

**ST2-RES-EPA3 – Research Skills – Data collection 2**

<b>Area of practice</b>	Research	<b>EPA identification</b>	ST2-RES-EPA3
<b>Stage of training</b>	Stage 2 – Proficient	<b>Version</b>	v0.6 (EC-approved 25/05/18)
The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.			
<b>Title</b>	<b>Skills in research methodology and data collection 2.</b>		
<b>Description</b> Maximum 150 words	The trainee will demonstrate skills in research methodology through data collection in a research project undertaken during the research rotation. The trainee will demonstrate competence in planning methodology that best suits the aims of the project, e.g. outcome measurement, use of blinding and randomisation techniques and qualitative data collection (if relevant to the study).		
<b>Fellowship competencies</b>	<b>ME</b>	7	<b>HA</b> 1
	<b>COM</b>	1	<b>SCH</b> 1,2,3
	<b>COL</b>	3,4	<b>PROF</b> 1,2,3
	<b>MAN</b>	1,3	
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Knowledge of research methods used in psychiatric research (quantitative and qualitative)</li> <li>• Knowledge of outcome measures, ratings scales and other instruments commonly used in studies in the area for which the trainee is conducting a study.</li> <li>• Knowledge of key concepts involved in accurate data collection, including randomisation and blinding</li> <li>• Knowledge of processes utilised to record data in preparation for analysis</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Planning all aspects of methodology best suited to the aims of the study and the research question being investigated, e.g.: <ul style="list-style-type: none"> <li>○ Subject inclusion and exclusion criteria</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ Demographic data to be collected</li> <li>○ Determining what outcome measures will be appropriate, inc. if any new measures might need to be developed</li> <li>● Receiving appropriate training to achieve competence in the administration of any instruments to be utilised in the study</li> <li>● If applicable, skills in collection of qualitative data e.g., speech extracts, subject interviews, surveys</li> <li>● Construction and design of any forms or surveys to be used in the study</li> <li>● Skills in accurate collection of data by the use of rating scales, assessments of subjects etc.</li> <li>● Stores all data in a secure and appropriate way</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>● Efficient utilisation of resources and time when collecting data for a research study</li> <li>● Collaborative involvement of supervisor and colleagues in the research/academic team</li> <li>● Maintaining an attitude of academic rigour and objectivity when collecting data</li> <li>● Demonstrate an appropriate ethical attitude to the research process</li> </ul>
<b>Assessment method</b>	<ul style="list-style-type: none"> <li>● Progressively assessed during individual and academic supervision, including three appropriate WBAs.</li> <li>● at least one professional presentation to an academic meeting reporting the methodology used and some preliminary results from early collection of data</li> <li>● The supervisor should directly observe the trainee collecting data in at least one DOPS, e.g. administering a rating scale, interviewing a subject etc. If data is collected purely by survey, the DOPs should involve a discussion of how data from the survey forms has been collated and recorded.</li> </ul>
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>● DOPS' and other professional presentations that assess progress at different stages of the data collection process.</li> <li>● Supervision may include "Research-Based Discussions" that may involve the trainee presenting to their supervisor several aspects of their methodology, e.g. subject inclusion and suitability, use of rating scales etc, which may be conducted as a DOPS</li> </ul>
<p><b>References</b></p> <p>BEN TOVIM, D (1994) Handy hints on completing a psychiatric research project: 4. On Protocols and Ethics. <i>Australasian Psychiatry</i> 2(4);171-172</p> <p>BEN TOVIM, D (1994) Handy hints on completing a psychiatric research project: 5. On Forms, Notebooks and Copies. <i>Australasian Psychiatry</i> 2(5);228-229</p> <p>FREEMAN C AND TYRER P (eds) (2006), <i>Research Methods in Psychiatry: A Beginner's Guide</i>. Third Edition. Royal College of Psychiatrists London: Gaskell.</p>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar