RACMA FELLOWSHIP TRAINING PROGRAM

RESEARCH TRAINING PROGRAM HANDBOOK 2018

1. Introduction

The RACMA Fellowship Training Program is delivered as four domains of continuous learning in formative workplace activities and summative assessment tasks that have been named:

Health system science (HSS);

Medical Management Practice (MMP);

Research Training (RT); and

Personal and Professional Leadership Development (PPLD).

Candidates must perform 'satisfactorily' in each Domain, within specified time periods, to be eligible for membership of the College in the category of Fellow.

In the Research Training domain, it is required that a Master's subject related to evidence-based inquiry or research is completed, that a health service evaluation research project is conducted, that an oral presentation of research progress is made; and that a written report is satisfactory within a minimum of three and maximum of six calendar years from the commencement of Candidacy.

2. Aims and objectives

In keeping with the Curriculum goals for the role competency of Scholar, the overall aim of the Research Training Domain (RTD) is:

To raise Candidate awareness of the knowledge, skills and attitudes required to critically evaluate information for decision making.

The learning objectives of the RTD are that Candidates will:

- Identify a health services research question relevant to the practice of medical administration;
- Undertake a collation of relevant and current information about that issue;
- Choose an appropriate method for deriving new knowledge from study of the question;
- Analyse, interpret and discuss the outcomes of the research;
- Draw conclusions and make recommendations relating to the outcomes identified;
- Make a formal oral presentation of research progress; and
- Write a 'publication-ready' report/paper on the chosen research activity.

3. Formative and Summative Assessment

Candidates are encouraged to commence work in the Research Training Domain (RTD) early in their Fellowship Training Program to ensure adequate time to complete their research prior to seeking election to Fellowship. The RTD is comprised of the following core assessment requirements, and these are outlined in greater detail in later sections below.

1. Completion of a Master's level subject in evidence-based inquiry, research or epidemiology with research methods.

2. Participation in the Introduction to Health Services Research Webinar, generally in the second part of the first year of Candidacy.

3. Completion of the Webinar Assessment Task (500 words) within a month of that webinar.

4. Development of a suitable health service research proposal (1,000 words). The proposal does not need to be the same activity as was submitted as the Webinar Task. Feedback will be provided to the Candidate and it will be endorsed for its appropriateness for summative assessment for the RTD.

5. Submission of the Human Research Ethics Application (HREA) or Low or Negligible Risk (LNR) form (or the New Zealand equivalent) to the relevant site/service Ethics Committee

6. Submission to RACMA, of relevant Ethics Committee approval of the project, with new proposal attached if there have been changes, to the College via the College electronic submission tool (eETP)

7. An Oral Presentation on the progress of the Research Project. This is a summative assessment task for completion of the RTD, for Candidates entering the Fellowship Program in 2018. For existing Candidates, satisfactory completion is an eligibility criterion to sit the Oral Examination in 2018 and 2019.

8. Submission of a Research-based Written Paper (4,000 – 10,000 words). If Candidates prepare a Research based paper as a publication-ready document, they need to adhere to a limit of 4,000 words. The maximum word count of 10,000 words relates to those research dissertations on a completed project that include expanded literature reviews and/or discussions.

   The written submission must be accompanied by a 500-1000-word reflection on learning about health services research, either as a separate document, or in the body of the submission.

Note: Existing Candidates undertaking RTP may complete their final assessment task of the Research-based Written document either before sitting for the Oral Examination or within 6 - 12 months of a successful Oral Examination attempt. This option is available to accommodate Candidates undertaking a research extension of their University Master's subject to enable those Candidates to comply with University academic timelines. Fellowship will not be granted unless this task is successfully completed either within the RACMA RTP or the University supervision and assessment timeline. Application will need

to be made to the Research Training Committee for extension of these timeframes, if there are extenuating circumstances.

Candidates who can demonstrate that they have previously completed research work in Health Service Evaluation/Management may apply for exemption from Research Methods as a required course in their Masters academic activities and an exemption from the Webinar Assessment Task and the submission of the HREA/LNRF.

Note, previously completed Clinical based research work will not be eligible for credit.

See section on Credit (3.6) for information on applications for credit

Applications for credit in the Research Training Domain must be made on <u>*Appendix 1*</u> *Credit Application Form or* <u>*Appendix 111*</u> *Credit application and endorsement form for University-based study research activity.*

Responses will be provided on <u>*Appendix 11*</u> *Credit Review Panel Assessment Form or* <u>*Appendix 111*</u>

3.1 HEALTH SERVICES RESEARCH (HSR) WEBINAR AND ASSESSMENT TASK

3.1.1 HSR Webinar

This two-hour interactive webinar session is presented by the Chair of the Research Training Committee and/or the Dean of Education, who will discuss RACMA's Medical Leadership and Management Curriculum[1], and how this will be reflected in RTD assessment tasks during Candidacy.

A recording of the Webinar will be made available via the RACMA e-Learning portal. The Webinar includes:

- An overview of RACMA's RTD, its assessment tasks and procedures;
- An overview of the Health Services Research (HSR) field, and recommended resources;
- An overview of the differences between Quality Management activities and Health Services Research;
- An overview of Quantitative and Qualitative methodological approaches in HSR;
- How to go about selecting appropriate research questions; and
- Considerations of ethics issues in HSR.

The Webinar is intended to build on prior knowledge. For example, the core Masters units *Epidemiology and Statistics, and Research Methodology* (or equivalent) provide an important framework for the Research Training program (and some may require active participation in health services research). Candidates are encouraged to select one of these units as early as possible in their Master's programs as they will apply this knowledge in conducting their own

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[1] Mac Carrick, G. R., Owen, K., Hearder, R. (2014). "Preparing Evidence based Future Medical Leaders: An Australasian perspective." <u>Asia Pacific Journal of Health Management</u> **9** (1): 14-17.

Health Service Research investigation and Research Based Written Paper. Please refer to the academic requirements of the Fellowship Training Program to ensure that university subjects at Masters' level are selected appropriately and in accordance with the RACMA Research Training Program requirements.

3.1.2 HSR Webinar Assessment Task
Candidates are required to submit a maximum of **500-word** formative assessment assignment following the RACMA Research Webinar. The word count must be specified on the Cover sheet that must be submitted with the task.

The assignment tasks are:

1. Pose a one-sentence health service evaluation research question from your workplace, relating to the medical administration specialty.
2. Consider the aims and objectives of your project in proposing a method to answer the question and explain why it is appropriate.
3. Outline any ethics issues you might face in conducting this study.

If you already have an idea of the area in which you may be interested in your Research Project, you can use this task to pose a related question and receive some early feedback. However, your question can also be unrelated to the area of your final investigation/study for summative assessment.

The HSR Webinar assessment task is designed as a stand-alone exercise in enabling Candidates to think about different research methods and methodologies within HSR. It is a valuable opportunity to receive feedback on your ability to frame a relevant HSR question that is appropriate in topic area, scope and feasibility.

3.1.3 Submission of webinar task

Candidates are required to submit the HSR Webinar Assessment Task in a WORD document to RACMA via the **College electronic submission tool (eETP)** with the **FTP Assessment Task Cover Sheet, in the first year of training.** The Cover sheet **must** be signed by your Supervisor/Research Supervisor/Preceptor otherwise it will not be assessed. The Preceptor should acknowledge on the Cover Sheet that advice has been given on its readiness for assessment by markers.

Candidates should refer to the National Training Calendar (available on the College website) for the due dates for submission.

3.1.4 Assessment of webinar task

While the HSR Webinar assessment task is a compulsory element of the RTP requirements, it is **_not_** a summative assessment task. Formative assessment [2] on Candidates' HSR Webinar Assessment Tasks will be provided by a member of the RTD Committee.

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[2] Wojtczak, A. (2002). "Glossary of medical education terms: part 2." Med Teach **24**(3): 338-340.

3.2 SUBMISSION OF A RESEARCH PROPOSAL TO RACMA

3.2.1   Development of a research proposal

Candidates are to develop a suitable health service research proposal of approximately 1,000 words and submit it for feedback by the beginning of the second year of Candidacy. The proposal does not need to be the same activity as was submitted as the Webinar Task. It will outline background, hypotheses, aims and proposed methodology. Feedback will be provided to the Candidate and it will be endorsed for its appropriateness for submission of a **Human Research Ethics Application (HREA)**/LNRF to the Candidate's site/service Human Research Ethics Committee and the suitability of the project for RACMA

summative assessment for the RTD.

Your research question for your project needs to be carefully selected <u>to ensure that it can be transferrable</u> to a new workplace health setting in the event of rotation of post or position change, and so that you may have access and opportunity to gather appropriate data for your research and continue your research investigation.

Proposals must be submitted attached to <u>Appendix IV</u> Research proposal application and endorsement form. The form will be returned to the Candidate with comments from the Research Training Assessor and <u>Appendix V</u> Assessment Feedback for Research Proposal may be attached at the discretion of the Assessor.

3.2.2 Submission of Human Research Ethics Application (HREA)/LNRF

As part of the Research Training Program learning experience requirements, Candidates are required to submit a draft **Human Research Ethics Application (HREA), or Low or Negligible Risk Form (LNRF)** or its New Zealand equivalent, to the **College prior submitting it to the relevant site/service Human Research Ethics Committee (HREC).**

The HREA form is a web-based tool developed to enable researchers of all disciplines to complete research ethics proposals for submission to Human Research Ethics Committees (HRECs) consistently. HREA has been designed to meet the requirements of the NHMRC. Currently, there are extra features to assist Candidates in formulating their research proposals and ethics requests.

Application forms can be found at the website for the Human Research Ethics Committees: https://hrea.gov.au/.

3.2.3 Ethics Committees

Institutional Human Research Ethics Committees review research proposals involving human participants to ensure that they are ethically acceptable and in accordance with relevant standards and guidelines. The National Statement on Ethical Conduct in Human Research (2007) (the National Statement) issued by the National Health and Medical Research Council states:

> 'A Human Research Ethics Committee fulfils the NH&MRC requirement of being "representatives of the community" in assessing the burden and benefit of proposed

research upon humans and exists to promote ethical conduct in all aspects of human research, including design, review & conduct of research.'

You must acquaint yourself with the ethical issues involved in conducting research, such as confidentiality, privacy, copyright, or any relevant legislation governing information-gathering. While full ethics committee approval is not always required, you are nonetheless required to verify that your organisation/institution's rules governing the conduct of research are met. The organisation/hospital in which the research is conducted needs to understand and approve the use of data and resources for the Study before you begin data collection. If the organisation requires formal ethics approval, then you must comply with its requirements. Ethics considerations and applications should be discussed with your Preceptor. You will find it helpful to spend some time with the Research Officers in your sites understanding how to complete the forms to the satisfaction of your Committees.

It is also important to be familiar with the relevant publications relevant to the conduct of human research:
http://www.nhmrc.gov.au/guidelines/publications/subject/Human%20ethics.

Information and consent forms may need to be prepared for recruitment and consent of participants and they should be attached to your ethics approval application. Please ensure that these are also attached to the version you submit to the College so that your project can be expeditiously reviewed. It is also important to be clear regarding what you will do with the data you collect in terms of storage/destruction when your Study is completed. You will need to inform all participants of the information you will be collecting and for what purposes, and what will happen to the information when your study is completed.

Candidates should conform to state and Commonwealth privacy laws as well as health services' and individual organisations' regulations.

While developing your HREA//LNRF you should engage your Supervisor and Preceptor in the oversight and discussion of your Ethics Application for advice on its quality. **This must be done prior to submission of your HREA/LNRF to the College. The submission of HREA/LNRF to the RTP Committee to receive constructive feedback must be made well in advance of the due date of the submission to the Ethics Committee.** The Candidates' Supervisor and Preceptor will be included in the feedback communications.

Once the Ethics Committee has approved the HREA/LNRF application, Candidates may proceed to conduct their research activities.

The **Human Research Ethics Application (HREA)**/ LNRF requires an outline of the Research project:

- The research question
- Aims and objectives
- Methods to be used, including examples of survey forms
- Proposed analysis techniques
- Expected outcomes (in broad terms, not expected results)

3.2.4 Submission of Ethics Committee Approval

Submit your Ethics Committee Approval to RACMA via the **College electronic submission tool (eETP)** with the **FTP Assessment Cover Sheet** (Appendix X).

This approval/commentary from the Ethics Committee must be accompanied by your final proposal. This is particularly important if your proposal was changed during the ethics processes.

Note: Candidates who are required to change their research topic and/or apply for another ethics approval must notify the National Office and re-submit their proposals for review by the RTP Committee.

3.3 CONDUCT OF RESEARCH ACTIVTTY

Candidates conduct their research generally across second year. Training Supervisors may have nominated other Fellows or appropriate academics to be Research Training supervisors for individuals with special interest projects.

Candidates are advised to consult regularly with their research supervisors.

3.4 ORAL PRESENTATION OF RESEARCH PROJECT

3.4.1 Business rules

Ordinarily conducted in the 2nd year of training of Candidate's progression, the Oral Presentation of Research Progress is a summative assessment requirement of the RTP.

The ability and the skills of Candidates to prepare and deliver an effective oral presentation of the research project and its content, are integrated into the assessment of the RTD, and is undertaken by the RTD Assessors, who are also members of the Board of Censors.

Each presentation will be **15 minutes** with an additional **5 minutes** for questions.

Candidates may or may not have completed their Research Project or written their Research Based Paper before attempting their Oral Presentations.

The Oral Presentation of Research Progress assesses Candidates' abilities in communicating their research skill development. Satisfactory completion of the Oral Presentation is required for eligibility to proceed to the Oral Examinations for those wishing to sit it in 2018 or 2019.

Candidates should refer to the National Training Calendar (available on the College website) for the due dates for application to present. Abstracts for the Oral Presentation are usually required in the application process.

3.4.2 Presentation Criteria for Candidates who are presenting their <u>research in progress</u>

In the Oral Presentation, the Candidates must outline their progress in their research project and their research experiences in the RTP to that date.

Candidates will have submitted an abstract of their presentation (<u>Appendix VII</u>) prior to the presentation date and may wish to bring a synopsis to the presentation for handing out to their colleagues/peers (as one would for a Conference presentation).

1. The presentation should outline the design of the health services research project and its relevance to Medical Administration. It should include the following points:

   - The context and reason for selection of the Research question;
   - Links to current literature on the topic and relevant theories (if applicable);
   - How this study will contribute to knowledge in medical administration
   - The research methods and the analysis carried out, including what research method appropriate to the Research Question is being proposed and how this will be achieved in the time available.
   - Preliminary findings if available; and
   - The issues and challenges identified and how these are or will be overcome. This may include issues relating to scope, limitations, ethical and other challenges. You can refer to readings or other materials/events that may have impacted on your study. You must ensure that you do not identify specific staff, patients or other subjects that may have been involved in your Study.

2. The presentation should use appropriate delivery format, technique and discipline specific vocabulary. It should include references either as you go along or as a 'take-home message' slide or handout.

3. Assessment of the Oral Presentation of Research Progress is conducted by two Censors for research assessment. The content of the project <u>is worth 70% of the mark and the presentation skills are worth 30%. A candidate must achieve a mark of 60% to be declared 'satisfactory'. Candidates who are unsuccessful may re-present at an appointed time, for re-assessment of the task, by two Censors. It is expected that a remediation period of at least three months will be required for due reflection and research supervision.</u>

See <u>Appendix VIII</u> – Assessment Rubric: Oral Presentations of Research in Progress

3.4.3 Presentation Criteria for Candidates who have previously <u>completed a research project (where credit has been awarded)</u>

In this case, for their Oral presentation, Candidates must provide an outline of the completed research project for which they were given credit, and their research journey experiences. The presentations should demonstrate that the Candidates have gained significant knowledge and developed practical skills in the preparation, governance and conduct of research and that they can present and discuss its implications for health care delivery.

The presentation outline should be as above but there will be variation in the marks allocated in each section and specifically there will be more focus on the research findings and the implication for health service provision.

See Appendix IX – Assessment Rubric for Oral Presentations of Completed Paper/Candidates granted Credit.

3.4.4 Expectations of content (70%):

- Sets the scene/context for this research and this learning experience.
- Relates your presentation to your abstract.
- Outlines the research question and any background that is relevant.
- Describes your findings, as it would for any conference presentation.
- Outlines the implications for service, of your research.
- Acknowledges assistance and contributions – references in the body? At end?
- Relates to the RACMA role competency of Scholar.
- Indicates learnings have been attained in the health services research.
- Takes some time to tell us what you learned about health service research –e.g. how you had to shape the question/survey/data collation/analysis, how much time it all took, what resources were used and if there had been a shift from quality improvement question to research etc.

3.4.5 Keys to a successful oral presentation (30%):

- A presenter who communicates comprehensively in a clear manner.
- A logical flow of topics: Introduction, Aims/Objectives, Methods, Results, Discussion, Conclusions, Implications, Challenges, Recommendations/Reflections.
- A limited number of slides (10-15 for a 15-minute presentation), without spelling mistakes, using appropriate formatting.
- Do *not* put your entire presentation in text on slides and read from them – visuals should only add to your content, not be the content.
- Use simple tables and charts – avoid small fonts (minimum size 20 font for words) and clutter; ensure the results of the major variables are easily identified and emphasised.
- Engagement of the audience – use eye contact, be able to think on your feet and answer questions.

3.4.6 Assessment

Candidates' Oral Presentations will be rated as satisfactory or unsatisfactory by a Panel of RTD Assessors, comprised of experienced researchers and College Censors. Assessment of the Oral Presentations also includes assessment of the Abstract that is to be submitted as part of the application for the Oral Presentations *(see Appendix VII)*. The Abstract is assessed on: clarity of its description of an appropriate health services research project, relevance to the research investigation undertaken, adherence to the indicated word count, correct format, appropriate language and keeping to the deadline for submission. This is a component of this **summative task**.

A Candidate whose Oral Presentation is unsatisfactory will **not be eligible** to proceed to the Oral Examinations under the business rules operational in 2018 or 2019. S/he may be given an opportunity to present again in time for this criterion to be met. For 2018-entering Candidates, this Oral Presentation status will not be an eligibility criterion to sit the Oral Examination.

3.5 RESEARCH BASED WRITTEN PAPER/REPORT

The Research Based Written Paper is the core evidence of learning in the RACMA's Research Training Domain (RTD) and is its final summative assessment task. It demonstrates a Candidate's ability to formulate a research question appropriate to Health Services Research (HSR); plan and conduct relevant data collection using an appropriate method; contribute something new to the field of medical management; and time-manage a significant research project.

3.5.1 Requirements

- An in-depth investigation of a contemporary health services issue in medical administration
- A research design and study of your own, and collection and analysis of these data
- A length of 4,000 – 10,000 words (including footnotes; excluding references and appendices).

The length of the written Research Based Article/Report gives Candidates considerable flexibility to design, conduct and write their Study. It should be submitted as an original transcript indicative of a manuscript prior to journal review.

It is required that a 500-word reflection on the processes involved in health services research, either within the report or as an addendum, accompanies the report.

See Appendix X for Assessment rubric for final written paper.

3.5.2 Literature review

'A literature review gives an overview of the field of inquiry: what has already been said on the topic, who the key writers are, what the prevailing theories and hypotheses are, what questions are being asked, and what methodologies and methods are appropriate and useful.'[3]

A literature review critically appraises the publications relevant to your research investigation, both theoretical (ideas-based) or empirical (collected or observed data). The main purpose is to locate your research within the context of what is already known in your topic area, and how your study could contribute something new to the field.

Health Services Research (HSR) is not a single-discipline research. It seeks to understand dimensions of health services from multiple perspectives. In developing a research question, trainees are expected to draw on theoretical frameworks from a variety of disciplines including medicine, nursing, allied health, psychology, sociology, political science and history, management science and health economics. It is therefore important to read widely when informing your topic area.

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[3] 'Writing a Literature Review', University of Canberra, 2012:
http://www.canberra.edu.au/studyskills/writing/literature

'Literature' can comprise books, journals, newspapers, government publications and reports, and published and unpublished theses. A handy tip is to look closely at the references in a relevant study – they may lead to useful other sources and save you time in searching.

You may find that your topic requires considerable literature review to justify your study. It should be written as a 'review' of the literature, not just a list of articles.

3.5.3 Data collection and analysis

Data take many forms – numeric, oral, and written – and they can be collected in a variety of ways including scientific experimentation and observation, and/or questionnaires and interviews.

Data analysis is the search for meaning and understanding. You will need to interpret the data you have collected, keeping in mind the rationale and objectives of your study. For those engaging in quantitative research, important concepts will include:

- Significance: the likelihood that a result could have been found by chance
- Generalisability: the likelihood that the results will have a broader applicability
- Reliability: have you carried out your Study well enough so that it could be duplicated by another researcher with the same results?
- Validity: whether the methods, approaches and techniques relate to the issues you have been exploring.[4]

For those engaging in qualitative research (which does not set out to prove or test a hypothesis), the units of analysis tend to be words, not numbers. Terms such as credibility, transferability, dependability and confirmability, replace the more positivist criteria of validity, reliability and objectivity.

You may have to deal with access issues when collecting your data. Consider what data you can access and collect in the time you have, the resources at your disposal (both time and finances), how you will go about collecting it and how you will use it.

One of the most important considerations is the scope of your Study. The more focused your original research question, the better. Do not waste time collecting masses of data that you will probably not use or may be irrelevant. Consider how specific Masters or PhD thesis topics can be, and they can be up to 50,000 words! Your study is a maximum of 10,000 words, so your topic must be appropriately specific so that you do not waste time conducting research that will not be included in your final paper.

3.5.4 Referencing

A referencing system is used to:

- Indicate the exact source of a quotation
- Acknowledge indebtedness for options or ideas
- Give the authority for a fact which may be open to reasonable doubt
- Acknowledge other writers' views which, if elaborated upon in the assignment itself, might distract the reader from the main stream of thought.

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[4] Charles Darwin University online resources,23 July 2012:
http://learnline.cdu.edu.au/myresearch/process/research.html

RACMA requires a standard referencing system for the Research Based Written Paper/Report. It is the Candidate's responsibility to learn this referencing system and to use it consistently. Referencing is an assessment criterion, and Candidates are expected to ensure all citations and references – in-text and in the Bibliography – are correct. If incorrect referencing is identified, the Candidate will be requested to rectify and resubmit the report.

