



The Royal
Australian &
New Zealand
College of
Psychiatrists

Scholarly Project

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Chair, SPSC, Committee for Examinations

EXCITING

- The SP is the most exciting part of the summative assessments for the RANZCP
- You can shine.
- You drive this
- You can choose what you focus on and how you do it
- You can create a new pathway for your career, new recognition of your skills, new change in a service or the future processes for psychiatry.
- You can bring to attention of colleagues areas of psychiatry and mental health not previously focused on!
- HUGE opportunity



Introduction



- The Scholarly Project (SP) is a summative assessment of the 2012 Fellowship Program. It has been designed to help trainees meet the Fellowship Competencies, particularly in the CanMEDS Framework role of Scholar. It involves the submission of original research in an area relevant to psychiatry or mental health.
- It is one of 5 centrally administered assessments:
 - Writtens - Multiple choice style (MCQ) and Essay-style (CEQ & MEQ)
 - OSCE
 - Scholarly Project
 - Psychotherapy Written Case

Introduction



- It should be successfully completed by 60 **months** full-time equivalent training. The recent extension to 72 months requires Targeted Learning component.
- Trainees must pass the Scholarly Project assessment to be eligible for Fellowship.
- The Scholarly Project will contribute to a trainee's ability to achieve the Scholar learning outcomes including, but not limited to:
 - Critically evaluate academic material
 - Demonstrate knowledge of research methodologies
 - Generate research of peer-review quality

Scholarly Project in the training trajectory



Intended to provide a trainee (or trainees) with a baseline against which their progress will be monitored to ensure a steady progression

Expected Fellowship attainment

	STAGE 1		STAGE 2				STAGE 3					
FTE months*	6	12	18	24	30	36	42	48	54	60	66	72
Rotation EPAs	ITA with associated OCA + 2 EPAs†	ITA with associated OCA + 2 EPAs	ITA with associated OCA + 2 EPAs	ITA with associated OCA + 2 EPAs	ITA with associated OCA + 2 EPAs	ITA with associated OCA + 2 EPAs	ITA with associated OCA + 2 EPAs	ITA with associated OCA + 2 EPAs	ITA with associated OCA + 2 EPAs	ITA with associated OCA + 2 EPAs	ITA with associated OCA + 2 EPAs	ITA with associated OCA + 2 EPAs
Stage 2 General Psychiatry EPAs x 4		1 of the 4 eg. ECT	1 of the 4 eg. Risk Assessment	1 of the 4 eg. Cultural Awareness		1 of the 4 eg. Mental Health Act					Trainee reminders: After 60 FTE months trainees must ensure their continued placement in an accredited training post with their service/ BTC if Fellowship requirements are still to be completed. <ul style="list-style-type: none"> Summative assessments may be submitted/sat while on a BIT. Rotation-based Targeted Learning is not permitted on a BIT. The content and duration of the Targeted Learning depends on each trainee's circumstances. Case-by-case exceptions can be considered by the Committee for Training.	
Stage 2 Psychotherapy EPAs x 3 2 EPAs must be completed by the end of Stage 2				1 of the 3 eg. Therapeutic alliance§		1 of the 3 eg. Supportive Psychotherapy§		1 of the 3 eg. CBT§				
Additional Mandatory Stage 2 EPAs		eg. 1 ADD EPA # (If not elective rotation)	eg. 1 ADD EPA (If not elective rotation)		eg. 2 POA EPAs (If not elective rotation)							
MCQ Exam		Eligible to apply > 6 months				MCQ Paper Pass**	TL = 36	TR = 48				
MEQ and CEQ Examinations				Eligible to apply > 18 months						MEQ & CEQ Pass	TL = 60	TR = 72
OSCE						Eligible to apply > 30 months				OSCE Pass	TL = 60	TR = 72
Scholarly Project					eg. Proposal/ Method outline					Scholarly Pass†	TL = 60	TR = 72
Psychotherapy Written Case										Written Case Pass†	TL = 60	TR = 72

TL = Targeted Learning (Mandatory)

TR= Training Review Application to the Committee for Training (Mandatory)

BIT = Break in Training

* = Months of accredited training time

§ = Psychotherapy EPAs: Must attain any 2 of the 3 Psychotherapy EPAs by the end of Stage 2. The third one can be attained by the end of Stage 3, still to a proficient standard.

