



Government of Western Australia
Child and Adolescent Health Service



CAHS Research Education Program Research Skills Seminar

Getting the most out of Research Supervision

19th July 2024



Presented by

Dr Timothy Barnett

Head of the Strep A Pathogenesis & Diagnostics team,

Telethon Kids Institute,

Deputy Director of the Wesfarmers Centre of Vaccines and Infectious Diseases



Neonatology | Community Health | Mental Health | Perth Children's Hospital





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Child and Adolescent Health Service, Department of Research

Department of Health, Government of Western Australia

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CAHS Research Education Program Research Skills Seminar Series

✉ ResearchEducationProgram@health.wa.gov.au

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Research Supervision



PRESENTATION SLIDES

CAHS Research Education Program Research Skills Seminar Series

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Government of Western Australia
Child and Adolescent Health Service

Getting the most out of Research Supervision



Dr Timothy Barnett

Honorary Research Fellow, Telethon Kids Institute

Deputy Director, Wesfarmers Centre of Vaccines and Infectious Diseases

Senior Lecturer, UWA School of Biomedical Sciences

19th July 2024

Compassion

Excellence

Collaboration

Accountability

Equity

Respect

barnettlab.com



1

Acknowledgement of Country

The Child and Adolescent Health Service acknowledge
Aboriginal people of the many traditional lands and
language groups of Western Australia.

We acknowledge the wisdom of Aboriginal Elders
both past and present and pay respect to
Aboriginal communities of today.

2



CAHS Research Education Program

Research Skills Seminar Series

- 
Over 25 topics across the research process
 - 1h overview
 - Handouts are provided
- 
Recorded and uploaded
- 
Feedback
 - Back of handout
 - Emailed link
- 
Please hold questions to the end
 - Use provided microphone



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Government of Western Australia
Child and Adolescent Health Service



Getting the most out of Research Supervision



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Honorary Research Fellow, Telethon Kids Institute
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Compassion Excellence Collaboration Accountability Equity Respect

barnettlab.com




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Overview

- What do we mean by research supervision?
- Why take on or seek research supervision?
- Supervisor and Trainee Responsibilities
- Supervisory styles
- Stages of research supervision
- Summary

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This will cover...

- Formal and informal research supervision
- Research 'trainees' as well as enrolled postgraduate students
- Supervisor and trainee perspectives

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Overview

- What do we mean by research supervision?
 - Why take on or seek research supervision?
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What do we mean by Supervision?

“A critical watching and directing (of activities or a course of action)”

merriam-webster.com

“Care, charge, guidance, surveillance, protection, tutelage”

thesaurus.com

Does this cover what we mean by research supervision?

Supervision styles differ, and should evolve across the course of training

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Overview

- What do we mean by research supervision?
- **Why take on or seek research supervision?**
- Supervisor and Trainee Responsibilities
- Supervisory styles
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Why become a research supervisor

- Altruism
 - Inspiring and training the next generation of researchers
 - Passing on knowledge within your field
- To start up new collaborations and explore new disciplines
- Career progression
- Maximise resources, expand research output
 - Completing a project (with limited resources)
 - Publications, grants

"If I had one piece of advice to give [to new group leaders] it's that although you've been hired for your scientific skills and research potential, your eventual success will depend heavily on your ability to guide, lead, and empower others to do their best work"

Thomas Cech, 1989 Nobel Prize in Chemistry

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Thomas Cech, 1989 Nobel Prize in Chemistry

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Why take on research as a student/trainee?

Possibilities:

- Research career:
 - Undergrad → Postgrad research → Early career research fellow → Independent researcher → Professor
- Incorporating research into another career
 - e.g. practitioner / policy maker / business
- Understanding research and evidence
- Because you want to do your job better
- Because you have a question that needs an answer
- Because you want to

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Overview

- What do we mean by research supervision?
- Why take on or seek research supervision?
- **Supervisor and Trainee Responsibilities**
 - Supervisory styles
 - Stages of research supervision
 - Summary

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Responsibilities - Institutions

- 3.1 Provide support and uphold appropriate standards
 - Ensure supervisors of research trainees have the appropriate skills, qualifications and resources
- 3.2 Provide training and induction
 - Provide ongoing training and education that promotes and supports responsible research conduct for all researchers and those in other relevant roles
- 3.3 Support healthy supervisory relationships
- 3.4 Resolve disputes

¹NHMRC/ARC/UA (2018). *Australian Code for the Responsible Conduct of Research, Section Responsibilities of Institutions, Section 3*



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Responsibilities – Supervisors (Researchers)

- 4.1 Provide support
 - Provide guidance and mentorship on responsible research conduct to other researchers or research trainees under their supervision and, where appropriate, monitor their conduct.
 - Acknowledge those who have contributed to the research
 - Undertake and promote education and training in responsible research conduct.
- 4.2 Supervisory arrangements
 - Supervisors must work cooperatively with those whom they supervise, and with any co-supervisors, to establish and maintain an appropriate level of engagement.
- 4.3 Engage in relevant training

¹NHMRC/ARC/UA (2018). *Australian Code for the Responsible Conduct of Research, Section Responsibilities of Institutions, Section 4.*

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Responsibilities – Supervisors (Researchers)

- Supervisors are responsible for all ethical and legal requirements of the research being undertaken
- Responsibility cannot be delegated to the student/trainee, nor to non-supervisory members of the research team
- Including:
 - HREC or animal ethics approvals
 - Clinical handling of patients/participants
 - Laboratory safety, GMO requirements

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Responsibilities - Trainees

- When being supervised, researchers should:
 - demonstrate a professional attitude towards their research
 - work cooperatively with their supervisors
 - complete all training in a timely manner, and induction courses as soon as possible after they commence their research roles.
- Take an active role in their own professional development.

¹NHMRC/ARC/UA (2018). Australian Code for the Responsible Conduct of Research, Section Responsibilities of Institutions, Section 5.

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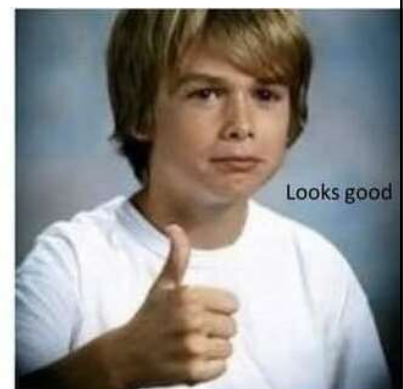
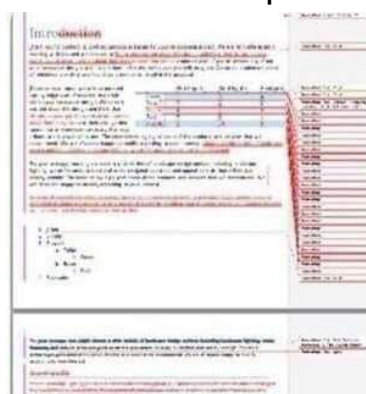
Overview

- What do we mean by research supervision?
- Why take on or seek research supervision?
- Supervisor and Trainee Responsibilities

- **Supervisory styles**

- Stages of research supervision
- Summary

PhD supervisors have 2 moods



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Supervisory Styles

Research supervision isn't only about project completion –trainees should develop skills that will enable them to become independent researchers.

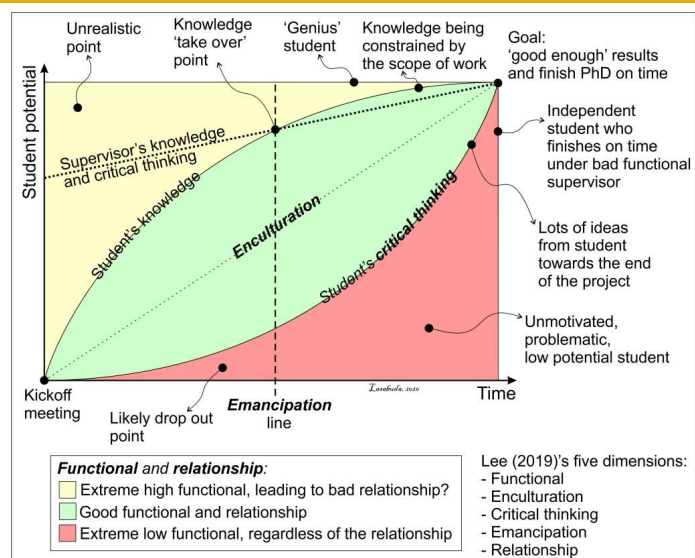
Anne Lee's 5 dimensions (2019):

- **Functional** – managing the project to successful completion
- **Enculturation** – developing from a "newbie" to a recognised member of the discipline and/or research community
- **Critical thinking** – questioning & analysing methods & data
- **Independence (Emancipation)** – generating new ideas, problem solving
- **Relationship (Enthusiasm)** – maintaining enthusiasm and commitment over the course of the project, ensuring mental health

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Supervisory Styles should evolve over the course of training

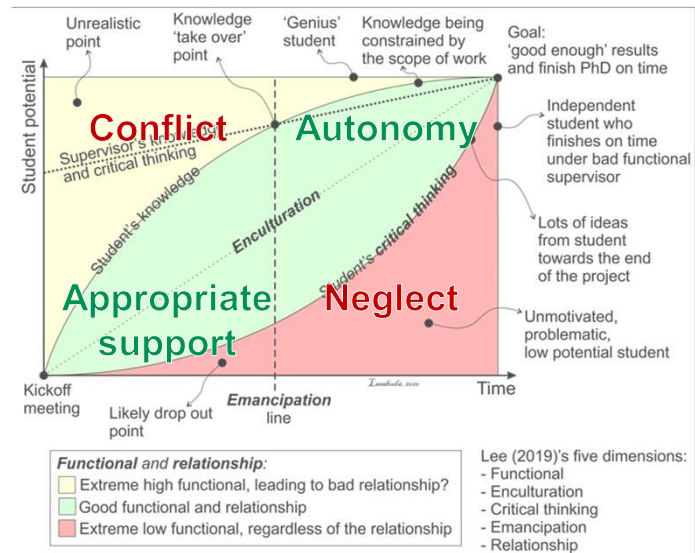
- Supervisory styles should evolve over the course of the training period and adjust to the needs and prior experience of the trainee
- **PhD** - scholarly approach towards creating original knowledge
- **Masters** - developing research skills
- **Undergraduate** – encouraging constructivism and enquiry-led learning



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Supervisory Styles should evolve over the course of training

- Supervisory styles should evolve over the course of the training period and adjust to the needs and prior experience of the trainee
- **PhD** - scholarly approach towards creating original knowledge
- **Masters** - developing research skills
- **Undergraduate** – encouraging constructivism and enquiry-led learning



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Key characteristics of good supervision

Research supervision isn't only about project completion –trainees should develop skills that will enable them to become independent researchers.

Anne Lee's 5 dimensions (2019) – **Supervisor roles:**

- **Functional** – Providing timely, constructive feedback
- **Enculturation** – Research group meetings, conferences, introductions to other researchers. leading collaborations
- **Critical thinking** – Questioning & analysing methods & data. Asking students "why" rather than telling them "how"
- **Independence (Emancipation)** – Leading new ideas, writing proposals and grants
- **Relationship (Enthusiasm)** – "Chief motivator", being excited about research and being involved, setting good examples, being supportive and leading with empathy

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Key to great supervisor-supervisee relationships

- Check each other out
 - Style, personality, skill set
- Clarity right from the start:
 - Motivation
 - Expectation
 - Responsibilities
 - Operational
 - Non-research plans (e.g. part-time job on the side)
- Understand other people in the mix
 - panel, mentor

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Deciding to proceed or not

Piled Higher and Deeper by Jorge Cham

www.phdcomics.com



title: "Regular Working Hours" - originally published 11/3/2006

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Deciding to proceed or not

- Schedule an initial meeting to discuss proposed research opportunity
- Reference checking:
 - **Supervisor:** talk to previous supervisors/referees
 - **Trainees:** talk to other students and the research team

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Deciding to proceed or not

After the initial meeting...

Supervisor:

- Do you think the prospective student is suitable?
- Do they still want to proceed?
- For HDRs: Aware of the 1-4 year commitment?

Student:

- Why am I doing this?
- Am I up for it?
- Is this the right supervisor?
- Is this the right environment?

**Can be easier to say 'no' to the opportunity
(from either side) rather than change things mid-stream**

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After supervision agreed: Aligning Expectations

- Clear communications of expectations
 - Student
 - Supervisor
 - Supervisory team
- Time commitment required
- Frequency of meetings and how feedback will be provided
 - Deadlines?
- Specific project requirements
- How will outputs be evaluated?

Barnett Lab

ABOUT RESEARCH RESOURCES PUBLICATIONS JOIN US NEWS CONTACT

Principal Investigator – Timothy Barnett (Tim)

All of the "Small picture" and "Big picture" stuff, plus, will be expected to:

- Support you (scientifically, emotionally, financially)
- Give you feedback on a timely basis, including feedback on project ideas, conference posters, talks, manuscripts, figures, grants.
- Be available in person, via e-mail and Slack on a regular basis, including meetings to discuss your research (and anything else you'd like to discuss).
- Give their perspective on where the lab is going, where the field is going, and tips about surviving and thriving in academia.
- Support your career development by introducing you to other researchers in the field, promoting your work at talks, writing recommendation letters for you, and letting you attend conferences as often as finances permit.
- Help you prepare for the next step of your career, whether it's a post-doc, a faculty job, or a job outside of academia.
- Care for your emotional and physical well-being and prioritize that above all else.

Post-Docs

All of the "Small picture" and "Big picture" stuff, plus you will be expected to:

- Develop your own independent line of research.
- Mentor undergraduate and post-graduate students on their research projects, when asked or when appropriate.
- Apply for external funding and sometimes help Tim apply for funding.
- Apply for fellowships if we decide you are competitive to secure your own fellowship.
- If you are planning to pursue a non-academic career, treat your postdoctoral research as seriously as you might if you were pursuing an academic career. We can discuss ways of making sure that you are getting the training you need, while still doing excellent research.
- Present your work at TKI events, at other labs (if invited), and at conferences.
- Challenge your principal investigator when they are wrong or when your opinion is different and treat the rest of the lab to your unique expertise.