Candidates may wish to consider referencing management software to manage your search and literature review. These software packages, such as EndNote or Refman[5] allow you to download references from databases, document your searches, save and organise your retrieved articles, and make changes to, and edit, references.

3.5.5 Plagiarism

Candidates must be vigilant in avoiding plagiarism in their Studies. Any evidence of plagiarism will require Candidates to rewrite and resubmit their Study, as well as have their Candidacy reviewed. Keep track of all your sources, cite accordingly, and if in doubt, reference.

3.5.6 Writing up

Writing should be a continual process throughout your candidacy as you draft and redraft sections of your Study while interpreting your data and refining your argument. Conducting research is rarely a linear process, so Candidates should aim to commence their research as early as possible.

3.5.7 Principles: Write early, write often.

Do not leave writing up until the end, as your Study will appear rushed, poorly considered, and will not do justice to the amount of work you have put into it.

Carefully proofread all grammar, punctuation and spelling. It is always a good idea to ask a few friends or colleagues (both medical and non-medical) to read through your final draft to detect typos and other errors; highlight incoherent language or sentence construction; evaluate the presentation of evidence; and assess argument validity.

3.5.8 Assessment criteria

See Appendix X Assessment rubric for Final Written Paper

The assessment criteria for the report will vary according to the topic and the methodology chosen by the Candidate. However, the following assessment criteria generally apply to RACMA Research-based reports:

Title:
Does it clearly describe the nature of the Research Based Written Paper/Report?

Abstract:
Does it accurately summarise the main aims, research question, methods, results, conclusions and recommendations?

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[5] http://endnote.com/; http://www.refman.com/

<u>Introduction:</u>
- Is there a clear statement of the context, problem, issue or research question?
- Is the rationale or the background of the Study based on published literature or a need for research on the issue?

<u>Aims and objectives:</u>
- Are the aims and objectives clearly stated and do the objectives logically follow on from the overall aim?
- Do the aims and objectives clearly reflect the stated problem or issue, background and rationale?
- Is the Candidate clear about the intended outcomes of the Study?

<u>Literature review:</u>
- Has the Candidate carried out a literature search of adequate depth and scope?
- Does it include a review of both past and current scholarship?
- Is there a variety of sources other than journal literature?
- Does the depth of search reflect adequate time spent on research?
- Is the review relevant to the issue being studied and the aims and objectives of the Study?
- Is the text correctly and appropriately referenced?
- Is the citation and referencing style accurate and consistent?
- Has the Candidate avoided plagiarism and excessive quoting?
- Are all non-original tables, statistics and figures' sources correctly acknowledged? Are all cited sources listed in the bibliography?

<u>Methods:</u>
Is there a clear description of the:
- Conduct of the study
- Study and sample populations
- Sampling method and number
- Sample inclusion and exclusion criteria
- Survey instrument/s or intervention
- Source and features of the data set that was analysed
- Method of the analysis
- Statistical tests that were used?

<u>Data collection:</u>
- Does the survey instrument, questionnaire or intervention (if developed by the Candidate) show original thinking?
- Is the survey instrument or intervention (if not developed by the Candidate) a published or validated one?
- Is the form of data analysis appropriate to the method?
- Has the conduct of the Case Study addressed ethical considerations and followed sound research ethics processes?
- Are there appropriate subject information statements and consent forms if relevant?
- Are the methods appropriate and well described, and are sufficient details provided to replicate the work?

Results: Do the results logically reflect the method used and the stated aims and objectives of the Study?

Discussion:
- Does the Candidate give an accurate interpretation of the findings and implications of the results?
- Are the results discussed in relation to the literature the Candidate has searched and reviewed?
- Does the Candidate compare their results and interpretation with other relevant studies?
- Are the results discussed in relation to the stated problem, research question, aims and objectives of the Study?
- Does the Candidate reflect on and discuss any limitations or constraints of the study?

Conclusions:
- Are the key results, interpretations/ implications of the results accurately summarised?
- Do the conclusions accurately reflect the results and interpretation of the data?

Recommendations:
- Does the Candidate make recommendations in relation to future research or actions as a result of their study?
- Are the recommendations feasible and relevant to the issue that was studied?

Bibliography:
- Does it follow an accurate and consistent format in an appropriate referencing style?
- Are all references, figures and tables used in the text cited in the bibliography?

Appendices: Are all relevant questionnaires, letters and ethics approvals appended?

Assessment of presentation style, grammar and spelling
- Does the Candidate employ a consistent and high level of presentation, writing, grammar, spelling and punctuation, reflecting the standard expected of a RACMA Candidate?
- Is the submitted Research Paper/Report error-free?

3.5.9 Submission of Written Paper/Report

The Candidate's Preceptor and Supervisor (or Supervisor for Research) will sign that they have been involved in advising the candidate on the written document's readiness for assessment submission. Candidates should discuss with them well in advance and agree to the amount of time that will be required to read the Written Paper. Also, be aware of what follow up is required for you to address any feedback given by your Supervisor and/or Preceptor to submit the piece of work on time.

The College recommends you give your Preceptor and Supervisor at least one month before the submission date to give you feedback and for you to make any necessary changes. Advance agreement about this approval process is highly recommended.

When your research study paper is ready, and the Cover Sheet is signed by your Preceptor and yourself, submit it via the College **electronic submission tool (eETP)** on the RACMA website.

The Cover Sheet is available on the RACMA website under Candidates/eETP Application/New Submission (left hand side) at:
http://www.racma.edu.au/index.php?option=com_mpf&task=newActivity&Itemid=180

Appendix XI: FTP Assessment Task Cover Sheet

Assessment

The Written Paper/Report is a **summative** assessment task. Candidates' papers will be rated as satisfactory or unsatisfactory overall by a Panel of RTP Assessors, comprised of experienced researchers and censors,

Resubmission

If the submitted Research Based Written Paper has not been assessed as satisfactory, you will be given the opportunity to resubmit a revised or a new piece of work for remarking. You will be provided with detailed feedback from the Assessors to assist with the re-write/resubmission. Candidates are also encouraged to seek support from a member of the RT Committee on how to address the gaps identified by the Assessors in their original marking. Your Preceptor will be advised and will be asked to review the re-write and sign off via the Cover Sheet for the resubmission before it can be forwarded to the markers for assessment. *Note: Dates for resubmissions will be determined on a case-by-case basis.*

Resubmissions should be submitted via the **College electronic submission tool (eETP)** accompanied by the signed off **FTP Assessment Cover Sheet** *(Appendix XI).*

3.6 APPLICATION FOR CREDIT IN THE RESEARCH TRAINING PROGRAM

There are **TWO Categories** of Credit for which Candidates may apply.

3.6.1 Credit Application for previously completed research work

Candidates with significant research experience may apply for Credit in the RTP. There are strict criteria which a Candidate must satisfy to qualify for Credit, including completion of a research study while obtaining one of the following qualifications:

- ❖ Masters by Research
- ❖ PhD in health service research
- ❖ Post-doctoral Research Project
- ❖ Other Research Project e.g. published articles in relevant peer-reviewed journals

Criteria
- The study must be at Master's degree level (or equivalent) or above
- The study must be completed/published in the previous 5 years
- The Candidate must be the sole/first author or a lead investigator
- The study is directly relevant to medical management and Health Services Research
- The study has contributed original knowledge to the field of medical administration, and is not a topic related purely to audit and quality improvement
- The study demonstrates a satisfactory knowledge of the research process:
    - o formulating robust research questions and study design;
    - o conducting literature reviews in relevant and reputable source materials;

- sound data-gathering methodologies relevant and technically correct analysis of results;
- arguing a convincing position based on the results;
- drawing meaningful conclusions; and
- outlining implications for health care.

Credit Outcomes:

Candidates who are granted full Credit **for the research work they have previously completed and that is found comparable to the RACMA RTP HSR requirements** may be exempt from the following RTP tasks:

☐ Research Methods subject in Master's degree studies
☐ Research Induction Webinar and Assessment Task
☐ Research Proposal (HREA/LNRF)

If full Credit is granted, Candidates will still be required to complete the following assessments (summative):

1. Submission of an **Abstract** for the research project you have completed to be submitted to the College as part of the Oral Presentation application form *(See Appendix VII)* which will then be forwarded to the Assessors.

2. An **Oral Presentation** based on the research project for which credit has been awarded
   Note: Following the review of the previously completed research work, the RTP Credit Panel will have identified and nominated a topic or area which meets RACMA requirements for the Oral Presentation of the already completed Research Project for which credit has been granted.

3. A **3,000-word written report** which summarises your completed thesis or research project in the final year of your Candidacy (in lieu of the RTP's Research Based Written Paper/Report of 4,000-10,000 words). This paper should include a 1000- 2000 summary of your paper and focus on your research journey with a 500-1000 word reflection on an aspect of the scholarly process. It will be submitted to the College for summative assessment to complete the requirements of the RTP with RACMA and meet eligibility requirements for election to Fellowship. This summary report/paper must be signed off by your Preceptor for endorsement to be assessed prior to your submission of the paper to the College.

Procedure for application for Credit

- Complete the **Credit Application Form *(Appendix I).*** The application will be forwarded to the Credit Review Panel (comprised of two RTP Committee members). They will assess the application and inform the Candidate of their decision. **See *Appendix II - Credit Review Panel Assessment Form.***

- Should the Credit Review Panel members be unable to reach a consensus or if there is a great level of disparity between the marks/scores, the application will be referred for moderation to the Fellow for Research Training or Censor-in-Chief

3.6.2 Credit Application for the Research project undertaken under the auspice of an appropriate University Program

Candidates may select to undertake the RTP project through the auspice of a RACMA-approved University program. These Candidates will need to provide the College with an outline of the *future* project to be undertaken in the University as a Masters' research subject or a research extension and will be required to apply for approved **credit** once the research project is completed, subject to the College endorsing that the research proposal being undertaken is suitable for the RACMA RTP requirements and meets the HSR.

Criteria:

Such a research proposal will be successful if evidence is submitted to convince the College that the scholarly competencies required of the Candidate will be demonstrated in this concurrent study, as per following:

- Shows evidence of being up-to-date with new developments in appropriate fields of knowledge.
- Describes the principles of research and scholarly inquiry in health services evaluation.
- Describes the principles of research ethics.
- Poses scholarly questions.
- Conducts a systematic search for evidence.
- Selects and applies appropriate methods to address the question.
- Appropriately disseminates the findings of a study.
- Is able to describe the application of new knowledge and skills to management tasks.[1]

All studies submitted in conjunction with another institution/organisation must be 'relevant to the field of medical management within a health care setting' to the College's satisfaction.

Credit Outcome:

Candidates who are granted endorsement **for the research work they are undertaking at the University and whose work is found to be comparable to the RACMA RTP HSR requirements** may be exempt from the following RTP tasks:

- ☐ Research Induction Webinar and Assessment Task
- ☐ Research Proposal (HREA/LNRF)

Candidates undertaking Research Project through the University program will still be required to complete the following assessments:

1. Submission of an **Abstract** on the RACMA endorsed research topic that is being undertaken as part of the Oral Presentation Application Form *(See Appendix VII)* which will then be forwarded to the Oral Presentation Assessors for review and assessment.

