

Report on the 2012 Fellowship Program Implementation Evaluation

Summary Report 2014

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**Approved RANZCP Board and Education Committee
Published December 2014**

2012 Fellowship Program Implementation Evaluation Summary Report

Overview and Introduction

In December 2012, the Royal Australian and New Zealand College of Psychiatrists (RANZCP) introduced the competency based 2012 Fellowship program (Stage 1) in New Zealand and in January 2013 in Australia. An ongoing process of monitoring and quality assurance was put in place to evaluate the implementation of the program and assess if any changes or refinements were required.

The evaluation included two distinct phases, a qualitative phase and a quantitative phase. The qualitative phase was designed to provide rich in depth data from key stakeholders involved in the early stages. The qualitative phase applied a focus group approach that allowed stakeholders to talk freely about key issues they had faced during the program's implementation. The focus groups provided key information to the College and were used to drive the development and content of the quantitative phase. This process allowed for more targeted questions to be asked in the quantitative phase. The evaluation was designed to encompass all RANZCP jurisdictions and used multiple methods to gather as much information as possible from trainees, supervisors, and Directors of Training (DOTs). The use of multiple methods allowed for triangulation to occur and also provided an avenue for feedback to the trainees or supervisors who could not attend the focus groups (1-3).

This report summarises the key findings from the focus groups, the trainee survey, and the supervisor survey. The report is structured to include separate sections on each report and includes a summary table of all recommendations.

Samples

The trainee sample for the focus groups included all trainees that were active in Stage 1. A total of 154 had completed the first semester and were eligible to be included, a total of 44 were interviewed.

The sample for the trainee survey consisted of active trainees in Stage 1 or Stage 2. A total of 330 were included for the survey and 118 responded providing a response rate of 36%.

The sample for supervisors in the focus groups included only those that were accredited and actively supervising a Stage 1 or Stage 2 trainee. A total of 33 were interviewed, a total of 14 DOTs were also interviewed.

For the supervisors survey all accredited and active supervisors were contacted to collect as much information as possible. A total of 150 responded. There are an estimated 400 supervisors actively involved in the 2012 Fellowship program, providing an estimated response rate of 37.5%.

The response rates for trainees and supervisors matched the distribution across training regions. The data presented in these reports is therefore viewed as providing a good representation of trainee and supervisor views. However, some caution must be exercised when interpreting the results.

Timeline

The timeline for the collection of data is outlined in Table 1.

Table 1 Timeline for data collection by collection method

Report	Start Time	Finish Time
Focus Groups	October 2013	March 2013
Trainee Survey	May 26 th 2014	June 27 th 2014
Supervisor Survey	May 26 th 2014	June 27 th 2014

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Limitations

Obtaining access to lists of accredited supervisors

The College is currently progressing the collation of details of supervisors who are actively engaged in supervision of a Stage 1 or Stage 2 trainee. At present, the College receives lists of supervisors from branches/training regions. These lists do not designate which program they are accredited to supervise or if they are actively supervising a Stage 1/Stage 2 trainee.

Different health systems

The different communication process and administrative systems involved in each branch/training region resulted in different contact methods. For example, in some regions the DOT was the contact point in others it was a training coordinator or administrative staff member. Access to trainees and supervisors also differed. In some locations help was provided to set up meetings and to contact the relevant stakeholders. This is one reason why the timeline for the focus groups was extended due to the prolonged setup time.

Collecting data in a complex system

Conducting interviews in a medical setting where patient care is the primary focus is difficult due to time constraints and availability of key stakeholders. Trainees and supervisors are often spread over large distances within training regions. The distance between clinical settings made it difficult to get key stakeholders in one location at one time. The use of video and teleconference systems assisted in gaining access to trainees and supervisors.

Victorian Supervisors

The limited number of Victorian supervisors involved in the focus groups is acknowledged as a limitation. The College contacted all accredited Victorian supervisors and received a limited response. The lack of response extended the time frame and eventually resulted in the decision to finalise the data collection to progress the development of the final report.

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Summary of All Key Findings

Table 2 shows a summary of all key findings in relation to stakeholder groups. The table lists each key finding and related stakeholder group and shows which focus group or survey it has been drawn from. Table 2 is not listed by priority.

Table 2 Summary of All Key Findings

	Theme/Finding	Focus Groups		Surveys		Action
		Trainees	Supervisors	Trainees	Supervisors	
1	The high volume of paperwork and the amount of forms to complete.	✓	✓	✓	✓	Continue to monitor and review the amount of paperwork as the program is implemented.
2	Develop an online portfolio.	✓	✓		✓	Transition away from paper based assessment and reporting.
3	Improve communication to supervisors.		✓		✓	Investigate the supervisor contact lists/database and options for improving direct contact.
4	Provide more resources for WBAs.		✓		✓	Refer to CFT/CFE working party.
5	Positive support for EPAs and WBAs.			✓	✓	No action.
6	Positive support for reduction in EPAs.	✓	✓		✓	Completed. The number of EPAs have been reduced.
7	EPAs provide good structure for supervision.	✓		✓	✓	No action.
8	Concerns about change management process.			✓	✓	Continue to monitor the communication strategy regarding updates.
9	Problems with the high demand for service delivery versus training and time management.	✓		✓		Continue to monitor. MEC and MAC have discussed this item.
10	Progression of more supervisor training and professional development.	✓	✓	✓	✓	Refer to CFT/CFE working party.
11	Improve the timeliness and clarity of communication to Trainees.	✓		✓		Continue to monitor and review the methods of communication and content.
12	The move to OCAs was well received.	✓		✓		No action.
13	Assess the timing of assessment and form completion.	✓	✓	✓		Continue to monitor form completion and support supervisor training.
14	Review the selection of Stage 1 EPAs.	✓	✓	✓	✓	Completed.
15	More information about the use of WBA forms.	✓	✓	✓	✓	Include more details (including examples) in supervisor training.
16	Calibration and guidance on expectation of competency for assessed level of performance.		✓		✓	Include further information in supervisor training.
17	Review the use of OTPs who are attempting Fellowship as supervisors.	✓				Refer to CFT and AC for review.
18	Supervisors with more than one trainee.	✓				This was not found to be an issue within the surveys. No action.
19	Confusion over examinations process and expectations.	✓		✓		Information from the CFE will be communicated to all trainees and supervisors as appropriate.
20	Training location – ensure that Stage 1 trainees always have priority of rotation/job.	✓				

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Conclusions

The evaluation of the 2012 Fellowship program has provided the College with key actions to assist in the continued development and implementation of the program. The analysis of the focus groups and surveys has shown that the College has three main areas to focus on. These are:

- **Communication**
Continued and regular communication with trainees and supervisors is required to ensure effective implementation and execution of all elements of the program. Direct communication with supervisors is required to facilitate the timely receipt of information such as program updates.
- **Supervisor Training and Support**
Ongoing training and support for supervisors is required to ensure that they have all the information necessary to deliver the program. Development of online resources such as web-based training will also assist in providing continuity of training across all locations and to enhance face to face training.
- **Development and Introduction of an E-Portfolio.**
The development and implementation of an online e-portfolio will reduce the volume of paperwork and forms required.

Summaries of key findings from the focus groups and surveys are provided in the following sections.

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Focus Groups

The report for the focus groups was completed by an external consultant, Julian Cross from Transform Strategists. The focus groups commenced in October 2013 and were completed in February 2014. Delays were due to difficulties in obtaining involvement from Victorian and NSW stakeholders. Trainees, supervisors and Directors of Training (DOTs) were contacted in each jurisdiction to provide a global view of the training program. Additional data collection occurred in Queensland for regional trainees, in Victoria due to limited responses, and in NSW to boost responses. No Victorian supervisors agreed to be involved in the focus groups. This is noted as a limitation. The executive summary, recommendations and conclusions from the focus group report have been extracted and are summarised below.

Focus Groups - Executive Summary

The project to evaluate the first year of operation of the RANZCP 2012 Fellowship Training Program commenced in October 2013. All training regions across Australia and New Zealand were involved in the data gathering and research phase of the evaluation. A total of 44 Trainees, 33 Supervisors, and 14 Directors of Training participated in the focus group interviews, either face-to-face or via teleconference. Approximately 20 hours of interview recordings were transcribed into over 650 pages of text. A discourse analysis methodology was then applied to the text to analyse key words and themes that arose during the discussions and interviews. Although the project aspired to a higher participation rate, the consistency of feedback across all training areas indicated a high degree of validity and reliability to the analysis.

All participants were broadly supportive of the new Training Program, and viewed the first year as a successful launch. The structure of the focus group questions and format was aimed at illuminating and revealing any issues, concerns or problems that existed in the new program. Consequently, the evaluation report is focused on recording those issues or concerns as reported by the participants. The report concludes that there are no significant problems with the 2012 Fellowship training program that warrant substantial changes or revision.

It was evident during the research and data gathering phase of the project that the level of concern and expressed impact of the issues raised by trainees and supervisors diminished over time. The level of comfort and satisfaction with the program, and the magnitude of the issues that were discussed by the focus groups conducted in February and March of 2014 were noticeably less than those expressed during October and November of 2013. The stakeholders were clearly adapting to the changes. The level of understanding of all elements of the training program had increased, leading to a reduction in the uncertainty that had previously resulted in some anxiety being expressed by focus group participants.

A total of 16 recommendations are made, of which four were considered to be high priorities. None of the recommendations are considered to be critical to the successful delivery of the training program or the progression of trainees. The recommendations are based on actual or perceived issues and concerns that have been expressed by the key stakeholders in the system. This first-hand feedback provides a very authentic picture of the training experience for Psychiatrists in Australia and New Zealand participating in the RANZCP 2012 Fellowship training program.

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Focus Groups - Recommendations Summary

Table 3 summarises the areas that are considered to require further consideration or attention.

Table 3 Summary of recommendations

Area	Detail	Priority*
Communication	1. Timeliness and clarity of information	High
	2. Method of communication and content	Medium
	3. Medical education theory for Supervisors	Low
WBAs and EPAs	4. Number of Stage 2 EPAs	High
	5. Timing of assessment and form completion	High
	6. Selection of Stage 1 EPAs	Medium
	7. WBA forms	Medium
	8. Calibration and guidance on expectations of competency for assessed level of performance	Medium
	9. Number of WBAs required to achieve an EPA	Low
Supervision	10. OTDs who are attempting Fellowship acting as Supervisors	High
	11. Supervisor Training	Medium
	12. Supervisors with more than one Trainee	Low
Other assessments	13. Examination	Medium
	14. Overall quantity of assessment	Medium
Online portfolio and assessment	15. Transition away from paper-based assessment and reporting	Medium
Training location and opportunity	16. Ensure that Stage 1 Trainees always have priority of rotation / job.	Medium

* The following time periods are recommended to be applied to the priority ratings:

1. High: Consideration and decision within 6 months.
2. Medium: Consideration and decision within 12 months.
3. Low: Consideration and decision within 24 months.

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Focus Groups - Conclusion

As with many significant change projects, the launch date for the 2012 Fellowship program arrived before all of the required decisions had been finalised. This resulted in a staged implementation with incomplete arrangements and some degree of uncertainty around aspects of the training program. This uncertainty did add to trainee anxiety, and frustration for supervisors. Reference was regularly made by all three stakeholder groups to “*changing goal posts*” and “*uncertainty*”. However, the trainees interviewed demonstrated pleasing levels of resilience and a willingness to trust the direction of the College with respect to the training program and its further development.

It was evident during the research and data gathering phase of the project that the level of concern and expressed impact of the issues raised by trainees and supervisors diminished over time. The level of comfort and satisfaction with the program, and the magnitude of the issues that were discussed by the focus groups conducted in February and March of 2014 were noticeably less than those expressed during October and November of 2013. The trainees and supervisors were clearly adapting to the changes.

A number of key priority areas have been identified through the evaluation that the College Committees should seek to address. None of the priority issues are considered to be critical for the ongoing delivery of the training program, nor do they compromise trainee learning, progression or achievement. However, some of the high priority areas do impact trainees and supervisors and may add to anxiety, frustration, or negative training outcomes if left unattended.

This report identified four areas of concern:

1. Timeliness and clarity of information.
2. Number of Stage 2 EPAs.
3. Timing of assessment and form completion.
4. OTDs who are attempting Fellowship acting as supervisors.

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Surveys

The trainee and supervisor surveys were conducted between 26th May and 27th June 2014 and were sent to all active Stage 1 or Stage 2 trainees and all accredited supervisors. The executive summary, key findings and selected data for each survey are highlighted below.

The aims of the surveys were to:

- Evaluate the implementation of the 2012 Fellowship program.
- Provide key information areas for improvement for the ongoing implementation and communication of Stage 2 and Stage 3.
- Provide detailed information on trainee and supervisor perceptions and experiences of the training program.

The key areas covered in the survey were:

- EPAs, WBAs, assessments.
- Highlights, challenges, suggestions for improvement.
- Time to complete new assessments, supervision arrangements.
- Impressions of the training program, the content of the course(s).

Procedures

All active trainees and supervisors were emailed a link to an online survey along with an information sheet detailing the objectives of the survey. Reminder emails were sent two and four weeks after the first invitation was sent to boost response rates.