Graduate Students

All of the "Small picture" and "Big picture" stuff, plus you will be expected to:

- Develop your dissertation research. Your dissertation should have at least 3 substantial experiments that answer a big-picture question that you have. Much

<https://barnettlab.com/lab-manual/>

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Remote Supervision

- Brings some additional challenges:
 - Achievable, especially with current technology
 - Requires more commitment
 - Structure and organisation to monitor progress and skills development
 - Highly dependent on both student's and supervisor's working styles
 - Ideally they have a local mentor/supervisor to check in, but not essential
 - Recommend regular F2F meetings where possible
 - Formal enrolments may require first 6 months on same campus

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Overview

- What do we mean by research supervision?
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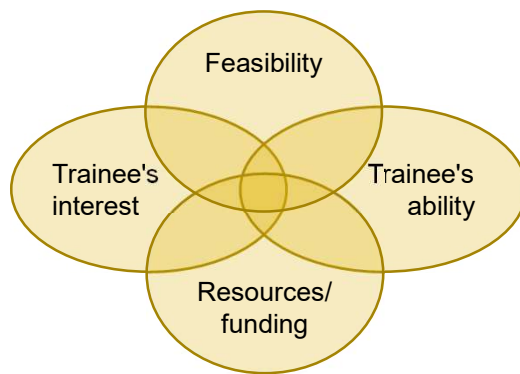
Early tasks

- For HDR
 - Supervision team/panel: Relevant expertise in different areas
- Reviewing the literature
- Choosing and planning the project
- Availability of resources
 - Access to equipment, funding, biostats support
- Approvals and training
- Regular meetings
- Early writing feedback

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Choosing a project

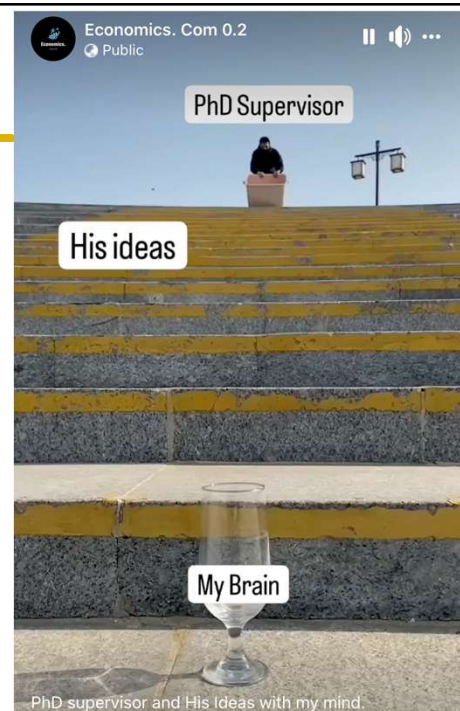
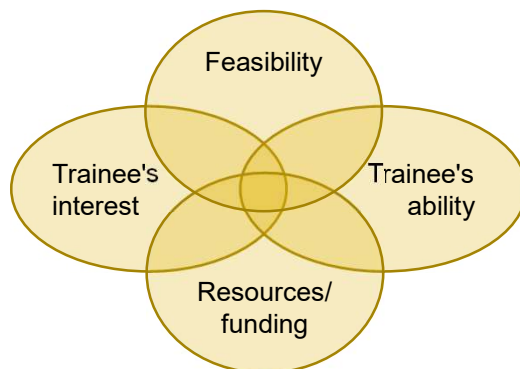
- Very important to choose wisely and to match project to student to supervisor



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Choosing a project

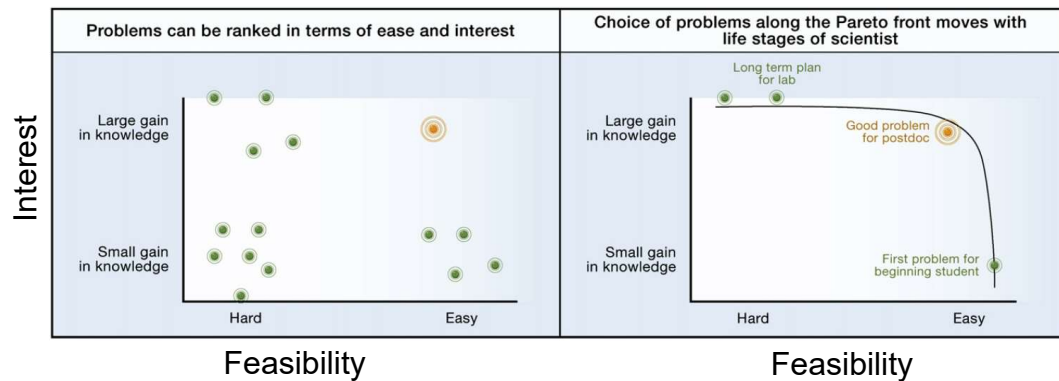
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Choosing a project

- Very important to choose wisely and to match project to student to supervisor

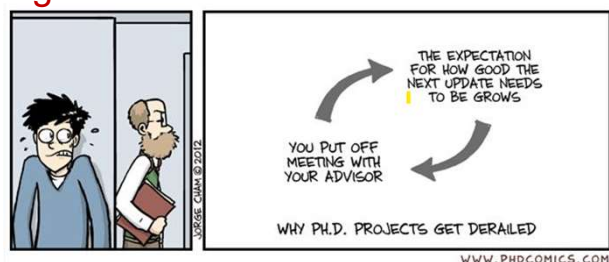


Uri Alon (2009). How to choose a good scientific problem <https://doi.org/10.1016/j.molcel.2009.09.013>

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Middle Stages

- Participant recruitment, data collection and analysis
- Development of key skills – critical review, oral presentation, ability to answer questions and defend the research
- Monitor progress – structured meetings
 - Agenda and draft pieces of writing before meeting
 - Action items & notes post-meeting
 - Attend meetings even if little progress has been made



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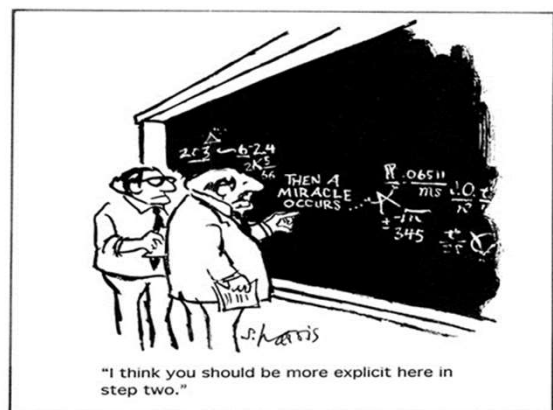
Middle Stages

- **Structured review and feedback**
 - Semi-regular lab meetings where students/staff formally present their projects
 - Weekly progress reports
 - Experiment or figure
 - How does the work fit into the bigger picture?
 - Is there anything you are struggling with?
 - Regular 1 on 1 meetings
 - Semi-regular supervisor meetings

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Final Stages

- Statistical analysis
- Write up
 - Thesis/dissertation, report, manuscripts
- Examination
- Conference presentations / oral defence
- Can be the most intensive period
 - Feedback, emotional support



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Throughout traineeship / supervision

- Additional formal learning/training
 - Workshops / courses / research internships
 - Adding or replacing supervisors
 - Preparing for future career goals
- Changing roles and commitments
 - Time requirements and availability
 - Engage/include junior staff in supervisory capacity
 - Another form of training/mentorship/apprenticeship

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What if things go wrong?

- Original project may no longer be feasible
- Change in student or supervisor circumstances or availability
- Personal circumstances
- Discuss and address issues early!
 - Alterations in project outcomes and methods
 - Additional or alternative supervision
 - Extension of timelines
 - Mediation/facilitation



"That's usually not a good sign."

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Overview

- What do we mean by research supervision?
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Summary



**Supervision
is perhaps the
most important
part of research**



**Plan, prepare,
try to anticipate
problems in
advance**



If done well

Good research outcomes
Trainee enthused and inspired
about research

Can be one of the most
fulfilling parts of a supervisor's
research career

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Questions / Comments?

- Get in touch – timothy.barnett@telethonkids.org.au
- Check us out – <https://barnettlab.com/>



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Questions?
Comments



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Coming up next

26 Jul Enrolling Incapacitated Patients into Medical Research in WA
– Prof Daniel Fatovich and Mark Woodman, EMHS

2 Aug Sample Size Calculations
– Michael Dymock, Telethon Kids Institute

Register → trybooking.com/eventlist/researcheducationprogram

We love feedback

A survey is included in the back of your handout, or complete online
<https://tinyurl.com/surveyResearchSupervision>

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Research Supervision



RESOURCE NOTES

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1. Additional Reading

NHMRC/ARC/UA (2018). Australian Code for the Responsible Conduct of Research, Guidance to support the Code 'Supervision'. Australian Government, Canberra.
<https://www.nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018>

Geoff M. Gurr (2001) Negotiating the "Rackety Bridge" — a Dynamic Model for Aligning Supervisory Style with Research Student Development, Higher Education Research & Development, 20:1, 81-92, DOI:10.1080/07924360120043882

Terry Gatfield (2005) An Investigation into PhD Supervisory Management Styles: Development of a dynamic conceptual model and its managerial implications, Journal of Higher Education Policy and Management, 27:3, 311-325, DOI: 10.1080/13600800500283585

Anne Lee (2019). Successful research supervision: advising students doing research. 2nd Ed. Routledge, London and New York. <https://www.routledge.com/Successful-Research-Supervision-Advising-students-doing-research/Lee/p/book/9780815376996>

A.M. Lee. Developing effective supervisors: Concepts of research supervision. SAJHE 2007; 21:680-93.
https://www.researchgate.net/profile/Anne_Lee9/publication/30929534_Developing_effective_supervisors_Concepts_of_research_supervision/links/553f9adb0cf2736761c0306d/Developing-effective-supervisors-Concepts-of-research-supervision.pdf

Hugh Kearns and Maria Gardiner (2013). Planning your PhD: All the tools and advice you need to finish your PhD in three years. ThinkWell, Adelaide, South Australia.