---

[1] Taken from the RACMA *Medical Leadership and Management Curriculum*, 19: http://bit.ly/16Dvjo1

2. An **Oral Presentation** based on the RACMA endorsed research project

3. *Note: application for credit and endorsement must be made prior to the Oral Presentation.*

4. Provision of the completed research paper submitted to the University Assessment as evidence for final approval of credit, with an attached professional reflection on the Candidate's health services research journey.

Procedure for applying for credit

Candidates must apply using the Appendix III: Credit Application & Endorsement Form. Endorsement by the RTP Committee is required for Oral Presentation on the nominated topic.

3.6.3 Requests for Extension

Existing Candidates will be allowed to apply for an extension for their Research Based written paper, irrespective of where it is being undertaken, and submit the paper **within 6 - 12 months** period of the Oral Examination attempt. The timeframe **MUST NOT** exceed the maximum of 12 months' period post the examination. An extension request must be submitted for the initial 6 months and if further extension is required, an extension should be request submitted for a further 6 months with an outline of extenuating circumstances and supporting evidence, to be approved by the Censor for Research, the Censor in Chief or the Dean of Education.

The extension will allow Candidates, in particular those who are undertaking their research under the auspice of the University Masters to complete this requirement for RACMA RTD and to conform to the academic timeframes specific to the completion of their Masters Research units at University.

Candidates pursuing their research through the University will comply with the University Master's Program requirements and assessment but will also be required to meet the requirements of the RTD set by the College.

Unless Candidates complete their Research-based written paper within 6 - 12 months of successful exam attempt, they will not be eligible for election to Fellowship. Failure to comply with this requirement may mean a review by the Training Progress Committee and/or Education and Training Committee. In cases where there is evidence of poor effort to complete the required assessment and poor communication to the College, Candidacy may be suspended or revoked. Candidates may be required to re-apply for RACMA Candidacy to complete the outstanding requirements of the Fellowship Training Program, including Research Training Program and Masters' requirements.

3.6.4 Appeals process

Should a Candidate wish to seek a reconsideration or a review of the Panel's and/or Assessors' decisions, they may make such application under the College's ***Policy for Reconsideration, Review and Appeal of Decisions***. College Polices and Regulations are available on the College website.

4. RESEARCH TRAINING PROGRAM SUPPORT

Candidates will have access to support and advice on their development and progress through the RTD.

4.1 PRECEPTORS AND SUPERVISORS

Preceptors, Supervisors and Research Supervisors will provide ongoing guidance and support. This includes:

- Consultation regarding Candidates' Research Projects, Ethics applications and Research Based Written Paper/Reports
- Feedback on the work, progress and HREA/LNRF
- Advice on matters of presentation and submission.

If not experienced themselves, they may suggest another person at the workplace who can assist with advising Candidates on their research activities.

The Supervisor/Preceptor must sign the Cover sheets of RTP Assessment Tasks and Written Work before they are submitted for assessment. This endorsement states that the Preceptor has been involved in reviewing your work. Preceptors and Supervisors should assist with helping to prepare for the Oral Presentation and advise where improvement is needed.

4.2 COLLEGE STAFF

Candidates will be able to seek advice on the development of their Research questions and project from the members of the RTP Committee. Assistance and advice from the College Office staff will be provided in relation to assessment process, submission of tasks and eligibility to sit the Oral Presentation.

4.3 TELECONFERENCES

The College continues to hold monthly RTD teleconferences to provide Candidates with a forum to discuss research project related issues and seek advice on their project and the development of their Ethics Application Forms. These teleconferences are open to Supervisors and Preceptors and are facilitated by the RTD Committee Chair, Dean of Education or delegate. These meetings are designed to provide general guidance on research projects, presentations and the journey being taken towards becoming a skilled researcher. Candidates will be provided with learning opportunities, guidance and feedback for learner reflection on their current strengths and weaknesses.

4.4 RESEARCH ADVISORS

The College will identify a number of College Fellows and external experts with knowledge in certain aspects of HSR. These experts will be invited to participate in workshops and webinars throughout the RTD. Candidates are also encouraged to discuss their Research Projects with academics during their Masters programs for additional support.

Candidates may also approach colleagues or peers to assist them, for example to discuss a research topic, to gain permission to access data, or to share sources of literature. When a Candidate receives significant assistance, and this is incorporated in their Research Based Written Paper such person/s must be acknowledged by the Candidate.

6. RESOURCES (by area of research)

Literature review:
'Getting Started on your Literature Review', The Learning Centre, University of New South Wales, 2012: http://www.lc.unsw.edu.au/onlib/litrev.html

Greenhalgh, T. 'How to read a paper: papers that summarise other papers (systematic reviews and meta-analyses)' *BMJ* 315: 672, 1997.

Health Services Research PubMed Queries: https://www.nlm.nih.gov/hsrph.html

Lancey, A. 'Evidence based medicine: searching the medical literature Part 1', *Southern Soudan Medical Journal*, 1, 2010.

'Literature review', RMIT, 2013: http://www.rmit.edu.au/browse;ID=cdb4z3x5a44k

'Literature Review Tutorial', Central Queensland University Library, 2012: http://libguides.library.cqu.edu.au/litreview

'Writing a Literature Review', The University of Canberra, 2012: http://www.canberra.edu.au/studyskills/writing/literature

Research methodology:
Alvesson, M. 'Methodology for close up studies – struggling with closeness and closure', *Higher Education,* 46: 167-193, 2003.

Alvesson, M. and Skoldberg, K. *Reflexive Methodology: New Vistas for Qualitative Research,* London: Sage, 2009.

'Assessing the Credibility of Online Sources', The Write Place and LEO, St Cloud State University (MN), 2005: http://leo.stcloudstate.edu/research/credibility1.html

Aveyard, H. and Sharp, P. *A Beginner's Guide to Evidence Based Practice in Health and Social Care,* UK: Open University Press, 2009.

Bell, J. and Opie, C. *Learning from Research: Getting more from your data*, Buckingham: Open University Press, 2002.

Bergman, M. *Advances in mixed methods research: theories and applications*, Los Angeles: Sage, 2008.

Bowling, A. *Research Methods in Health: Investigation Health and Health Services*, Maidenhead: Open University Press, 2002.

Burford, B. et al (2009): Asking the right questions: 12 tips on developing and administering a questionnaire survey for healthcare professionals. Medical Teacher 31: 207-211
Burns, R. Introduction to research methods. Frenchs Forest: Pearson Education, 2000.

Campbell M et al. (2000) Framework for design and evaluation of complex interventions to improve health. *BMJ* 321: 694-6.

Casarett D., Karlawish J.H.T. and Sugarman, J. 'Determining When Quality Improvement Initiatives Should Be Considered Research' *JAMA* 283: 2275-80, 2000.

'Critical Appraisal Skills Programme', Solutions for Public Health, 2010: http://bit.ly/cKli9b

Crombie, I. K. and Davies, H. T. O. *Research in Health Care: Design, Conduct and Interpretation of Health Services Research*, Wiley, 1996.

Equator Network, 'Guidelines for reporting qualitative research', 2012: http://bit.ly/XCCiVZ

Greenfield, T. *Research methods for postgraduates*, London: Arnold, 2002.

Health Services Research (HSR) Methods: http://www.hsrmethods.org/

Kumar, R. *Research methodology: a step-by-step guide for beginners*, Frenchs Forest: Pearson Longman, 2011.

Kvale, S and Brinkmann, S. *Interviews: Learning the Craft of Qualitative Research Interviewing*, Thousand Oaks: Sage, 2008.
Lohr, K. N. and Steinwachs, D. M. 'Health services research: an evolving definition of the field', *Health Serv Res*, 37:1, 7-9, 2002.

Liamputtong, P. and Ezzy, D. *Qualitative research methods*, Melbourne: Oxford University Press, 2009.

McNeil, D. *Epidemiological research methods*, New York: John Wiley, 1996.

Petrie, A. and Sabin, C. *Medical Statistics at a Glance*, Wiley-Blackwell, 2009.

Pope, C. and Mays, N. (eds) *Qualitative Research in Health Care*, Wiley-Blackwell, 2006.

Richardson, W. S. et al. 'The well-built clinical question: a key to evidence-based decisions', *ACP Journal Club*, 123:3, A12-A13, 1995.

Research process flowchart for medical studies, RD Direct, University of Leeds, 2009: http://rdinfo.leeds.ac.uk/Newsletter/Handout.pdf

'The Cochrane Library', Cochrane Collaboration, 2010: http://www.thecochranelibrary.com/view/0/index.html
Thomas, M. *Blending qualitative and quantitative research methods in theses and dissertations*, Thousand Oaks, CA: Corwin Press, 2003.

Ethics:

Coughlin, S. S. 'Ethical issues in epidemiologic research and public health practice', *Emerging Themes in Epidemiology*, 2006: http://www.ete-online.com/content/pdf/1742-7622-3-16.pdf

Human Research Ethics Application (HREA) : https://hrea.gov.au/

NHMRC, 'National Statement on Ethical Conduct in Human Research 2007 - Updated 2009', 2013: http://www.nhmrc.gov.au/publications/synopses/e72syn.htm

NHMRC, *Ethical aspects of qualitative methods in health research - Report of the Australian Health Ethics Committee.* Canberra: AGPS, 1994.

NHMRC, *Report on ethics in epidemiological research.* Canberra: AGPS, 1985.

Writing;

Anderson J. *Assignment & Thesis Writing* (4th edition), Brisbane: John Wiley & Sons, 2001.

'Resources', Australasian Medical Writers Association, 2011:
http://www.medicalwriters.org/

Stuart, M. (ed.) *The Complete Guide to Medical Writing*, UK: Pharmaceutical Press, 2007.

Referencing;

'Harvard Referencing', The Learning Centre, University of New South Wales, 2012:
http://www.lc.unsw.edu.au/onlib/ref.html

'Harvard Referencing for Electronic Sources', The Learning Centre, University of New South Wales, 2012: http://www.lc.unsw.edu.au/onlib/ref_elec.html

'Avoiding Plagiarism', The Learning Centre, University of New South Wales, 2012:
http://www.lc.unsw.edu.au/onlib/plag.html

Relevant Journals (ranked by Impact Factor)

Medical Care Research and Review, Impact Factor 2.959 - Research in health care services:
http://www.sagepub.com/journals/Journal200970

BMC Medical Research Methodology, Impact Factor 2.67:
http://www.biomedcentral.com/bmcmedresmethodol/

Health Services Research, Impact Factor: 2.293 - Inform efforts to improve efficiency and value: http://www.hsr.org/
Health Care Management Review, Impact Factor 1.23 - Research on health care management, leadership and administration:
http://journals.lww.com/hcmrjournal/Pages/default.aspx

BMC Health Services Research, Impact Factor 1.72 -
http://www.biomedcentral.com/bmchealthservres

Journal of Health Services Research and Policy, Impact Factor 1.453 - Exploring the ideas, policies and decisions shaping health services worldwide: http://jhsrp.rsmjournals.com/

Australian Health Review, Impact Factor 0.545 - National and international health issues and questions: http://www.publish.csiro.au/nid/270/aid/13680.htm

Health Services Management Research, No impact factor:
http://www.hsmr.rsmjournals.com/

Asia Pacific Journal of Health Management, No impact factor:
http://www.springer.com/business+%26+management/business+for+professionals/journal/10490

General:

Berglund, C. A. (ed.) *Health Research*, South Melbourne: Oxford University Press, 2001.

Blaxter, L. et al. *How to research*, Buckingham: Open University Press, 2001.