Trainee Survey

Trainee Survey - Introduction

The purpose of the trainee survey was to evaluate the 2012 Fellowship program and to inform the College about teaching or learning issues encountered during the implementation of Stage 1 and Stage 2.

Response Rate

All trainees (N=330) enrolled in the Stage 1 and Stage 2 of the 2012 Fellowship program were surveyed. A total 118 completed the survey, giving a response rate of 36%. The proportionate responses of trainees were reflective of the numbers in the training regions across Australia and New Zealand. The spread of responses highlights that the survey was a good representation of all RANZCP training locations.

Limitations

There were a number of limitations with this study:

- The limited response rates means that caution should be exercised when interpreting the results.
- Many trainees (data indicates a third of respondents) were very new to the program (i.e., less than 6 months) and their views may change as they progress further into training.

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Trainee Survey - Key Findings

The key findings are summarised below:

1. **Service Delivery Versus Training and Time Management.**

A key issue for new trainees is establishing a balance between training and service delivery. The demands on new trainees are high with a new job, possible new location, enhanced responsibilities, new training requirements to meet, Formal Education Courses (FEC), and a new speciality to establish competence in. Time management and monitoring from supervisors/employers is an essential element to ensure that trainees are not placed under excess pressure and are able to meet all training requirements whilst maintaining service delivery standards. It is recommended that the College monitor this item as the 2012 Fellowship program is implemented.

2. **Change Management e.g., EPAs.**

The implementation of a new training program represented a departure from previous training models and a new direction for the RANZCP. The College received feedback during the implementation that some of the Stage 1 EPAs were not appropriate for inclusion. Decisions were made to modify some EPAs and remove others. This process occurred mid way through 2014. Enhancing communication to all stakeholders regarding such updates and activities is an ongoing issue.

3. **Support for EPAs/WBAs – Provide Structure/Guidance.**

Feedback from trainees shows that the structure provided by the WBAs and EPAs has provided a solid foundation for the sampling of competence. Trainees indicated that the WBAs were helping to develop their skills and knowledge whilst providing enhanced and ensured supervision time. This demonstrates that the implementation of the 2012 Fellowship program is meeting its targets. Further monitoring of the WBAs and EPAs will continue to be part of the EC workplan.

4. **Timing and Completion of WBA Forms.**

The completion of WBA forms was seen as an issue that required action from the College. Trainees reported that the forms were not being completed on time and some were being completed at the end of the rotation. The completion of the WBA forms is part of the feedback loop that assists trainees to develop competence. It is evident that the lack of familiarity with the forms may have been an issue in the early stages of the new program. It is recommended that the College provide further emphasis on the rationale for completing the forms closer to the activity. In addition, including further details in the supervisor training workshops may assist in the communication of the appropriate processes. Additional monitoring as the program is implemented may be required. It is suggested that further familiarity with the forms and processes may help to alleviate the delay in completing the forms.

5. **Burden of Paperwork.**

Trainees reported that there was an overwhelming amount of paperwork and forms required. It is possible that further familiarity with the forms will change this perception as a large number of trainees were in the early stages of the training program. Moving to an online system in the future will allow for the reduction in forms and the time to complete. The College is in the process of developing an e-portfolio which will enhance the ability to deliver training systems online and reduce the paper work required.

6. **Supervisor Training.**

It was evident that further training and support for supervisors is required to enhance the understanding and use of WBAs and EPAs. Trainees have previous experience with WBAs and had a higher degree of familiarity with the requirements. With time supervisors familiarity with the training and assessment tools will increase.

7. **Communication/Information.**

Despite regular updates in the trainee newsletter, Psych-e bulletin and on the website it appears that trainees are not accessing information and updates to the training program. Trainees' preferred medium of communication was found to be by email from their branch or the College. The College website however

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was perceived as being useful to trainees to locate the right information. It was noted in the supervisor report that supervisors accessed the website less frequently. Further analysis of communication may be required to assess the most appropriate and effective approach.

8. The OCA change was well received.

Trainees' comments regarding the change from an OCI exam to workplace based OCAs was positive as workplace based OCAs with structured feedback are preferred.

Trainees - How satisfied are you overall with the 2012 Fellowship program – Stage 1?

Trainees' overall satisfaction with the 2012 Fellowship Program is shown in Figure 1. Overall, over half (53%) of the Trainees were satisfied with the program, 8% were very satisfied. A quarter (26%) was neither satisfied nor dissatisfied. This may represent the trainees being in the early stages of the program and who have not formed a formal opinion. A total of 11% were dissatisfied.