= Must be pre-approved by the Director of Training

† = There is an exception for attaining two EPAs per rotation for the first rotation only

‡ = Allow time for marking.

Structure of education committees in the College

- Structure

Education
Committee

Committee for Training
Committee for Examinations
Several other groups

Subcommittees of the Committee for Examinations
SPSC, Writtens, OSCE, CHSC

Scholarly Project Subcommittee Members



Chair A/Prof Jeremy Couper

Members Up to 12 members from all states and NZ with gender diversity, broad range of academic, training and clinical roles.

Ability to co-opt members for specific purposes and to recruit expert markers for particular topics.

So why a Scholarly Project



- “The successful completion of a College-approved Scholarly Project is a requirement of the 2012 Fellowship Program. The Scholarly Project has been designed to help trainees meet the Fellowship Competencies, particularly in the CanMEDS Framework role of Scholar. The Scholarly Project will contribute to a trainee’s ability to achieve the Scholar learning outcomes including, but not limited to:
 - Critically evaluate academic material (mapped to Stage 1).
 - Demonstrate knowledge of research methodologies (mapped to Stage 2).
 - Generate research of peer-review quality (Stage 3).”

Required Basics for any ASSESSMENT- understand what is required



- This assessment counts- you have to pass it....
- Read and Know and follow the SP policy and procedures
There are 2 pathways:
 - Scholarly Project
 - Exemption for an equivalent project
- Don't rely on your clinical supervisor to know the P&P as it is outside their usual training role.
- Don't rely on casual information. Do the work of reading, read it all and work out what is needed.
- Follow updates in the trainee newsletters - on the website.

Questions?



WHEN SHOULD I DO THE SP

- ASAP
- Or develop a plan for progress through the 2012 training

What I would do...

- First year – learn the system, settle into MEC and plan rotation needs
- Second year 1st half – start psychotherapy client
- Second year 2nd half – start SP and finish PMC and write and submit (Nov)
- Third – Complete SP and submit, do MCQ
- Fourth do Clinical writtens and OSCE- with a chance to have to re-do one

Comments for clarification

- “Generate research of peer-review quality”
= generate research at the level suitable for publication in a peer reviewed journal.
- Does not have to be published but has to fulfil the requirements of a formal report.
- The presentation and content are clear and concise.
- Professional English is used with appropriate spelling and grammar. (Trainees are advised to have their project proofread).
- The project is 3000–5000 words.
- Evidence of local ethics committee approval is provided where relevant.
- The content conforms to the requirements for the type of project submitted per the Scholarly Project Procedure.

OUTCOMES AND BACKGROUND 2021



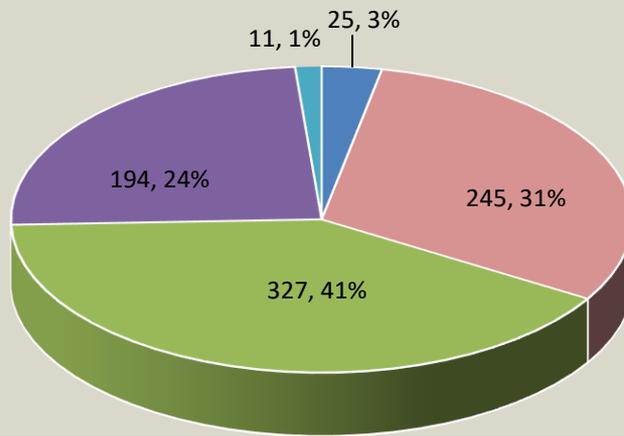
Project Options	Number of Candidates	Pass (including Conditional Pass)
Original empirical research (qualitative or quantitative)	80	75 (94%)
Systematic and critical literature review	56	47 (84%)
Audit	39	31 (79%)
Case series	6	6 (100%)
Other	1	1 (100%)
Total	182	

Outcome	Number of Candidates			
	March 2021	July 2021	November 2021	Total
Pass	33	60	49	142 (78%)
Conditional Pass	9	5	4	18 (10%)
Fail	8	6	8	22 (12%)
Total submissions	50	71	61	182