Nicholas Steneck (2007). Introduction to the responsible conduct of research, Section 7 'Mentor and Trainee Responsibilities' (pages 103-113).
<http://ori.hhs.gov/sites/default/files/rcrintro.pdf>

National Academies Press (2009). On Being a Scientist: A Guide to Responsible Conduct in Research (3rd ed), Section 2 'Advising and Mentoring' (pages 4-7).
<http://www.nap.edu/catalog/12192/on-being-a-scientist-a-guide-to-responsible-conduct-in>

Uri Alon (2009). How To Choose a Good Scientific Problem. Molecular Cell 6: 726-728.
<https://doi.org/10.1016/j.molcel.2009.09.013>

2. Professional Development

All universities have guidelines, workshops and training modules for supervisors.

Examples at UWA include:

Supervision Professional Development Program

<https://www.postgraduate.uwa.edu.au/staff/supervisors/workshops>

Graduate Research School online modules:

- Supervising Doctoral Students
- HDR Supervision
- Finding the Right Student
- Teamwork in Supervision

UWA Register of Supervisors Procedures

<http://www.postgraduate.uwa.edu.au/staff/supervisors/supervisor-register>

Supervisor Induction Module

https://www.postgraduate.uwa.edu.au/_data/assets/pdf_file/0011/3445607/SvisorInductionModule_Unit1.pdf

Supervisor Refresher Module

https://www.postgraduate.uwa.edu.au/_data/assets/pdf_file/0007/3446935/SvisorRefresherModule_Units123.pdf

Thinkwell

<https://www.ithinkwell.com.au> <https://www.ithinkwell.com.au/resources>

3. Student Resources

UWA Postgraduate: <https://www.postgraduate.uwa.edu.au/students/resources>

Graduate Research School Events Calendar

<http://www.postgraduate.uwa.edu.au/students/resources/events>

Funding For trainee/student projects

- Fellowships – CAHS Postgraduate Medical Education (PGME) Email: Karen.Stevens2@health.wa.gov.au

CAHS Research Education Program Research Skills Seminar Series

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CAHS Research Education Program

Research Skills Seminar Series

A free, open-access resource designed to upskill busy clinical staff and students and improve research quality and impact.

Interactive in pdf format
Last updated 2/7/24

2024 Seminar Schedule

#	DATE	TOPIC	PRESENTER	ENROL	WATCH
1	9 Feb	Research Fundamentals	Dr Kenneth Lee, UWA	-	2024
2	16 Feb	Introductory Biostatistics	Michael Dymock, TKI	-	2024
3	8 Mar	Social Media in Research	Dr Amy Page, UWA	-	2024
4	22 Mar	Introduction to Good Clinical Practice	Alexandra Robertson, CAHS	-	2024
5	19 Apr	Research Governance	Dr Natalie Giles, CAHS	-	2024
6	3 May	Scientific Writing	A/Prof Tony Kemp, UWA	-	2024
7	17 May	Project Management	Melanie Wright, SMHS	-	2024
8	7 Jun	Research Impact	Dr Tamika Heiden, Vic	-	2024
9	21 Jun	Consumer & Community Involvement in Research	Belinda Frank, TKI	-	2023
10	19 Jul	Getting the Most out of Research Supervision	Dr Timothy Barnett, TKI	-	2022
11	26 Jul	Enrolling Incapacitated Patients into Medical Research in WA	Prof Daniel Fatovich and Mark Woodman, EMHS	REGISTER	2024
12	2 Aug	Sample Size Calculations	Michael Dymock, TKI	REGISTER	2023
13	9 Aug	Rapid Critical Appraisal of Scientific Literature	Dr Natalie Strobel, ECU	REGISTER	2023
14	16 Aug	Media and Communications in Research	Peta O'Sullivan, CAHS	REGISTER	2023
15	23 Aug	Knowledge Translation	Prof Fenella Gill, Curtin/CAHS	REGISTER	2023
16	30 Aug	Conducting Systematic Reviews	Prof Sonya Girdler, Curtin Uni	REGISTER	2023
17	6 Sep	Involving Aboriginal Communities in Research	Cheryl Bridge, TKI and co.	REGISTER	2023
18	11 Oct	Grant Applications and Finding Funding	Dr Tegan McNab, TKI	REGISTER	2023
19	18 Oct	Oral Presentation of Research Results	Dr Giulia Peacock, CAHS	REGISTER	2023
20	25 Oct	Statistical Tips for Interpreting Scientific Claims	Michael Dymock, TKI	REGISTER	2023
21	1 Nov	Survey Design and Techniques	Dr Giulia Peacock, CAHS	REGISTER	2023
22	15 Nov	Ethics Processes for Clinical Research in WA	Dr Natalie Giles, CAHS	REGISTER	2023
23	22 Nov	Qualitative Research Methods	Dr Lorna Davin, Uni Notre Dame	REGISTER	2023
24	29 Nov	Innovation and Commercialisation	Dr Helga Mikkelsen (Brandon BioCatalyst) & Ashley Schoof (TKI)	REGISTER	2022
25	6 Dec	Data Collection & Management (REDCap)	Dr Giulia Peacock, CAHS	REGISTER	2023