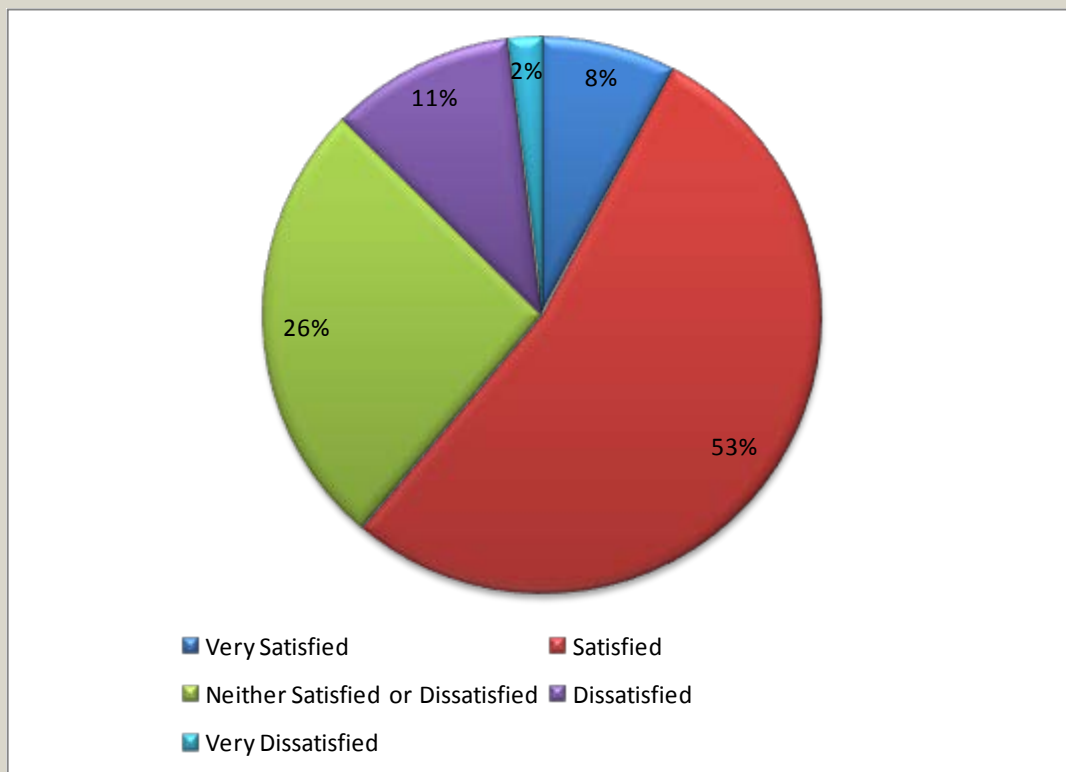


Figure 1 Trainees' Satisfaction with the 2012 Fellowship Program

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Supervisor Survey

Supervisor Survey - Introduction

The purpose of the supervisor survey was to evaluate the 2012 Fellowship program and to inform the College about teaching or learning issues encountered during the implementation of Stage 1 and Stage 2.

Response Rate

There are currently an estimated 1700 supervisors across both training programs and to ensure that none of the estimated 400 Stage 1 and Stage 2 supervisors were missed all accredited supervisors were invited to participate. Of the estimated 400 Stage 1 or Stage 2 supervisors, 150 completed the survey, giving an estimated response rate of 37.5%.

Limitations

There were a number of limitations with this study:

- The lack of access to a complete list of supervisors involved in Stage 1 and Stage 2 restricted the ability to approach all that are involved to collect information.
- The limited response rates mean that caution must be exercised when interpreting the results.
- Possible data contamination from supervisors not having access to an opt out on all questions was a limitation.

Supervisors Survey - Key Findings

The key findings are summarised below:

1. Paperwork burden and the amount of forms.

It was evident that supervisors felt an additional burden with the paperwork and forms required to be completed. Supervisors stated that the forms presented a constraint to supervision and it was difficult to complete them alongside the activity.

2. Move to online forms.

Along with the stated burden of paperwork is the inclusion of online forms and an e-portfolio. Introducing an online format for forms will assist in reducing the amount of paperwork and help to streamline the process required for supervision sessions. The technical compatibility of all health services required to complete this is noted as a limitation and time must be taken to ensure that a system is introduced that is an appropriate fit with all existing systems and does not add any additional burden to trainees or supervisors.