Scholarly Project Proposals

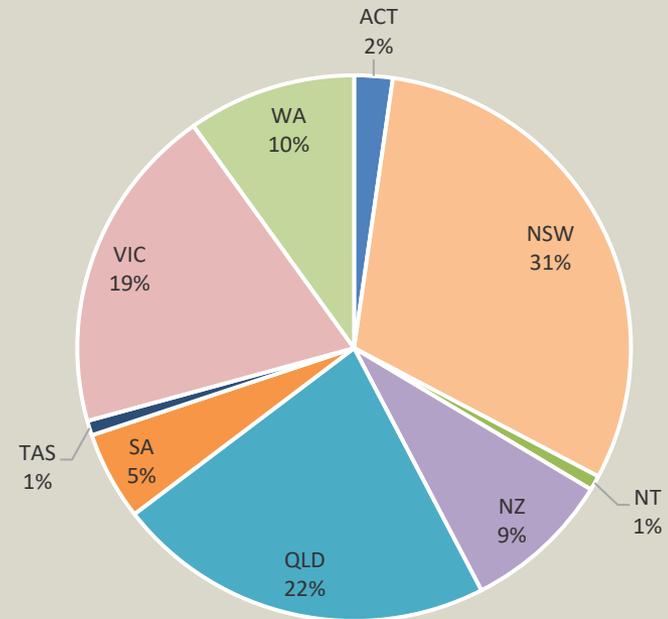
- Total proposals received till December 2021

Types of approved SP proposal
(Oct 2013 - Dec 2021)



- Case Report
- Literature Review
- Qualitative/Quantitative Research
- Quality Assurance Project / Clinical Audit
- Other

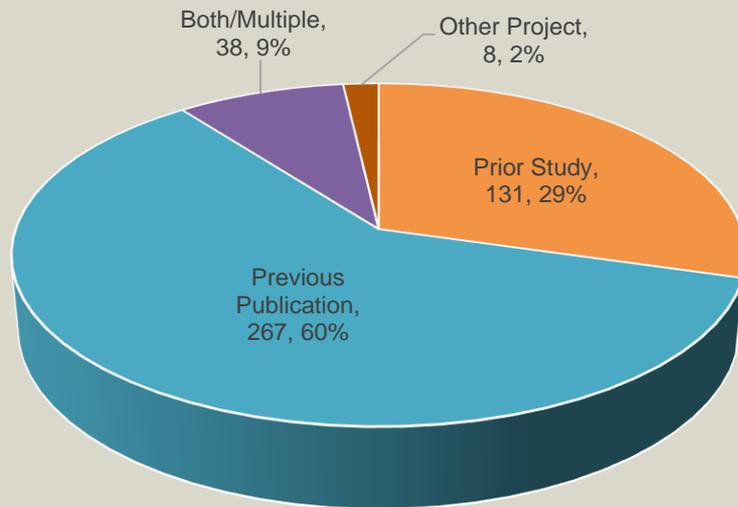
Number of Approved SP proposal per state
(Oct 2013 - Dec 2021)



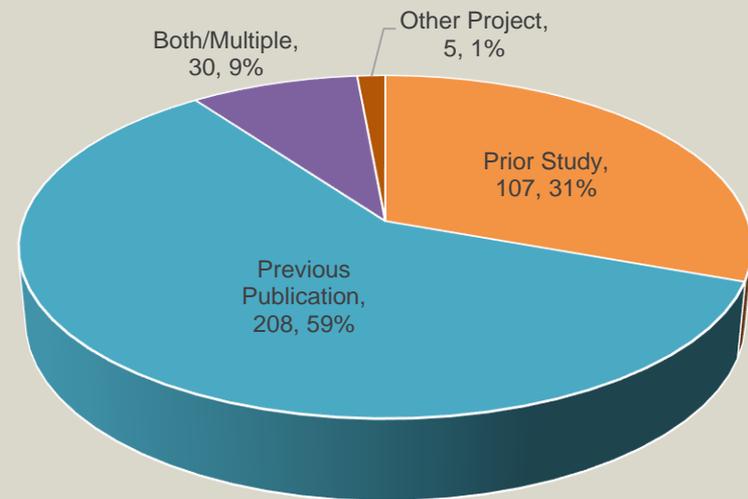
Scholarly Project Exemptions

- Total exemptions received till October 2021

Total Exemptions till October 2021



Exemptions Granted till October 2021



2022 Submission dates and Fee



Check the website !!!

Questions?



Scholarly project requirements



Research and Topic

- Trainees may select a SP based on their own interest in an area relevant to psychiatry or mental health.
- The SP must be based on original (novel) research (i.e. trainees do the work and not plagiarised).

Supervision

- The SP supervisor must be a College-accredited supervisor.
- Trainees may choose an additional co-supervisor who is not required to be a College-accredited supervisor (e.g. relevant to the topic).

Scholarly project requirements (cont.)



Authorship

- The trainee must be a major author of the SP who should make substantial contribution in the following areas:
 - Project design
 - Data collection
 - Analysis and interpretation of data
 - Writing of the manuscript

Co-authorship

- Two trainees may co-author a shared SP but they equally contribute to the work and they get one outcome - fail together or pass together.

Scholarly Project type options



Project Options

- Quality assurance project or clinical audit (these are not the same thing)
- Systematic and critical literature review
- Original, empirical research (qualitative or quantitative)
- Case series (with a relevant appropriate literature review)
- an equivalent other project as approved by the Scholarly Project Subcommittee (SPSC).

Standard

- The SP will be assessed at the standard of a junior consultant regardless of when it is submitted.

Just to explain....

- “an equivalent other project as approved by the Scholarly Project Subcommittee (SPSC)”- what does this mean?
- Say you want to write an essay on the philosophy of capacity in relation to mental health under the supervision of an academically appropriate supervisor.
- Approach your DOT then via them the BTC and SPSC.
- Ryan, C. (2015). "Equivalent other" scholarly projects. *Australasian Psychiatry*, 23(3), 309-310.

BUT – READ THE ASSESSMENT FORM

- The model of assessment is the scientific model so ...
- This is a problem if you argue on the side of a position like in a legal case or even a historical case. You must be appropriately critical of your reference material.
- Just because the WHO says so is not justification, - say why it is problematic or how it is derived or what the quality of the evidence is..
- E.g.: If you have an approved project on cultural expression of mourning in Nordic sagas.
- The translation of Nordic words related to mourning as cultural metaphor might mean sad or lost so that has different relevance and you have to critique it as it might culturally mean the same thing to Vikings and be a Jungian equivalent metaphor. But discuss and critique it..

ALTERNATIVES

- Linguistics of stigma in Australian newspapers for the gay marriage debate and focus group on the mental health impact on older LGBTQI people/Muslim/gun owners.
- Change in speech after the implementation of recovery oriented language/aboriginal language training/module in community mental health.
- Recording of MH/DH stigma related language ED and possible impacts on delivery of care – literature review.
- Review of the 1960 Royal Commission into Asylums – major issues and outcomes – 60 yrs later (but critical review of content and sources).
- Caffeine dependence in psychiatrists - a qualitative and risk benefit review.

Getting started on the scholarly project



Step 1 – Deciding on the SP topic

- Trainees are encouraged to select a SP topic based on their own interest in an area of psychiatry or mental health.
- There may be research opportunities within certain training rotations.
- Consider research requirement for Certificate of Advance Training when choosing SP. May be able to use the same project for both (however this is not guaranteed).

Step 2 – Selecting a Supervisor

- The supervisor is required to be a college-accredited supervisor.
- In addition trainees may choose a co-supervisor who is not required to be a college-accredited supervisor.
- The supervisor will guide the trainee, help with the development of the SP, advise on timelines for completing the SP and provide advice on the conduct of the research and writing.

Getting started on the Scholarly Project (cont.)



Step 3 – Authorship

- The trainee must be a major author who has made a substantial contribution in project design, data collection, analysis and interpretation of data and writing of the project manuscript
- And the supervisor signs to say this is true.

Process for trainees suggested in the P&Ps

Stage 1

- Talk it over with everyone, choose a topic, discuss it in supervision, do a bit of research on the topic, does it interest you, is it feasible, is it big enough or small enough? Want to do it with someone else?