Bouma, G. and Ling, R. *The research process,* South Melbourne: Oxford University Press, 2004.
Gerring, J. *Case Study Research: Principles and Practices*, Cambridge: Cambridge University Press, 2007.

Handbook of Health Services Research: http://tinyurl.com/ab4yzs3

Health Services Research Association Australia and New Zealand (HSRAANZ):
http://www.hsraanz.org

Institute of Medicine, *Health Services Research: Workforce and Educational Issues*. Washington, DC: National Academy Press, 1995:
http://www.nap.edu/openbook.php?record_id=5020&page=R1

National Information Center on Health Services Research and Health Care Technology:
http://www.nlm.nih.gov/nichsr/

Meloy, J.M. *Writing the qualitative dissertation: understanding by doing*, N.J.: Lawrence Erlbaum, 2002.

Moja, L. P. et al. 'Compliance of clinical trial registries with the World Health Organization minimum data set: a survey', *Trials*, 10: 56, 2009.

'Patient and Public Involvement', National Institute for Health and Clinical Excellence, 2010:
http://bit.ly/8IM45S

Polgar, S. and Thomas, S.A. *Introduction to Research in the Health Sciences*, Sydney: Churchill Livingston Elsevier, 2008.

Porta, M. and Last, J. M. *A Dictionary of Epidemiology* (5th edition), New York: Oxford University Press, 2008.

'Service User Involvement: Best Practice Guide', Service User Involvement: http://www.serviceuserinvolvement.co.uk

Steinwachs, D.M. 'Health Services Research: Its Scope and Significance', in P. Forman (ed.) *Promoting Health Services Research in Academic Health Centers,* Washington, DC: Association of Academic Health Centers, 23-72, 1991.

Stewart, D. et al. *Focus groups: theory and practise*, Thousand Oaks: Sage, 2007.

White, K.L. *Health Services Research: An Anthology*, Washington, DC: Pan American Health Organization, 1992.

University of New South Wales, *Project Guidelines*, School of Public Health and Community Medicine, Faculty of Medicine, 2010: http://bit.ly/1278dq0

Uwe, F. *An introduction to qualitative research,* London: Sage, 2006.

RACMA FELLOWSHIP TRAINING PROGRAM
RESEARCH TRAINING PROGRAM (RTP)
CREDIT APPLICATION FORM

---

1. Candidate details

Candidate: _____

Candidate Email: _____

Expected Exam Year: _____

Preceptor: _____

2. Qualification and study details

Please indicate which of the following degrees/projects in Health Services Research you have completed which is the basis for this application for credit:

□ Health service/health systems publications or reports

□ Masters by Research

□ PhD in health service/health systems

□ Post-doctoral Research Project

□ Other Research Project (Specify): _____

_____

Title of thesis/research project/s:

_____

_____

_____

_____

University (if applicable):

_____

Department: _____

Supervisor/s: _____

Year awarded (if applicable): _____

If published, please give details of title, publisher and year:

_____

_____
_____
_____

3. Summary statement

Attach a statement (<u>no more than 300 words</u>) outlining your research study and summarising how this research is relevant to the field of medical management within a health care setting. Indicate how your study contributes new knowledge to the field of medical administration. Provide copies of abstracts or publications if relevant.

4. Candidate undertaking

If you are granted credit, you may be exempt from some or all the following tasks within the Research Training Program:

      ☐ Research methods subjects in Master's Degree studies

      ☐ Research Induction Webinar and Assessment Task

      ☐ Research Proposal (HREA/LNR)

If granted full credit you will still be required to complete the following:

      ☐ Oral Presentation on Research Progress

      ☐ Written report summarising your project and providing some reflection on this scholarly activity. (4000 words)

'If I am granted Credit, I understand my obligations within the College's Research Training Domain, and the tasks I must complete to be eligible for Fellowship.'

Candidate's Signature: _____

Date: _____

Preceptor's Signature: _____

Date: _____

External Supervisor's Signature (if applicable): _____

Date: _____

RACMA FELLOWSHIP TRAINING PROGRAM
RESEARCH TRAINING PROGRAM (RTP)
CREDIT REVIEW PANEL ASSESSMENT FORM

1. RTD Credit Panel member:

2. Candidate's name: _____

3. Candidate's basis for application for Credit:
- ☐ Health service/health systems publications or reports
- ☐ Masters by Research
- ☐ PhD
- ☐ Post-doctoral Research Project
- ☐ Other Research Project:

4. Criteria: has the Candidate demonstrated the following?

- ☐ The study is at Master's degree level (or equivalent) or above
- ☐ The study was completed/published in the previous five years and the Candidate is the sole/first author or a lead investigator
- ☐ If an article, the study is published in a peer-reviewed journal relevant to HSR, where the Candidate is the sole or first author/investigator
- ☐ The study is directly relevant to medical management and HSR
- ☐ The study has contributed original knowledge to the field of medical administration
- ☐ The study demonstrates a satisfactory knowledge of the research process: formulating robust research question and research design; conducting literature reviews in relevant and reputable source materials; sound data-gathering methodologies; and relevant and technically correct analysis of results; arguing a convincing position based on the results; drawing meaningful conclusions; and outlining implications for health care.

Notes/comments
_____
_____
_____
_____
_____
_____

5. Award of Credit

☐ **Yes**

Indicate RTP assessment tasks for which exemption is granted:

    ☐ Research methods subjects in Master's Degree studies
    ☐ Research Induction Webinar and assessment task
    ☐ Research Proposal (HREA/LNR)

☐ **No**

Specify reasons (tick all that apply):

    ☐ Topic/study not relevant to Medical Administration and/or HSR
    ☐ Applicant is not sufficiently leading author or investigator of topic/study
    ☐ Topic/study not adequately in-depth or academically rigorous
    ☐ Topic does not make an original contribution to knowledge
    ☐ Other (please specify):

_____
_____

---

6. Suggested topic/paper for summative assessment at Oral Presentation and Written Report:

_____
_____
_____
_____

7. Further notes/comments

_____
_____
_____

8. Declaration

PANEL MEMBER SIGNATURE: _____

DATE: _____

RACMA FELLOWSHIP TRAINING PROGRAM
RESEARCH TRAINING PROGRAM
CREDIT APPLICATON & ENDORSEMENT FORM
FOR UNIVERSITY BASED STUDY

---

1. Candidate details:

Candidate: _____

Candidate Email: _____

Expected Exam Year: _____

Preceptor: _____

2. Title of Proposed Research:

_____
_____
_____
_____
_____

3. Project details:

3.1. Within what institution/organisation will this research study/project primarily be conducted (e.g. RACMA-recognised university, hospital)?
_____
_____

3.2. Name of external project supervisor/s (if applicable): _____
_____

Institution/organisation: _____
_____

Position: _____

3.3. Study/project Collaborators (if applicable):

Name	Institution/organisation
1.	
2.	
3.	
4.	

3.4. When will this study be completed? _____

3.5. In what form will it be completed (e.g. thesis, paper, journal article, report)?
_____
_____

3.6. Is your intention publication?

☐ Yes
☐ No

4. Essential Criteria:

☐ This study/project is relevant to the field of medical management within a health care setting

☐ I am the principal author/investigator of this study/project

☐ I have undertaken an ethics clearance for this study/project. If not, provide reasons:_____

_____

_____

_____

5. Summary statement:

5.1 Attach relevant draft of HREA/LNRF

(or)

5.2 Attach a statement (300 – 1000 words) outlining your proposal

DECLARATION:

'I hereby declare that the intellectual content of this Research Proposal is the product of my own work. If my study is to be undertaken in collaboration with others, I have listed all co-investigators above.

I also declare that I have addressed all ethical and legal considerations prior to submission.

This Proposal has not been previously submitted in this form for assessment at any time.

My RACMA Preceptor and my Study/Project's external supervisor (if applicable) have read this application and discussed it with me.'

Candidate's Signature: _____

Date: _____

Preceptor's Signature: _____

Date: _____

External Supervisor's Signature: _____

Date: _____

ENDORSEMENT:

Following a review of your Research Proposal Application, I endorse that your proposed/completed Research Project is health services related and it meets RACMA requirements. You are exempt from research methods study, and a separate ethics application and it this proposal which will be acceptable for summative assessment at the Oral Presentation and for your final written paper.

RTP Committee Member:

Name: _____

Signature: _____ Date: _____

RACMA FELLOWSHIP TRAINING PROGRAM
RESEARCH TRAINING PROGRAM (RTP)
RESEARCH PROPOSAL APPLICATION AND ENDORSEMENT FORM

---

1. Candidate details:

Candidate: _____

Candidate Email: _____

Expected Exam Year: _____

Preceptor: _____

Research Supervisor (if applicable): _____

Credit Requested for RTP: _____ (Yes/No) Credit Granted for RTP: _____ (Yes/No)

2. Research Pathway:

Please indicate which of the following pathways you have undertaken for completing your research project:

☐ RACMA Research Training Program

☐ Credit Granted

Title of thesis/research project:

_____
_____
_____

Seeking endorsement of:

☐ HREA/LNR Form

☐ Summary as suggested when granted credit

---

3. Summary statement:

3.1 Attach relevant draft of HREA/LNRF

(or)

3.2 Attach a statement (<u>300 – 1000 words</u>) outlining your proposal for summative assessment

---

4. Endorsement:

Following a review of your Research Proposal, I endorse that your proposed/completed Research Project is health services related and it meets RACMA requirements. It is this proposal which will be acceptable for Ethics submission and summative assessment at the Oral Presentation and for your final written paper.

Attached please find detailed feedback, for consideration before submitting for ethics endorsement

RTP Committee Member:

Name: _____

Signature: _____ Date: _____

Appendix V

RACMA FELLOWSHIP TRAINING PROGRAM
RESEARCH TRAINING PROGRAM (RTP)
ASSESSMENT FEEDBACK FORM FOR RESEARCH PROPOSAL

NOTE: Candidates may use this form as a guide in their preparation when developing their Research Proposal.

Candidate: ………………………………………………………………………………………………

Commencement Year: ………………………………… **Study Status:** ………………………………………

Preceptor: ………………………………………………. **Supervisor:** ……………………………………………

Title of Proposal: ……………………………………. **Word Count:** ……………………………………………

Assessment Criteria	Excellent	Good	Average	Poor
1. Design a research project:	In your Research Proposal, you:	In your Research Proposal, you:	In your Research Proposal, you:	In your Research Proposal, you:
• links to theories and literature;	• drew on a ***relevant selection of a wide range*** of theories and research literature to ***situate*** your project within the research literature, and ***inform*** your research focus and design	• drew on a ***wide selection*** of ***relevant*** theories and research literature to ***inform*** your research focus and design	• ***paraphrased*** several ***relevant*** theories and research literature and ***related*** these to your research focus and design	• ***mentioned some relevant*** theories and research literature and how these ***related*** to your research topic
• methods of research and analysis	• ***explicitly justified in detail*** your choice and use of research methods, methodology and analysis techniques (in terms of, e.g. relevance, rigour, reliability)	• ***justified in some detail*** your choice and use of your research methods, methodology and analysis techniques, (in terms of, e.g. relevance, rigour, reliability)	• ***described*** your choice and use of research methods, methodology and analysis techniques (in terms of, e.g. relevance, rigour, reliability)	• ***listed and partially described*** your choice and use of research methods, methodology and analysis techniques
• scope, limitations and ethical challenges	• ***explicitly identified and comprehensively considered*** the scope, limitations and challenges in conducting your research	• ***identified and described most*** of the scope, limitations and challenges in conducting your research	• ***identified and described some*** of the scope, limitations and challenges in conducting your research	• ***listed*** a ***few*** of the scope, limitations and challenges in conducting your research
• offers new evidence to the field of Medical Administration	• ***explicitly identified and comprehensively considered potential to generate*** new evidence in the discipline of Medical Administration	***identified potential*** for new evidence in the discipline of Medical Administration	• ***identified some potential*** for new evidence in the discipline of Medical Administration	• ***no potential*** for new evidence in the discipline of Medical Administration identified.

2. Communicate Proposal in a scholarly manner adhering to: • structure and format	In your Research Proposal, you: Expressed ideas that were: • logically structured throughout the work; • *clear and concise throughout* the work	In your Research Proposal, you: Expressed ideas that were: • logically structured throughout *most* of the work; • *clear and concise* throughout *most* of the work	In your Research Proposal, you: Expressed ideas that were: • logically structured in *parts* of the work • *clear in parts* of the work	In your Research Proposal, you: • Expressed ideas that *partially* conveyed meaning to the reader
• correct and relevant discipline specific vocabulary	• employed an *extensive, correct and relevant* discipline specific vocabulary	• employed an *extensive and relevant* discipline specific vocabulary with *only minor mistakes and/or inconsistencies*	• employed discipline specific vocabulary with *occasional* misinterpretation of terms and/or inconsistent use of these	• used *some* discipline-specific vocabulary and/or used this *incorrectly,* affecting the reader's interpretation of the document
• referencing conventions i.e. Harvard **RACMA Enabling Competencies10.7;10.8; 13.1; 13.3; 13.4; 19.1; 19.3; 19.4; 20.1; 20.4; 21.1; 21.2; 21.3; 21.4; 21.5; 21.6; 21.7**	• used referencing to *explore and provide additional or analogous ideas* for the reader, while *strictly adhering* to a referencing convention	• *strictly adhered* to a referencing convention	• followed a referencing system with *some minor errors*	• cited *some* sources using an *inconsistent* system of referencing

FEEDBACK TO CANDIDATE:

Assessor's Name: _____

Assessor's Signature: _____   *Date:* _____

RACMA FELLOWSHIP TRAINING PROGRAM
RESEARCH TRAINING PROGRAM (RTP)
APPLICATION & ENDORSEMENT TO CHANGE RESEARCH PROPOSAL FOR SUMMATIVE ASSESSMENTS

*Note: It is acknowledged that changes in the circumstances of Candidates or in proposed projects may occur during training. This form is to be used to notify the College of these changes and gain endorsement of new proposals or new formats for summative assessments. This application **must** be submitted prior to assessment of oral or written summative assignments.*

---

1. Candidate details:

Name: _____

Email: _____

Telephone Contact: _____

Expected/completed Oral Examination Year: _____

Preceptor's Name: _____

Research Supervisor's Name: _____

2. Qualification and study details

Please indicate which of the following pathways you are following for credit and assessment of your research.

- ☐ Masters or PhD study
- ☐ Publications in Health Services Research
- ☐ RACMA Research Training program
- ☐ Other Research Project (Specify): _____

Original title of thesis/research project:

_____

_____

3. Circumstances leading to the need to change the proposal:

_____

_____

_____

_____

4. New title (if applicable) for Oral Presentation

_____

5. New title/format for Written submission

 _____

 _____

Please attach summary of new proposal.

Candidate's Signature: _____   **Date**: _____

Preceptor's Signature: _____   **Date**: _____

Research Supervisor's Signature (if applicable): _____   **Date**: _____

6. Endorsement

I acknowledge that the circumstances outlined warrant changes to your research study.

I endorse your new proposal as health services research related. It is this proposal which will be acceptable for summative assessment at the Oral Presentation/for your final written paper.

Research Training Assessor Signature _____   **Date _____**

Note this endorsement should be attached to your final submission cover sheet.

Appendix VII

Oral Presentation Application & ABSTRACT Form

Candidate Name	Click here to enter text.	
Preceptor Name	Click here to enter text.	
Commencement Year	Click here to enter text.	
Expected Exam Year	Click here to enter text.	
Study Status (FT/PT)	F/T ☐	P/T ☐
College approved Research Proposal (Y/N)	Y ☐	N ☐
Ethics approval obtained (Y/N)	Y ☐	N ☐
Ethics Approval Letter Uploaded (Y/N) (Still select/tick "Y" if you intend to upload it within 48 hours of uploading your abstract but have not yet done so).	Y ☐	N* ☐
* If "N" (you are **not** able to provide a copy of your Ethics Approval Letter), **please give your reason.**	Click here to enter text.	

Title of Presentation

Abstract
Provide an abstract of 250 – 300 words of your *Research in Progress / Final Written Paper (for those who are granted Credit)*

RACMA FELLOWSHIP TRAINING PROGRAM
RESEARCH TRAINING PROGRAM (RTP)
ASSESSMENT RUBRIC FOR ORAL PRESENTATION: RESEARCH IN PROGRESS

(This form is to be used for assessing oral presentations of the Research Paper/Report. It is for those Candidates whose research project is in progress, and for whom the written paper has not been assessed. Candidates may use this form as a guide for their Oral Presentations.)

Candidate: ………

Commencement Year: ………………………………………… **Study Status:** …………………………………………….

Preceptor ………………………………………………………… **Supervisor:** ………………………………..………

Title of Presentation: ……………………………………………………………………………………………………

College approved research proposal: Yes /No   Ethics approval obtained: Yes / No

Assessment Criteria	5	4	3	1-2	Total Score
	In your abstract, you:	In your abstract, you:	In your abstract, you:	In your abstract, you:	5 Marks
1. Preparation of an abstract	• **described** an appropriate health service research project • limited yourself to the **word count** that was indicated • followed the **instructions** on how to format the abstract • wrote with correct English syntax and spelling • kept to the **deadline**	• limited yourself to **four out of the five criteria** for a good abstract	• limited yourself to **three out of the five criteria** for a good abstract	• **did not describe** your project adequately • did not follow the **instructions** adequately • did not meet the **deadline**	

Assessment Criteria	5	4	3	2	Total Score
	• In your design, you	• In your design, you	• In your design, you	• In your design, you	5 Marks
2. Design of a research project relevant to the discipline of Medical Administration • Outlines context and reason for selection of the Research question • links to relevant and current theories and research literature on the topic (if applicable) • Identifies how this study will contribute to knowledge in medical administration RACMA Enabling Competencies: 10.7, 10.8, 19.1, 19.4, 21.1, 21.2, 21.3, 21.4, 21.5	• drew on **a relevant and current* selection of a wide range** of theories and research literature (if applicable) **to situate your research study and inform** your research focus and design • * in the past 5 years	• drew on **a wide selection of relevant and current*** theories and research literature **to inform your research focus and design** • * in the past 5 years	• **paraphrased several relevant theories** and research literature and **related** these to your research focus and design	• **mentioned some relevant theories** and research literature and how these **related** to your research topic	

Assessment Criteria	9 -10	7 - 8	5 - 6	0 - 4	Total Score
	• In your method, you:	• In your method, you:	• In your method, you:	In your method, you:	10 Marks
3. Research methods, data collection and analysis • Outlines a research method which is appropriate to the Research Question and is achievable in the time available • RACMA Enabling Competencies: 19.4, 20.4, 21.5, 21.6	• **explicitly justified in detail** your choice and use of research methods for data collection, and proposed analysis techniques for raw data (in terms of, e.g. generalizability, saturation, personal bias, convenience sampling, quantitative analysis techniques)	• **justified in some detail** your choice and use of research methods for data collection, and proposed analysis techniques for raw data (in terms of, e.g. generalizability, saturation, personal bias, convenience sampling, quantitative analysis techniques)	• **described** your choice and use of research methods for data collection, and proposed analysis techniques for raw data (in terms of, e.g. generalizability, saturation, personal bias, convenience sampling, quantitative analysis techniques)	• **listed and partially described** your research methods and proposed analysis techniques for raw data.	

Assessment Criteria	12 - 15	10 - 11	8 - 9	0 - 7	Total Score
	In your discussion, you:	In your discussion, you:	In your discussion, you:	In your discussion, you:	15 Marks
4. Issues and challenges identified and how these were/are being overcome • Describes the challenges and issues identified and how these were overcome, including issues relating to scope, limitations, ethical and other challenges • RACMA Enabling Competencies: 2.7, 10.2, 10.3, 10.5, 19.1, 19.2, 19.3, 19.4, 21.1, 21.2, 21.3, 21.7	• **explicitly identified and comprehensively considered** the scope, limitations and ethical and other challenges in developing your research. • Ethics Committee issues **are clearly described, and responses justified**	• **identified and described most of** the scope, limitations and ethical challenges in developing your research • Ethics Committee issues are **described**	• **identified and described some of** the scope, limitations and ethical challenges in developing your research	• **listed a few of** the scope, limitations and ethical challenges in developing your research	

Assessment Criteria	12-15	10-11	8-9	0 - 7	Total Score
	In your delivery, you:	In your delivery, you:	In your delivery, you:	In your delivery, you:	15 Marks
5. Appropriately presents the preliminary findings of a research study • Communicates with peers demonstrating the potential application of new knowledge and skills to Medical Administration • Uses appropriate delivery format, technique and discipline specific vocabulary • RACMA Enabling Competencies:13.1, 3.3, 13.4, 19.3, 20.1, 21.7	• **clearly presented** the research question, methodology, challenges encountered and preliminary valid research findings • **incorporated a variety of appropriate** visual aids including suitable hand-outs that complimented the data and results • delivered the presentation in **an organised, coherent, audible and engaging manner** • **all resources** were appropriately sourced and referenced • the presenter demonstrates the ability to field questions in a manner that reflects their knowledge of the research area	• **mostly presented** the research question, methodology, challenges encountered and preliminary valid research findings • **mostly incorporated a variety of appropriate** visual aids • delivered the presentation in a **mostly organised, coherent, audible and engaging manner** • **all resources** were appropriately sourced and referenced • the presenter **mostly demonstrates t**he ability to field questions in a manner that reflects their knowledge of the research area	• **presented some of** the research question, methodology, challenges encountered and preliminary research findings • **incorporated some** visual aids • delivered a presentation that was **somewhat organised and engaging** • **resources** were appropriately sourced and referenced • the presenter **sometimes demonstrates** the ability to field questions	• **attempted to present** the research question, methodology, challenges encountered and preliminary research findings • delivered a presentation that was **at times disorganised and lacked full engagement with the audience** • the **presenter lacked** the ability to field questions in a manner that reflected their knowledge of the research area	

OVERALL SCORE	Note: The passing score for this assessment should be no less than 30 out of 50 (60%)	/50

FEEDBACK TO CANDIDATE:

SATISFACTORY [   ]   UNSATISFACTORY   [   ]

Assessor's Name: _____

Assessor's Signature: _____   *Date:* _____

RACMA FELLOWSHIP TRAINING PROGRAM

RESEARCH TRAINING PROGRAM (RTP)
ASSESSMENT RUBRIC FOR ORAL PRESENTATION: COMPLETED PAPER/CREDIT GRANTED
(Candidates may use this form as a guide for oral presentation of their completed research paper which was granted credit by the College.)

