

Certification in Urogynaecology (CU) Research-based Discussion (RbD) General Information



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

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 allow trainees to critically evaluate:

- research relating to the CU Subspecialty
- the significance of appropriate research methodology and data collection in the validity and reliability of research
- the ethical responsibilities that underpin research
- the areas of research that may be further explored as a result of an individual study
- 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 a Urogynaecology 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 Criteria Summary for three (3) research articles per calendar year of the training program and nine (9) research articles across the course of the three year clinical training program. A suitably appointed assessor will select one article, from the three submitted, and engage the trainee in a detailed discussion around the identified criteria of that article near the end of each training year (three (3) research articles are assessed across the three year clinical 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 CU Subspecialty.

Who will assess the Research-based Discussion?

Any Fellow of the College who holds certification in the CU 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 Assessment 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 Assessment Form to their Training Supervisor.

Research-based Discussion Summary Sheet

The Research-based Discussion Summary Sheet allows a trainee to identify which criteria they have focused on for each year's three research articles by ticking the appropriate boxes. All criteria MUST be addressed, at least once, across the nine research articles. A copy of the RbD Summary Sheet must be submitted with the three (3) RbD Criteria Summary Forms and associated articles being considered for RbD for each calendar year of the 3 year clinical training program. This documentation must be submitted to the appointed Assessor two weeks prior to the RbD.

Research-based Discussion Criteria Summary Template

A trainee will need to complete one RbD Criteria Summary Form for each of three (3) selected articles per year (nine (9) selected articles across the course of the CU 3 Year Clinical Training Program). The trainee will need to limit the focus of each individual RbD summary to a minimum of four (4) 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 and 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 RbD Assessment Form and RbD Summary Sheet at the end of year summative assessment interview.

Trainee responsibilities

The trainee is responsible for the selection of three (3) research articles per year and the completion of three (3) individual RbD Criteria Summary Forms; attaching the relevant research article to each completed RbD Criteria Summary Form. The Assessor will be selected by the Training Supervisor but the trainee will liaise directly with the Assessor re date, time and mode of the RbD. Near the end of each calendar year of the 3 year clinical training program, the trainee will send all three completed RbD Criteria Summary Forms (with articles attached) and the RbD Summary Sheet to the nominated Assessor at least two weeks prior to the RbD. A copy of the completed and signed RbD Assessment Form and RbD Summary Sheet should also be submitted with the TAR to the subspecialties department, College House at the end of Year 1, 2 and 3 training.

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 RbD Criteria Summary Forms 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.

In the event that a trainee does not Pass the RbD assessment at the first attempt, a further RbD assessment shall be organised by the Training Supervisor, at which the Assessor will choose one of the two remaining articles for assessment.