Next

- Read the P&P. Put together the application form for BTC approval or decide on an exemption pathway.
- Start work.

Work

- See supervisor regularly. Work steadily on the project. Proof read the project submission and suggest the supervisor proof read the SP. Confirm the SP fulfils criteria.
- Then submit SP.

- The BTC may conditionally approve a Proposal subject to *ethics committee approval*. This has to be managed locally and the final approved Proposal needs to be sent to the College by the BTC after ethics approval is fully granted.
- The Proposal should be detailed enough to clearly fulfil the requirements of a Scholarly Project.
- Trainees and supervisors to familiarise themselves with the ethics requirement protocols. Some useful online resources/modules can be found in the following link: <https://www.nhmrc.gov.au>.

SP Proposal form

The Scholarly Proposal form can be found in “Forms and documents” at the bottom of the Scholarly Project page.

<https://www.ranzcp.org/pre-fellowship/assessments-college-administered/scholarly-project>

Application to Branch Training Committee



- Read the P&P
- Complete the application forms and process e.g.: a supervisor identified and the basic SP outlined in the proposal to BTC

Next

- Apply to the BTC -- if not approved - change the SP or modify proposal

Work

- Commence the project

Submitting a Scholarly Project to the College for assessment



- When the project is completed it is assessed by the Committee for Examinations via the Scholarly Project Subcommittee

Next

- Read the submission requirements in the P&P and submit all required evidence

Assessment

- Outcomes - achieved, did not achieve or conditional pass

Co-authoring a Scholarly Project



- Trainees can co-author on a single SP.
- Each trainee will have to get their proposal form approved by their BTC.
- Trainees who have co-authored a Scholarly Project must submit only one copy of the project with one submission form listing the details of each co-author. Each trainee must pay the Scholarly Project fee in full; therefore, each co-author must include their own payment details as well as an electronic copy of their current medical registration with the submission.
- Trainees co-authoring a project will receive one result for their Scholarly Project.
- Co-authors must specify in detail their contribution to each component of the project.

Role of the supervisor



- The principal supervisor has to be a college accredited supervisor (preferably having some recognized expertise in research).
- An additional project supervisor may be arranged to provide the expertise in the area of study.
- Engage supervisor with the early discussions and processes.
- Supervisors have a significant role in meeting regularly with the trainee, providing guidance and advice in all aspects from literature review to design to write up.
- Supervisors are required to confirm the research is the trainee's own work when it is submitted.

Summary



- The Scholarly Project is a mandatory component of the 2012 CBFP training programme.
- It is integrated into the achievement of relevant competencies and skills regarded as essential for Fellowship.
- The process has several steps and it is suggested that it requires ongoing attention through out the training programme.
- The Policy and Procedures documents are important and are recommended to supervisors and trainees.

HAVE A QUICK BREAK AND ASK QUESTIONS



Applying for an exemption from the Scholarly Project

Scholarly Project exemptions



Trainees may apply for exemption from SP component.

Trainees may be **exempted** from submitting a SP in the following instances:

- Successfully completed a Doctoral thesis, Masters thesis or Honours in a field relevant to psychiatry or mental health in the past 10 years
- Had an article related to psychiatry published in a peer reviewed journal in the last 10 years in which they were a major author (single case(s) published are not regarded as equivalent to a SP)
- An equivalent other project.

Exemption



- Exemption applications should be detailed and contain detailed description of the trainee's contribution (when not the sole author).
- It is a requirement that the trainee provide a letter from the first author to formally validate trainee's contribution to the research as well as all components of the research and to the publication.
- Trainees cannot apply for exemption for a project that has a BTC approved proposal. Trainee must withdraw the proposal before applying for exemption.
- Refer to the P&P for further details.

SP for Master of Psychiatry thesis



Option 1

- Candidates can seek exemption based on their completed FEC Masters thesis.
- The Scholarly Project Subcommittee will review and grant exemption on a case by case basis.
- The assessment processes are independent and achieving a Masters does not guarantee exemption.