Candidate: ………..

Commencement Year: ……………………………………. **Study Status:** ……………………………………………………

Preceptor …………………………………………………… **Supervisor:** …………………………………………………….

Title of Presentation: ……

College approved research proposal: Yes /No **Ethics approval obtained: Yes / No**

Assessment Criteria	9-10	7-8	5-6	0-4	Score
	In your abstract, you:	In your abstract, you:	In your abstract, you:	In your abstract, you:	**10 Marks**
1. Preparation of an abstract	• described an appropriate health service research project • limited yourself to the word count that was indicated • followed the instructions on how to format the abstract • wrote with correct English syntax and spelling • kept to the deadline	• limited yourself to four out of the five criteria for a good abstract	• limited yourself to three out of the five criteria for a good abstract	• did not describe your project adequately • did not follow the instructions adequately • did not meet the deadline	
Assessment Criteria	**5**	**4**	**3**	**0-2**	**Score**
	In your design and hypothesis, you:	In your design and hypothesis, you:	In your design and hypothesis, you:	In your design and hypothesis, you:	**5 Marks**
2. Design of a research project relevant to the discipline of Medical Administration • Outlines context and reason for selection of the Research question • Links to relevant and current theories and research literature on the topic (if applicable) • Identifies how this study will contribute to knowledge in medical administration **RACMA Enabling Competencies: 10.7, 10.8, 19.1, 19.4, 21.1, 21.2, 21.3, 21.4, 21.5**	• drew on **a relevant and current* selection of a wide range** of theories and research literature (if applicable) to **situate your research study** and **inform** your research focus and design ** i.e. in the past 5 years*	• drew on a **wide selection of relevant and current*** theories and research literature to **inform** your research focus and design ** i.e. in the past 5 years*	• **paraphrased several relevant** theories and research literature and **related** these to your research focus and design	• **mentioned some relevant** theories and research literature and how these **related** to your research topic	

Assessment Criteria	5	4	3	0-2	Score
	In your analysis, you:	In your analysis, you:	In your analysis, you:	In your analysis, you:	**10 Marks**
3. Research methods, data collection and analysis **RACMA Enabling Competencies: 19.4, 20.4, 21.5, 21.6**	• **explicitly justified in detail** your choice and use of research methods for data collection, and analysis techniques for raw data (in terms of, e.g. generalizability, saturation, personal bias, convenience sampling, quantitative analysis techniques)	• **justified in some detail** your choice and use of research methods for data collection, and analysis techniques for raw data (in terms of, e.g. generalizability, saturation, personal bias, convenience sampling, quantitative analysis techniques)	• **described** your choice and use of research methods for data collection, and analysis techniques for raw data (in terms of, e.g. generalizability, saturation, personal bias, convenience sampling, quantitative analysis techniques)	• **listed and partially described** your research methods, and analysis techniques for raw data.	

Assessment Criteria	5	4	3	0-2	Score
	In your conclusions, you:	In your conclusions, you:	In your conclusions, you:	In your conclusions, you:	**5 Marks**
4. Generate data and discuss results with reference to theories and the literature. • analyse results • draw conclusions RACMA Enabling Competencies:13.1, 3.3, 13.4, 19.3, 20.1, 21.7, 19.4, 20.4, 21.5, 21.6	• **correctly applied** data analysis technique(s) to analyse results • drew **relevant and valid** conclusions that **contribute to the field(s)** and were **thoroughly substantiated** with reference to the: − **evidence** revealed in your research − **relationships between this evidence** and the literature −	• **correctly** applied data analysis technique(s) to analyse results with only **minor mistakes** • drew **relevant and valid** conclusions that were **substantiated** with reference to the: − **evidence** revealed in your research − **evidence** in the literature	• applied data analysis technique(s) to analyse results with **some mistakes** • drew **some relevant** conclusions that were **substantiated** based on: − **aspects** of your research and − **aspects** of the literature	• **partially** applied **basic** data analysis technique(s) to analyse results • drew **partially** substantiated conclusions **loosely** based on: − **aspects** of your research and − **tenuous** links to the literature	

Assessment Criteria	5	3-4	2	0 - 1	Score
	In your discussion, you:	In your discussion, you:	In your discussion, you:	In your discussion, you:	**5 Marks**
5. Issues and challenges identified and how these were/are being overcome • Identify original contribution of your work to the discipline of Medical Administration RACMA Enabling Competencies: 19.4, 20.4, 21.5, 21.6 • Describes the challenges and issues identified and how these were overcome, including issues relating to scope, limitations, ethical and other challenges RACMA Enabling Competencies: 2.7, 10.2, 10.3, 10.5, 19.1, 19.2, 19.3, 19.4, 21.1, 21.2, 21.3, 21.	• **evaluated** the contribution of your results to the research literature to **pose valid questions,** recommendations or **directions** for further research • **explicitly identified and comprehensively considered** the scope, limitations and ethical and other challenges in developing your research. • Ethics Committee issues are **clearly described, and responses justified**	• **identified and described** the contribution of your results to the research literature to **pose questions,** recommendations or **directions** for further research • **identified and described most of** the scope, limitations and ethical challenges in developing your research • Ethics Committee issues are **described**	• **broadly stated** the contribution of your results to the field(s) of study, **posing some** questions or recommendations for further research • **identified and described some of** the scope, limitations and ethical challenges in developing your research	• **listed some questions** or recommendations for further research **unrelated** to the results of your research • **listed a few of** the scope, limitations and ethical challenges in developing your research	

Assessment Criteria	12-15	10-11	8-9	0 - 7	Score
	In your delivery, you:	In your delivery, you:	In your delivery, you:	In your delivery, you:	15 Marks
6. Uses appropriate delivery format, technique and discipline specific vocabulary RACMA Enabling Competencies:13.1, 3.3, 13.4, 19.3, 20.1, 21.7, 19.4, 20.4, 21.5, 21.6	• **incorporated a variety of appropriate** visual aids including hand-outs that best suited, and complimented the data and results • delivered the presentation in **an organised, coherent, audible and engaging manner** • **all resources** were appropriately sourced and referenced • the presenter demonstrates the ability to field questions in a manner that reflects their knowledge of the research area	• **mostly incorporated a variety of appropriate** visual aids • delivered the presentation in a **mostly organised, coherent, audible and engaging manner** • **all resources** were appropriately sourced and referenced • the presenter **mostly demonstrated t**he ability to field questions in a manner that reflects their knowledge of the research area	• **incorporated some** visual aids • delivered a presentation that was **somewhat organised and engaging** • **resources** were appropriately sourced and referenced • the presenter **sometimes demonstrated** the ability to field questions	• delivered a presentation that was **at times disorganised and lacked full engagement with the audience** • the **presenter lacked** the ability to field questions in a manner that reflected their knowledge of the research area	
Note: The passing score for this assessment should be no less than 30 out of 50 (60%)					**/50**

FEEDBACK TO CANDIDATE:

SATISFACTORY [   ]   **UNSATISFACTORY** **[   ]**

Assessor's Name: _____

Assessor's Signature: _____   *Date:* _____

RACMA FELLOWSHIP TRAINING PROGRAM
RESEARCH TRAINING PROGRAM (RTP)
ASSESSMENT RUBRIC FOR FINAL WRITTEN PAPER

NOTE: Candidates may use this form as a guide in their preparation when developing their Research- based Case Study Paper.

Candidate: …………………………………………………………………………………………..

Commencement Year: ………………………………..   **Study Status:** ………………………………………….

Preceptor: ………………………………………………   **Supervisor:** ……………..…………………………....

Submission Due Date: …………………………………   **Word Count**: ……………………………………………….

Title of Paper: ………..

College approved research proposal: **Yes/No**   **Ethics approval obtained:**   **Yes/No**

Assessment Criteria	5	4	3	2	Score
	In your research, you:	In your research, you:	In your research, you:	In your research, you:	**(15 marks)**
1.Design a research project relevant to the discipline of Medical Administration • *links to theories and literature;*	• drew on a ***relevant selection of a wide range*** of theories and research literature to ***situate your project within the research literature***, and ***inform*** your research focus and design	• drew on a ***wide selection of relevant*** theories and research literature to ***inform*** your research focus and design	• ***paraphrased*** several ***relevant*** theories and research literature and ***related*** these to your research focus and design	• ***mentioned some relevant*** theories and research literature and how these ***related*** to your research topic	
• *methods of research and analysis*	• ***explicitly justified in detail*** your choice and use of research methods, methodology and analysis techniques (in terms of, e.g. relevance, rigour, reliability)	• ***justified in some detail*** your choice and use of your research methods, methodology and analysis techniques, (in terms of, e.g. relevance, rigour, reliability)	• ***described*** your choice and use of research methods, methodology and analysis techniques (in terms of, e.g. relevance, rigour, reliability)	• ***listed and partially described*** your choice and use of research methods, methodology and analysis techniques	
scope, limitations, ethical and other challenges ***RACMA Enabling Competencies: 10.7, 10.8, 19.1, 19.4, 21.1, 21.2, 21.3, 21.4, 21.5***	• ***explicitly identified and comprehensively considered*** the scope, limitations and ethical and other challenges in conducting your research	• ***identified and described*** **most** of the scope, limitations and ethical challenges in conducting your research	• ***identified and described*** **some** of the scope, limitations and ethical challenges in conducting your research	• ***listed*** a ***few*** of the scope, limitations and ethical challenges in conducting your research	

Assessment Criteria	5	4	3	2	Score
	In your data, you:	In your data, you:	In your data, you:	In your data, you:	**(25 marks)**
2. Generate data and discuss results with reference to theories and the literature • *analyse results* **(10 marks)**	• *correctly* **applied** data analysis technique(s) to analyse results	• *correctly* applied data analysis technique(s) to analyse results with only *minor mistakes*	• applied data analysis technique(s) to analyse results with *some mistakes*	• *partially* applied *basic* data analysis technique(s) to analyse results	
• *draw conclusions* **(5 marks)**	• drew *relevant and valid* conclusions that *contribute to the field(s)* and were *thoroughly substantiated* with reference to the: − *evidence* revealed in your research − *relationships between this evidence* and the literature	• drew *relevant and valid* conclusions that were *substantiated* with reference to the: − *evidence* revealed in your research − *evidence* in the literature	• drew *some relevant* conclusions that were *substantiated* based on: − *aspects* of your research and − *aspects* of the literature	• drew *partially* substantiated conclusions *loosely* based on: − *aspects* of your research and − *tenuous* links to the literature	
• *identify original contribution of your work to the discipline of Medical Administration* **(10 marks)** *RACMA Enabling Competencies: 19.4, 20.4, 21.5, 21.6*	• *evaluated* the contribution of your results to the research literature to *pose valid questions,* recommendations or *directions* for further research	• *identified and described* the contribution of your results to the research literature to *pose questions,* recommendations or *directions* for further research	• *broadly stated* the contribution of your results to *the field(s) of study*, *posing some questions* or recommendations for further research	• *listed some questions* or recommendations for further research *unrelated* to the results of your research	
	In your report, you:	In your report, you:	In your report, you:	In your report, you:	**(10 marks)**
3. Communicate in the form of a Case Study, a scholarly work that adheres to: • *structure and format*	• logically structured ideas *throughout* • *clearly and concisely* expressed ideas *throughout* • organised the Case Study in a coherent manner - introduction, body, and conclusion.	• logically structured ideas *throughout most* of the Case Study • *clearly and concisely* expressed ideas *throughout most* of the work • organised the Case Study in a coherent manner - introduction, body, and conclusion.	• *mostly* adhered to expressing ideas that were: • logically structured in *parts* of the work • *clearly* expressed in *parts* of the work • organised in a coherent manner - introduction, body, conclusion.	• expressed ideas that *partially* conveyed meaning to the reader	

Assessment Criteria	5	4	3	2	Score
• *discipline specific vocabulary* • *Correct grammar and language for report writing.* **RACMA Enabling Competencies: 13.1, 13.3, 13.4, 19.3, 20.1, 21.7**	• employed **extensive, correct and relevant** discipline specific vocabulary to research in Medical Administration. • used correct grammar and language for report writing.	• employed an **extensive and relevant** discipline specific vocabulary with only **minor mistakes and/or inconsistencies.** • used correct grammar and language for report writing with minor mistakes and/or inconsistencies.	• employed discipline specific vocabulary with **occasional misinterpretation of terms and/or inconsistent use of these.** • used correct grammar and language for report writing with occasional mistakes and/or inconsistencies.	• **used some** discipline-specific vocabulary and/or used this **incorrectly**, affecting the reader's interpretation of the document • used some incorrect grammar and language for report writing	
OVERALL SCORE *The passing score for this assessment should be no less than 30 out of 50 (60%)*					(/50 marks)

FEEDBACK TO CANDIDATE:

SATISFACTORY [   ]   **UNSATISFACTORY [   ]**

Assessor's Name: _____

Assessor's *Signature:* _____   *Date:* _____

RACMA FELLOWSHIP TRAINING PROGRAM
ASSESSMENT TASK COVER SHEET

CANDIDATE SECTION:

CANDIDATE NAME: ....

CANDIDATE EMAIL: ....

TRAINING COMMENCEMENT YEAR: ……………………………………….. **STUDY STATUS (FT/PT)**: …………………….

PRECEPTOR'S NAME: ……………………………………………………………………………………………………

WORD COUNT: …………………………………………….. *(Please refer to guidelines for required number of words)*

SUBMISSION DUE DATE: …………………………….……………. **DATE SUBMITTED**: …………………………………………..

Fellowship Training Program Assessment Tasks :

☐ Indigenous Health Webinar Assessment Task   ☐ Health Service Research Webinar Assessment Task

☐ Letter to the Editor   ☐ Health Service Research Proposal & Ethics Application

☐ Ethics Approval and Final Proposal   ☐ Abstract for Oral Presentation

☐ Ministerial Briefing   ☐ Health Service Research Paper   ☐ Rewrite

☐ Reflective Journal Writing I   ☐ Management Case Study Proposal

☐ Reflective Journal Writing II   ☐ Management Case Study Paper   ☐ Rewrite

DECLARATION:

'I hereby declare that the intellectual content of this submission is the product of my own work, even though I may have received assistance from others in style, presentation and linguistic expression. Where necessary, permission has been granted by my supervisor/employer to use confidential information from my workplace.

I agree to my Letter to Editor being considered for publication in *The Quarterly* and accept that it may be edited. I also declare that I have addressed all ethical and legal considerations prior to submission and have not previously submitted this work in this form for assessment/publication at any time.'

SIGNED: …………………………………………………….……….. *(Candidate)*   **DATE:** …………………………………………….

PRECEPTOR SECTION:

I confirm that I have been engaged in the development of and discussions with the Candidate on this piece of work. I acknowledge that I have read this piece of work and advised on its readiness for assessment by markers.

SIGNED: ………………………………………………….…..……….. *(Preceptor)*   **DATE:** …………………………………………..……..

Appendix XII

FAQ'S

5.1 Why do I need to do research as part of my RACMA training?

The CanMEDS Physician Competency Framework which underpins most modern medical curricula describes the knowledge, skills and abilities that specialist medical practitioners need for better patient outcomes. The framework, which has been adopted across the globe, is based on seven roles: Medical Expert, Communicator, Collaborator, Manager, Health Advocate, Scholar and Professional.

The CanMEDS framework recommends that as Scholars, medical practitioners should demonstrate a lifelong commitment to reflective learning, as well as the creation, dissemination, application and translation of medical knowledge.

The RACMA Curriculum likewise states that as doctors, medical administrators demonstrate a lifelong commitment to learning as well as the development and communications of new knowledge through research and investigation in the field of medical management.

The specific key competencies listed under section 21 of the curriculum document state that a trainee:
- 21.1 Shows evidence of being up-to-date with new developments in appropriate fields of knowledge
- 21.2 Describes the principles of research and scholarly inquiry
- 21.3 Describes the principles of research ethics
- 21.4 Poses scholarly questions
- 21.5 Conducts a systematic search for evidence
- 21.6 Selects and applies appropriate methods to address the question
- 21.7 appropriately disseminates the findings of a study
- 21.8 Is able to describe the application of new knowledge and skills to management tasks.

Arguably, scholarship should include not just the creation of new knowledge and its dissemination through peer review and publication, but integration of new knowledge, teaching and application into everyday practice.

5.2 What is the aim of the RACMA Research Training Program?
The overall aims of the RACMA RTP are to raise Candidate awareness of the knowledge and attitudes required:
- to critically evaluate information for decision making; and
- to require demonstration of skills in health service/health systems research.

5.3 What is Health Services Research?
Health Services Research (HSR) is a particular area of research which involves systematically seeking knowledge which will lead to improvements in the delivery of health care. The definition used by the College is:

'The Health Services Research Program supports multi-disciplinary research into how financing arrangements, organisational structures and processes, health technologies and social factors affect the quality, cost and availability of, and access to, health care.' – NHMRC, 2011

As such, your research may examine any number of aspects within the specialty of Medical Administration.

5.4 How do I get started with my research?

Taking that first step is always the hardest! What is it I want to research? Where do I go to get ideas?

The best advice is to start with a real problem, not with a research tool or with data already collected you feel you should do something with.

Think of an idea, problem or issue that has been on your mind.
- Is it something you are passionate about?
- Write it down.
- Talk to peers and explain the problem aloud to them. Ultimately you want to be able to phrase the problem as a question.

For example:
Problem: International Medical Graduates in my hospital have problems talking to patients.

Research question:
With what aspects of patient communication do International Medical Graduates (IMGs) in my hospital have difficulty?

5.5 Can my research question actually be studied?

Defining the scope of your research study is CRITICAL! Don't go too 'big' or it will be overwhelming, and you will waste a lot of time collecting evidence that will not ultimately be used. The importance of having a narrow focus that is feasible and will not exceed your available time/word length cannot be overstated. Refine your topic until it is an appropriate, manageable and ultimately a valuable piece of research (seek guidance from the RTP team and Preceptors).

You will need to allocate time to:

- Reword
- Refocus and
- Redefine your research question and create aims and objectives of your investigation

5.6 Whence do good research ideas come?

Ideas can come from anywhere within your practice. The exciting thing about Health Services Research (HSR) is that it is multi-disciplinary and includes aspects such as financing arrangements, organisational structures and processes, health technologies and social factors. Some sources of research ideas you might consider include:

- Meetings: As a Medical Administrator, issues come up all the time relating to health care outcomes, governance, policy etc. Are any of these issues worthy of further scrutiny and analysis? Is research needed to clarify or resolve debates around any of these?
- Client comments: What do your service users think about the service?
- Areas of personal interest from your practice.

- Personal observation: If you have uncovered an interesting trend, do others in your area agree?
- Reading the literature: This an excellent way to stay informed about developments.
- Topics of local or national interest, such as screening programmes.
- Evidence needed to inform change: Can your research provide the evidence to change practice within your field?

5.7 What is audit and how does it differ from research?

The intended outcome of audit is to document quality, or where necessary, to take steps to provide a better service. The report produced is utilised primarily by the health service provider. Results of audit tend to be only valid in a particular context. Audit results can however inform/identify areas requiring a formal research project.

The ultimate outcome of research, on the other hand, is to improve knowledge. Research usually results in a report to the medical/scientific/management community in a peer-reviewed journal (although the latter is not always achieved, especially if the research fails to produce new or positive findings). So, a good definition of research according to the Oxford English Dictionary is:

'A search or investigation directed to the discovery of some fact by careful consideration or study of the subject; a course of critical or scientific inquiry'.

Another way to think about the difference is: Research is concerned with discovering the right thing to do and audit with ensuring that it is done right.

5.8 Should I keep a diary?

Yes. We strongly recommend you write down ideas and reflections as you progress on this scholarly journey. Your ideas will change over time and this is worth reflection. Your role as a Scholar (researcher) will likewise change with time, and a reflective diary is an excellent means to capture this. In addition, the reflections may form an integral part of your final conclusions and presentation.

5.9 What journals should I be reading?

See the journals listed in the Resources section below for a good start. In addition, your research ideas may overlap with the Disciplines of Education, specifically Medical Education:

- *Medical Education*
- *Medical Teacher*

Or Public Health
- *BMC Public Health*

Many of these are open access journals. It is worth reading some background on the journal keeping an eye open for publication, down the track. For instance, *BMC Health Services Research* describes six areas of interest:

- Health policy, reform, governance and law
- Health services research in low and middle-income settings
- Health care needs and demand
- Organisation, structure and delivery of health care

- Quality, performance, safety and outcomes
- Utilisation, expenditure, economics and financing systems.

5.10 What is my Research Paradigm?

Kuhn's work in the 1970s on the history of science raised the notion of a paradigm in research, i.e. a sense of beliefs and dictates that influence what is studied, how it is studied and how results are interpreted. We talk of Epistemology, Ontology and Methodology. Heavy words – but worth exploring. Essentially these research terms refer to the theory of knowledge, its origins and limitations, the study of being and the rationale for the choice of methods you will ultimately use.

5.11 Is my 'researcher stance' an important consideration?

As your research unfolds, it is important to understand (and in your write up, to declare) your own stance as a researcher. According to the positivist paradigm, researchers can investigate the world without being influenced by it or influencing it. Other research paradigms take a different view on the researcher stance. Constructivism for instance is the view that meaning is not discovered but socially constructed. The researcher and the researched are related in that knowledge is created between them. What will your research stance be?

5.12 If during my Candidacy, I am training on a rotational basis, how can I formulate a research question for my Case Study when my workplaces may change?

You might think of gathering your data in the first or second training position and then analyse and write it up in your next position/s. Or come up with a question where you might gather similar data from different workplaces and compare them. Or you could pick a study area that is not strictly tied to one workplace or medical environment. Speak to your Preceptor or the RACMA RTP Staff for further guidance.

5.13 To whom can I talk?

It is important to discuss your ideas with peers. Research, particularly HSR, should not be pursued in isolation. To lead to improvements in the delivery of health care, your research ideas must be grounded in every day practice. Present your ideas at journal clubs and meetings. It is possible you will refine your ideas based on feedback from colleagues. Perhaps your research idea is of interest to others? Research is an iterative process. Consider collaborating with other colleagues in your area.

Candidates are encouraged to contact the National Office to seek appropriate assistance and discuss ideas or raise any concerns. In addition, your Preceptor is an excellent sounding board for potential research ideas.

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