3. Supervisor communication needs to be direct.

It is evident that the current communication processes are not as effective as they could be. At present, supervisors receive communication through newsletters distributed by DOTs, branches, the website, and or the Psych-e bulletin. Communication with supervisors needs to be through direct contact and not through third parties. Emails sent directly from the College would facilitate the timely transfer of information. Less reliance on the website is required as supervisors with limited time may not be able to access all the material.

4. WBAs and EPAs

It was apparent that further information on the use of WBAs and EPAs is required. Supervisors stated that they were unsure of the processes and requirements regarding WBAs and EPAs. Further information is required to understand how WBAs and EPAs are being completed and any associated difficulties. Any information gathered will assist the College to provide additional support and ongoing supervisor training.

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5. Generally positive response to EPAs and WBAs.

The responses regarding EPAs and WBAs show a generally positive view. The inclusion of WBAs and EPAs has necessitated a more structured approach that many supervisors found challenging. Further communication and training on their rationale and use of these elements will assist supervisors to establish the link between WBAs and EPAs.

6. Support for reduction in EPAs.

Feedback on the number of EPAs supported the Colleges' decision to revise the EPAs included in the 2012 Fellowship program.

7. Provides structure for supervision.

There was support for the structure of the supervision arrangements and supervisors agreed that WBAs/EPAs provided more structure as well as a method to sample competence and skill development.

8. Change management.

Effective change management is required to ensure that supervisors are kept informed about updates to the program. Improving direct communication with supervisors can assist to minimise any difficulties with further updates.

9. Supervisor training.

The introduction of web-based supervisor training should be considered to supplement face to face workshops provided by branches/DOTs. This would increase access to uniform training resources for all supervisors. In addition, not all supervisors have been able to attend the workshops; an online option would enhance the ability to deliver standardised training support. Financing, resourcing implications, and CPD incentives need to be considered.

Supervisors - How satisfied are you overall with the 2012 Fellowship program – Stage 1?

Supervisors' overall satisfaction with the 2012 Fellowship program is shown in Figure 2. The high percentage of dissatisfaction with supervisors is noted. Further monitoring and evaluation of this item is required as the program is implemented. It is possible that views may change as further familiarity with the new requirements occurs.

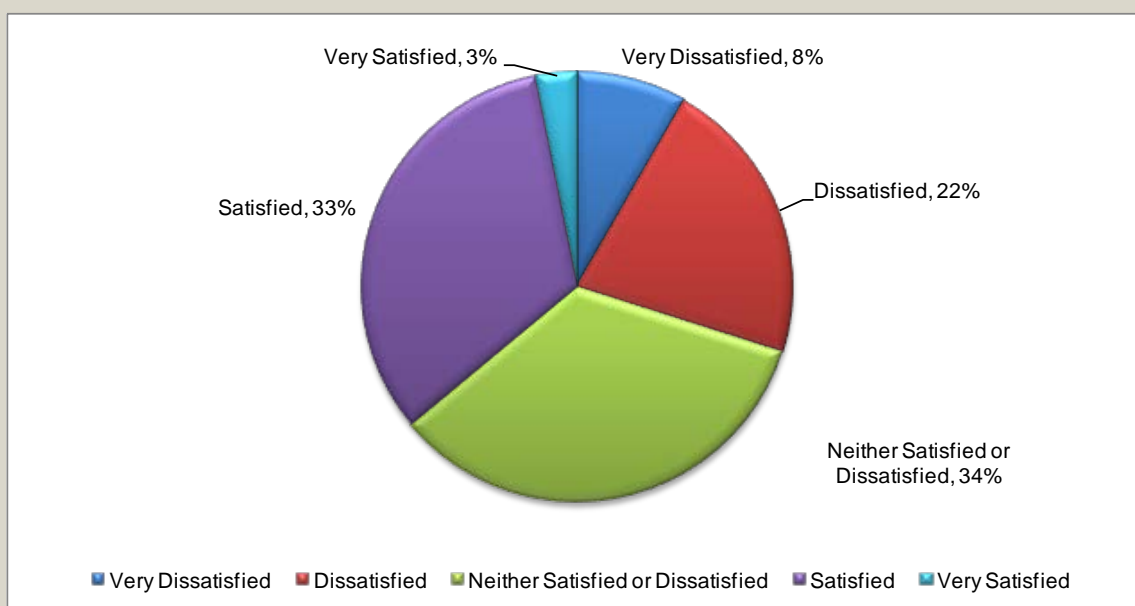


Figure 2 Supervisors Overall Satisfaction with the 2012 Fellowship Program.

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