Exemption Pathway – Masters Thesis

Exemption Pathway based on Retrospective Masters Thesis

Masters Program

Trainee
completes
Masters Thesis

Thesis marked at
the standard of a
Masters program

Successful
completion of
Masters thesis

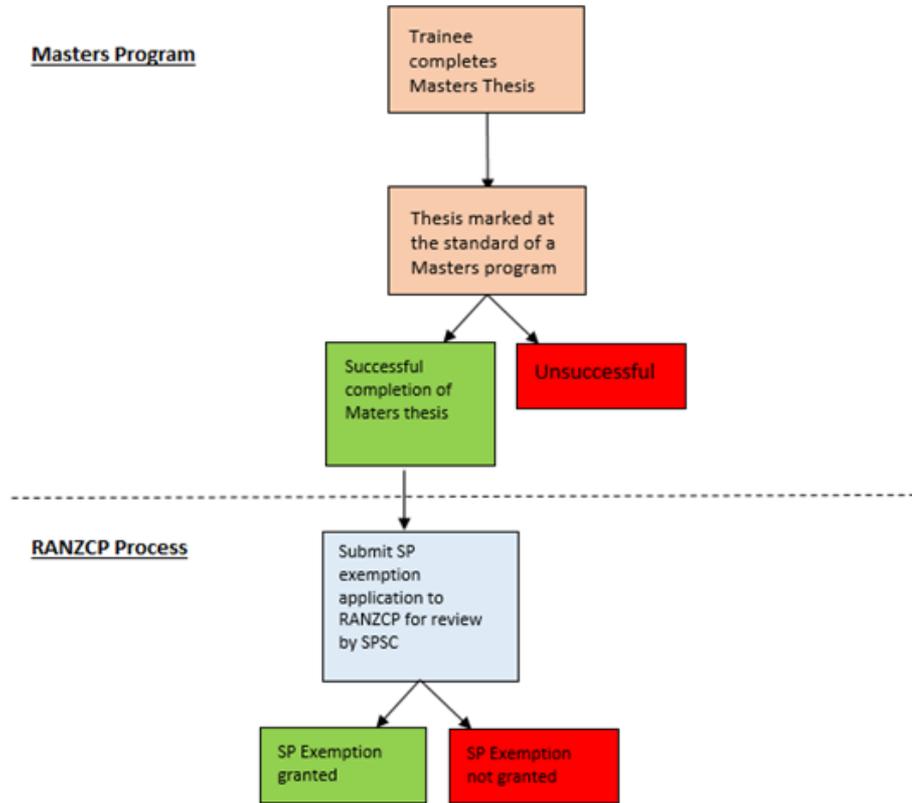
Unsuccessful

RANZCP Process

Submit SP
exemption
application to
RANZCP for review
by SPSC

SP Exemption
granted

SP Exemption
not granted



SP for Master of Psychiatry 2



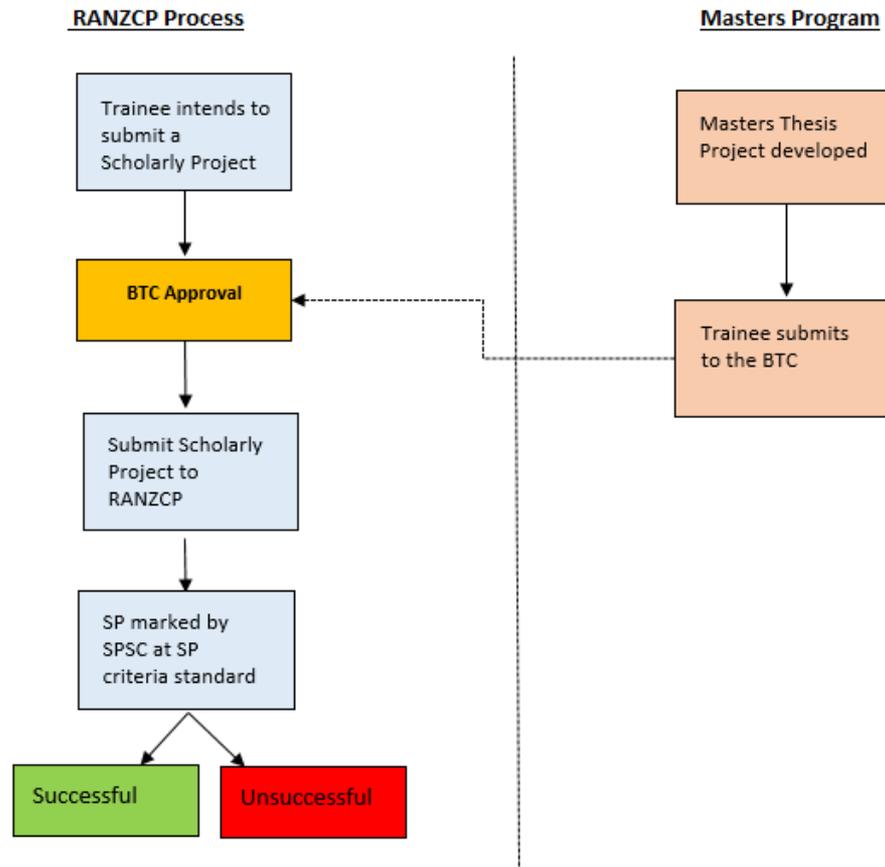
Option 2

- Trainees may use their Scholarly Project as a FEC/Masters project.
- In this case BTC approval is required before the project can be submitted for assessment.

RANZCP & Masters Program Processes



RANZCP and Masters Program Processes



Exemption criteria

- Why have exemptions not been approved?
 - Research not relevant (enough) to psychiatry or mental health
 - Not of an equivalent standard - includes single case and when not used the scientific model required in the assessment model
 - Published in a journal not of adequate standing - “peer reviewed”
 - Publication or qualification greater than 10 years before the application... 84% were exempted in 2021

Type	Number of Candidates
Prior Study	22
Publication	64
Both Prior Study and Publication	8
Substantially Comparable Project	4
Total	98

Exemption



- Exemption applications should be detailed and contain detailed description of the trainee's contribution (when not the sole author).
- The co-author/first author/project supervisor is to also provide a supporting letter to formally validate trainee's contribution to the publications.

REVIEW OF ASSESSMENT FOR SP



- Read the P&P.
- Know what you have to do...
- Word count, cover page, de-identification, referencing, hypotheses..

Assessment Domains



Markers will consider each project according to the domains below. The domains are the same for all forms of Scholarly Project.

- The project is pertinent to the theory or practice of psychiatry and/or mental health
- The presentation and content are clear and concise.
 - Professional English is used with appropriate spelling and grammar
