



SPECIAL SKILLS PLACEMENT – EMERGENCY MEDICINE RESEARCH

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

SSP	Special Skills Placement
FTE	Full-time equivalent
LDP	Learning and Development Plan
ITA	In-Training Assessment

3. SUPERVISOR

The supervisor(s) will have suitable higher qualifications and/or demonstrated experience and expertise in emergency medicine research.

4. PLACEMENT STRUCTURE

The placement be undertaken for 6-months at 1.0 FTE or 12 months at 0.5 FTE.

It should be recognised that differing placement lengths may result in differing learning objectives and duties.

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 4.10 research requirement has been completed as this placement is considered to be a higher level of research skill which is complementary to, but not as a substitute for, the 4.10 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 Learning Portfolio

The trainee is required to maintain a Learning Portfolio in which all learning outcomes are documented in the ACEM Learning and Development Plan (LDP). The trainee describes 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

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

8.2 In-Training Assessment (ITA)

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

9. DOCUMENT REVIEW

Timeframe for review: every two (2) years, or earlier if required.

9.1 Responsibilities

Document authorisation: Council of Education
 Document implementation: Director of Training and Accreditation
 Document maintenance: Manager Accreditation

9.2 Revision History

Version	Date of Version	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)

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