Special Skills Placement – Emergency Medicine Research

AC73 V7.2

Document Review

Timeframe for review: Every two years, or earlier if required
Document authorisation: Council of Education
Document implementation: Ecexutive Director, Training
Document maintenance: Manager, Accreditation

Revision History

Version	Date	Pages revised / Brief Explanation of Revision
05	July 2015	Section 7 Changed Learning Portfolio and include LNA information and addition of ITA requirement. Addition of Section 8.
06	Apr 2016	Section 6 Learning Objectives updated against the new Curriculum Framework
06-1	Sep 17	Reference to "term "changed to "placement" as per Regulation B
07-0	Jan 2020	Review
07-1	Jul 2020	Learning Needs Analysis (LNA) has been replaced with Learning and Development Plan (LDP)
07-2	Dec 2023	Routine review Standardising formatting and layout All SSP terms are standardized to 6 months at 1 FTE LDPs are no longer required but are strongly recommended

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1. Purpose and Scope

The purpose of these guidelines is to outline the minimum criteria for accreditation of a special skills placement in Research.

2. Abbreviations

FTE   Full-time equivalent

ITA   In-Training Assessment

LDP   Learning and Development Plan

SSP   Special Skills Placement

3. Supervisor

The supervisor(s) will have a minimum three (3) years post Fellowship experience and suitable higher qualifications and/or demonstrated experience and expertise in emergency medicine research.

4. Placement Structure

The placement may be undertaken up to the maximum training time equivalent to six (6) months at 1.0 FTE. (Please note the minimum term length is three (3) months at 1.0 FTE or equivalent, as per Regulation G.)

It should be recognised that differing placement lengths may determine differing learning objectives and duties. The placement will be undertaken for six (6) months at 1.0 FTE or 12 months at 0.5 FTE.

5. Demographics

The research unit in which the trainee will work will be able to demonstrate sufficient infrastructure for the conduct of research activities (i.e. staffing and funding).

6. Learning Objectives

Learning objectives will include, but are not limited to, developing knowledge and skills in the following:

- Finding the Evidence (Literature database searches)

- Critical literature appraisal

- Good Research Practice and Ethical Conduct in Human Research

- Research design and analysis

- Preparation of research proposals, ethics and grant applications

- Statistical analysis

- Academic writing

- Application of evidence-based medicine and guidelines.

7. Activities/Duties

The activities/duties that a trainee undertakes within a Research placement must reconcile with the set learning objectives for the placement. For each learning objective, there should be documented activities/duties being undertaken in order for the trainee to achieve the objective.

7.1 Formal Instruction

The trainee will receive formal instruction with respect to many of the learning objectives via:

- The completion of research workshops or courses; and

- Receiving research education from the placement supervisor (or equivalent) – demonstrated by a set curriculum and teaching program.

This SSP should be taken *__after__* the FACEM Training Program research requirement has been completed as this placement is considered to be a higher level of research skill that is complementary to, but not as a substitute for, the research requirement.

7.2 Research Project

The trainee will be a major investigator on at least one research project during the placement, with significant involvement in all aspects of this project.

8. Supervision and Assessment

Regular formal contact with the placement supervisor is required throughout the placement (e.g. weekly meetings).

For each activity/duty being undertaken to achieve a specific learning objective, it should be clear as to how it will be assessed that the trainee has successfully met the objective during the placement.

An initial orientation meeting at the start of the placement is required to ensure that the trainee understands the learning objectives, how they will be achieved and how they will be assessed as having been met. A mid-placement assessment is required to review the progress with respect to this.

8.1 Education/Learning Portfolio

The trainee is highly recommended to maintain an Education/Learning Portfolio in which all learning outcomes are documented in the ACEM Learning and Development Plan.

The trainee should describe the activities they will perform to achieve the learning outcomes during their placement. In addition, the following should be included in the LDP:

- a list of educational sessions delivered and/or attended

- a list of supervisor meetings

- any other related activities

- a copy of any research or project(s) performed.

The Portfolio has the following functions:

- It provides trainees with a personal record of the education and training experiences that contribute to the requirements for satisfactory completion of the placement.

- Supervisors will use it to monitor the trainee's experience to ensure it is appropriate for their level of training, and to aid them in providing an informed completion of the trainee's ITA.

- The accreditation inspection team may use the information to determine if the SSP meets accreditation guidelines for ongoing accreditations.

- The learning portfolio can be completed using the Learning Development Plan available in the training portal. Alternatively, a trainee can upload their own document when the ITA is submitted.

At the end of the placement, the primary supervisor must sign off that the trainee's LDP has been reviewed and displayed sufficient evidence that all learning objectives have been attained, as evidence for the successful completion of the placement.

8.2 In-Training Assessment

An in-training assessment must be completed every three months.