 - The project is 3000 to 5000 words
 - Evidence of Ethics approval is provided where relevant
 - The content conforms to the requirements for the type of project submitted
- There is a clear statement of the objectives of the project.
 - Hypotheses are well formulated and appropriate to the methodology.
- The literature review is comprehensive, contemporary and critical.

Assessment Domains (cont.)



- All references cited in the text are listed in an accepted reference style, e.g. Vancouver style.
- The project uses methodology (and analysis) suitable to its format.
- Relevant results are presented appropriately.
 - The discussion provides a concise summary of the main findings.
 - The discussion should include a critical review of the methodology and methods used.
 - The discussion should include a statement about how the project contributes to the field.
- Conclusions relate to the research question and are supported by the project results.

YES – MARKERS READ IT ALL



- So don't think you can get away with it because we have so many to read.
- We read it all, we think about it, we check references, we check stats, we ask if we don't know and we spend hours giving feedback.
- Follow the guidelines – don't get hung up on small things like layout and font etc.

Assessment of scholarly Project



- Look at the assessment framework form on the website.
 - Clinical relevance
 - Presentation and content
 - Objectives and/or hypotheses
 - Literature review
 - References
 - Methodology
 - Results
 - Discussion
 - Conclusion

Assessment SP



- There is a clear statement of the objectives of the project.
- The literature review is comprehensive, contemporary and critical.
- All references cited in the text are listed in an accepted reference style, e.g. Vancouver style.
- The project uses methodology (and analysis) suitable to its format.
- Relevant results are presented appropriately.
- The discussion provides a concise summary of the main findings.
- Conclusions relate to the project and are supported by the study results.

Project de-identification

- All information which could potentially identify a patient or locality of patient services must be removed from the Scholarly Project, including from all appendices and acknowledgements.
- The trainee's name is not to appear anywhere on the Scholarly Project. The trainee's name must only be recorded on the Submission Form and submission files.
- Trainees must acknowledge any assistance provided by the supervisor/co-supervisor or any third party in a signed statement attached to the submission form.

Length

- 3000 to 5000 words
- Proof read by supervisor and/or third party as well as by the trainee
- The word count will exclude any de-identification disclaimer, index/table of contents and references/bibliography. Figures and diagrams are also excluded from the word count

Presentation

- Well presented with a clear layout
- The font must be 12 point in size and should be used consistently throughout the report
- The report must be double spaced and pages must be numbered.

Assessment Marking



Projects will be:

- Outright pass
 - Conditional Pass (passed subject to minor revisions)
 - Fail
- The Scholarly Project Subcommittee members and markers will be marking the Scholarly Projects
 - All failed SPs will be given written feedback indicating which domains were not met and why
 - All resubmitted projects will be marked by the original marker
 - The third submissions of a project will be marked by the SP Co-Chairs.

The Scholarly Project Assessment Framework form is located in the “Forms and documents” section at the bottom of the Scholarly Project page

<https://www.ranzcp.org/pre-fellowship/assessments-college-administered/scholarly-project>

Assessment Marking (cont)



- Conditional pass: - In the event that a project is awarded a conditional pass (i.e. passed subject to revisions), the trainee will receive written feedback indicating what matters need to be addressed. Trainees must revise their manuscript and submit it to the Scholarly Project Subcommittee, with a covering letter outlining how the matters have been addressed, for consideration within the timeframe specified. Trainees should highlight the revised text/sections of their manuscript (do not use Track Changes).
- If the Subcommittee does not believe that the revisions addressed the feedback provided, the trainee is informed that the project has failed.

SP Fail



- Fail: - In the event that a project is failed by the first marker, the Chair of the Scholarly Project Subcommittee will arrange for a second independent marker who will be unaware of the initial failure of the project. If the second marker awards a pass or a conditional pass, the Chair will also mark the project and have the deciding vote. If the second marker also fails the project then the trainee is informed that the project has failed.
- Trainees will receive written feedback indicating which domains were not met. Written feedback will indicate general areas requiring revision but are not the only thing that needs to be reviewed. The SPs are always marked as a whole.

Resubmitting a failed Scholarly Project



- Trainees may revise their project to address the feedback provided and resubmit to the Scholarly Project Subcommittee or submit an entirely new Scholarly Project. In some instances, examiners may advise trainees that the failed project is unsuitable for resubmission.
- Trainees are reminded that feedback is a guide. On resubmission, a Scholarly Project will be marked as a whole.
- When trainees resubmit a project all previous submissions are sent to the original examiner. The projects are identified by the College as 'First submission', 'Second submission' and all previous feedback is included. The accompanying Submission Form does not need to be signed by the trainee's Scholarly Project supervisor (second or third submission).

Resubmitting a failed Scholarly Project (cont.)



- If a trainee elects to submit a new project, it is marked as a first submission. A new Submission Form (complete with Scholarly Project supervisor's signature) is required.
- Trainees who fail the Scholarly Project twice must complete a **targeted learning plan** as per the Policies and Procedures on Targeted Learning Plans and Progression through Training. If you fail 3x – Show Cause processes come into play.
- Trainees must adhere to the overarching requirements of the Policy on Progression through Training and the Policy and Procedure on Failure to Progress .

**THIS IS FUN- WHEN ELSE CAN YOU DO WHAT
YOU WANT AND PASS AN EXAM**



The Royal
Australian &
New Zealand
College of
Psychiatrists

have fun.

TIPS

- Read the P&P
- Think about it soon
- Discuss it and read some resources.
- Don't forget there are options...
- Australasian Psychiatry Feb 2015
 - Series of articles about research and SP
- Resources and research links on the College website
 - E-Learning Module
 - Scholarly Project Examples

ACTUALLY A VERY EXCITING ASSESSMENT





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**We very much appreciate if you can provide
your feedback on this presentation by
clicking on the link below**

<https://www.surveymonkey.com/r/RMHRZPX>



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THANK YOU