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CAHS Research Education Program

Research Skills Seminar Series

A free, open-access resource designed to upskill busy clinical staff and students and improve research quality and impact.

Enrolling Incapacitated Patients into Medical Research in WA



A GAA Part 9E Toolkit

26th July 2024

12.30 - 1.30pm

Effective consent and recruitment strategies are vital for upholding ethical principles of beneficence and justice. This seminar covers important updates to the Guardianship and Administration Act which impact the recruitment of incapacitated patients into research.



Prof Daniel Fatovich

Emergency Physician,
Director of Research EMHS
Head, Centre for Clinical Research
in Emergency Medicine, Harry Perkins
Institute of Medical Research,
Professor of Emergency Medicine, UWA

As Director of Research for East Metropolitan Health Service (EMHS), Prof Fatovich provides strategic advice and leadership. In 2020 and 2023, he was Ministerial adviser for the passage of the Guardianship and Administration (Medical Research) Act Western Australia. He loves to challenge doctors to think, and to think differently.



East Metropolitan Health Service

Perth Children's Hospital Auditorium

Level 5, 15 Hospital Ave Nedlands

Accessible via pink or yellow lifts or

Access online via Teams or Avaya or

Watch from a hosted video-conferencing site

- Fiona Stanley Hospital
- Lions Eye Institute
- Pathways in Shenton Park
- Royal Perth Hospital

Mark Woodman

Manager
Research Department
East Metropolitan Health Service

Mark has worked in research ethics and governance since 2008 and has managed the EMHS Research Hub since 2019. He takes a supportive and facilitatory approach to research governance, aiming to help clinical researchers and partners navigate regulatory requirements in as painlessly and productively as possible. With EMHS having strong ED and ICU research teams, the service has enrolled more than 200 patients in research under the Guardianship Act Part 9E and Mark has led operationalising the Act and training and support researchers in its use.



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Government of **Western Australia**
Child and Adolescent Health Service

Perth Children's
Hospital **Foundation**

A light lunch is provided for
our in-person attendees.
Bookings are essential.





CAHS Research Education Program

REDCap Workshop Series

Research Electronic Data Capture



The Research Education Program - supported by the Perth Children's Hospital Foundation and the Telethon Kids Institute - offers a series of hands-on workshops that focus on the most integral features of REDCap and its application to your research project data. Workshops aim to directly build user skills in a guided environment, with time to ask questions and work on your own project.

Dates below are still being finalised so check back again for latest version.

Presented by: Research Education Program Research Fellow Dr Giulia Peacock

Location: PCH, TKI Seminar Room, Level 5 (West).



Topic	Day	Date	Time	Max No (in person)
Workshop 1 – Basic Walkthrough	Tuesday	27 Feb	2:30pm to 4:30pm	Watch
Workshop 2 – Intermediate Walkthrough	Tuesday	12 March	1:00pm to 3:30pm	Watch
Workshop 3 – Advanced REDCap - Creating Surveys	Tuesday	30 April	1:00pm to 3:30pm	Watch
Workshop 4 – REDCap Troubleshooting Workshop	Tuesday	28 May	2:00pm to 4:00pm	cancelled
Workshop 5 – Basic Walkthrough	Tuesday	16 July	1:00pm to 3:30pm	40 Register
Workshop 6 – Intermediate Walkthrough	Tuesday	20 Aug	1:00pm to 3:30pm	40 Register
Workshop 7 – Advanced REDCap - Creating Surveys	Tuesday	10 Sep	2:00pm to 4:30pm	40 Register
Workshop 8 – REDCap Troubleshooting Workshop	Tuesday	15 Oct	1:00pm to 3:30pm	40 Register

IMPORTANT

Attendance is open to all Department of Health and Telethon Kids Institute staff.

Places are strictly limited and offered on a first-come, first-serve, basis. If you are not able to attend a workshop for which you have registered, please contact Research Education Program support via phone or email to cancel your reservation and/or be placed in another workshop or on the waitlist.

