILLON, R (1994) <i>Medical ethics: four principles plus attention to scope</i>. <i>British Medical Journal</i> 309 (184). doi:10.1136/bmj.309.6948.184.</p> <p>NATIONAL HEALTH AND MEDICAL RESEARCH COUNCIL (NHMRC) (2007) <i>Australian Code for the Responsible Conduct of Research (the Code)</i>. Canberra, Australia: Australian Government</p> <p><i>National Health and Medical Research Council Act 1992 (Cth)</i></p>	

NHMRC (2007) *National Statement on Ethical Conduct in Human Research - updated May 2015*. Canberra, Australia: Australian Government.

MACFARLANE M, KISELY A, LOI S et al. (2014) Getting started in research: research questions, supervisors and literature reviews. *Australasian Psychiatry* 23: 8–11.

MACFARLANE M, KISELY A, LOI S et al. (2014) Getting started in research: designing and preparing to conduct a research study. *Australasian Psychiatry* 23: 12–15.

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar