

# Certification in Obstetrical and Gynaecological Ultrasound (COGU) Research-based Discussion (RbD) General Information



The Royal Australian  
and New Zealand  
College of Obstetricians  
and Gynaecologists  
*Excellence in Women's Health*

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## Purpose

Research-based Discussion (RbD) evaluates a trainee's analytical skills related to current research. Each research article selected by the trainee provides an opportunity to engage in evidence based research and to analyse the strengths and weaknesses of that research and its value to contemporary practice. RbD is designed to:

- encourage the critical evaluation of research relating to the Sub-Specialty
- understand the significance of appropriate research methodology and data collection in the validity and reliability of research
- understand the ethical responsibilities inherent in undertaking research
- recognise areas of research that may be further developed as a result
- recognise the impact of research on contemporary practice

The RbD is NOT a test of the trainee's memory or comprehension skills but rather an opportunity for them to discuss, in-depth, their analysis of key aspects of the research (based on their individually selected criteria) in the article.

## Overview

During the course of an Obstetrical and Gynaecological Ultrasound Trainee's training program they will be expected, as part of their professional practice, to engage with current research. The trainee will be expected to complete a *Research-based Discussion Summary Template* for three (3) research articles per calendar year of the training program (nine research articles across the course of the three-year Subspecialty training program). A suitably appointed Assessor will engage the trainee in a detailed discussion around the identified criteria of one Assessor selected article per year (3 research articles are assessed across the three-year Subspecialty training program).

## What articles should I select for Research-based Discussion?

Research articles must be from peer reviewed journals and be of direct relevance to the Subspecialty discipline.

## Who will assess the Research-based Discussion?

Any Fellow of the College who holds certification in the Subspecialty is allowed to act as an Assessor for RbD. Ideally the Assessor should NOT work regularly with the trainee.

## How is Research-based Discussion conducted?

RbD is a structured but informal thirty minute discussion in which the Assessor can ask a series of prompt questions to engage the trainee in a focused discussion. The questions will all relate to the four criteria areas that the trainee has identified for analysis of the selected research article. RbD can be conducted face-to-face, via Skype or teleconference. The completed RbD Rating Form must be signed by both the Assessor and the Trainee and it is the responsibility of the Trainee to forward the completed and signed RbD Rating Form to their Training Supervisor.

## Research-based Discussion Summary Template

A trainee will need to complete one RbD Summary Template for each of three (3) selected articles per year (nine selected articles across the course of the Subspecialty training program). The trainee will need to limit the focus of each individual RbD summary to a minimum of four of any of the following criteria but all of the listed areas will need to be addressed at least once across the nine required articles.

- Aims of research & or hypothesis
- Research methodology or protocols
- Statistical analysis
- Presentation of results
- Conclusion / validity
- Propose changes to research methods or research plan
- Implications for clinical practice
- Implications for further research

### **Training Supervisors responsibilities**

Training Supervisors are asked to confirm the availability of a Fellow to act as an Assessor and pass the Assessor's contact details to the trainee who is then responsible for arranging, directly with the Assessor, the date, time and mode of the RbD. Once the RbD has been completed the trainee will provide the Training Supervisor with a copy of the assessment form which should be held in the trainee's trainee file as evidence of their completion of the yearly RbD requirement.

### **Trainee responsibilities**

The trainee is responsible for the selection of three research articles per year and the completion of three individual RbD Summary Templates; attaching the relevant research article to each completed template. The Assessor will be selected by the Training Supervisor and but the trainee will negotiate directly with the Assessor re date, time and mode of the RbD. Near the end of each calendar year of the training program, the trainee will send all three completed templates (with articles attached) and the RbD Mapping form to the nominated Assessor at least two weeks prior to the RbD.

### **Assessor responsibilities**

The Assessor chooses one article to discuss and assess with the trainee. The Trainee must not know which article is being selected for discussion prior to the RbD encounter but can bring all three articles and Summary Templates with them to refresh their memory prior to the RbD commencing. The Assessor completes the RbD Assessment Form, available online, and once completed the form must be signed by both the Assessor and the Trainee. A list of suggested questions is attached to this document (to act as discussion prompts) but an Assessor can create their own questions to more effectively address the individual issues of a research paper if required.

### **After a RbD discussion encounter**

An important component of the RbD meeting is the post assessment discussion between the Assessor and trainee at which time the strengths and weaknesses of the trainee's analysis of the research article can be explored.