[Register](#) via Trybooking.com

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or Register here



(08) 6456 0514



researcheducationprogram@health.wa.gov.au



cahs.health.wa.gov.au/Research/For-researchers/Research-Education-Program





CAHS Research Education Program

REDCap Workshop Series Research Electronic Data Capture

REDCap Workshop 6: Intermediate Walkthrough

20th August 2024

1.00 - 3.30pm



Beyond the basics

- This level offers a more comprehensive look at creating a database and using surveys, and builds upon the topics in the REDCap Basics Workshop.
- Those who attend this workshop should be familiar with navigating and using REDCap for project set-up and it will be most beneficial to those who have identified an upcoming need for the advanced functionality covered in this workshop.
- Do you already know how to create a project from scratch and use branching logic? If no, please register for a Basics Workshop. This workshop is for users who are already familiar with the REDCap interface. Open to all WA Health and TKI staff only.



Meet the presenter

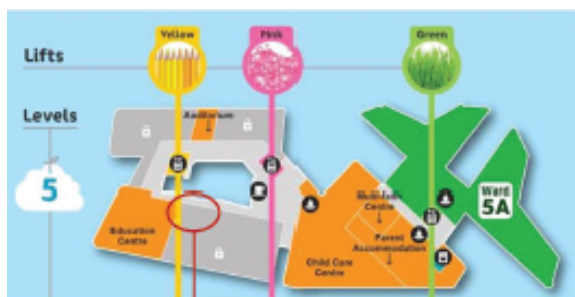
Dr Giulia Peacock

CAHS Research Education Program Research Fellow

Giulia graduated medical school from the University of Notre Dame Fremantle in 2014. She supplements her clinical work as an Advanced Paediatric Trainee by conducting and publishing research in paediatric cardiology and through active involvement in medical education.

She is currently completing her Masters in Clinical Science, Child Health Research at the University of Western Australia. She hopes to ensure easy accessibility to research education and support, to create best outcomes for all patients.

PCH, TKI Level 5 Seminar Room



Accessible via the yellow or pink lifts



Register via [Trybooking.com](https://trybooking.com)



View recorded workshops online



Subscribe to our mailing list

Places are capped at 40. Laptops are available if required



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Child and Adolescent Health Service



The CAHS Research Education Program REDCap Workshops are proudly supported by the Perth Children's Hospital Foundation and Telethon Kids Institute.





CAHS Research Education Program

2024 Research Skills Workshop Series



The Research Education Program (REP) Research Skills Workshop Series, supported by the Perth Children's Hospital Foundation and the Telethon Kids Institute, offers a series of interactive workshops that focus on building the most fundamental research skills required to undertake clinical research projects.



Workshops aim to directly build user skills and knowledge in a guided environment, with time to ask questions specific to your own project.

Presented by: CAHS Research Department and invited guests

Location: PCH, TKI Seminar Room, Level 5 (W)

Topic	Day	Date	Time	Max (in-person)
Workshop 4 - Navigating Research Ethics and Governance in WA If you are undertaking a research project or are thinking about becoming involved in research, understanding the review and approval requirements for your research project may appear intimidating. This workshop aims to help you understand the process of ethical and governance review for research approvals at CAHS - includes PCH, CACHS, CAHMS and Neonatology.	Tue	23 April	2.00pm - 4:00pm	40 Watch
Workshop 1 - Setting up Clinical Trials Clinical trials are the benchmark for testing interventions in healthcare. This workshop aims to provide practical advice to clinical researchers who want to gain insight on how to develop and complete their clinical trial on time and within budget. Come learn practical aspects of the steps involved in developing a clinical trial from the research idea to protocol development and execution.	Mon	20 May	12.00 noon - 2.00pm PCH level 6 TKI Manda	40 Watch
Workshop 2 - Manuscript Writing Journal publications are an integral part of dissemination of research findings. However, it can be overwhelming to convert several months of research into a succinct manuscript that will be loved by peer-reviewers and attract readers. This workshop is designed to give those who have completed their research projects, practical skills to transform their research data into publishable peer-reviewed literature.	Tue	11 June	2.00pm - 4:00pm	40 Recording coming soon
Workshop 3 - Oral Presentation of Research Results Dissemination of research findings is integral in knowledge translation and clinical practice change. Oral presentations provide rapid dissemination of research findings to a target audience. We invite you to a practical session that will provide useful tips, practice sessions and personalised feedback to help deliver an adequate depth of your research findings to various research stakeholders.	Tue	22 Oct	2.00pm - 4:00pm	40 Register

IMPORTANT

Places are strictly limited and offered on a first-come, first-serve, basis. If you are not able to attend a workshop for which you have registered, please contact Research Education Program support via phone or email to cancel your reservation and/or be placed on the waitlist.

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REP Website



Government of **Western Australia**
Child and Adolescent Health Service



Child Health Research Symposium

**Empowering Futures:
Advancing Child Health**

4 - 7 November

2024

You are invited!

Monday 4 November at 5pm
PCH Collegiate Lounge

Join us in opening our CAHS Symposium

For more information, contact us on

✉ pch.symposium@health.wa.gov.au

**Poster
Opening
Night**

Neonatology | Community Health | Mental Health | Perth Children's Hospital

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