



Evidence Based Practice in SLT: a workshop to develop critical appraisal skills and maximise engagement in the evidence base

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Outcomes from Today

- Identify how peer reviewed journals contribute to EBP and the SLT profession
- Critically appraise research studies using an established framework
- Understanding the role of service level data, e.g., audits in research and evidence based practice

Part 1: Contribution of peer reviewed journals to EBP in SLT

- **Standards of proficiency for SLTs:**
 - engage in evidence-based practice
 - recognise the value of research
 - awareness of research methodologies
 - evaluate research to inform practice
 - gather information - qualitative and quantitative

Why is evidence important?





THE TRAVELLING QUACK.

Evidence is important

Giving advice that has not been tested can cause harm even when the intervention appears harmless!

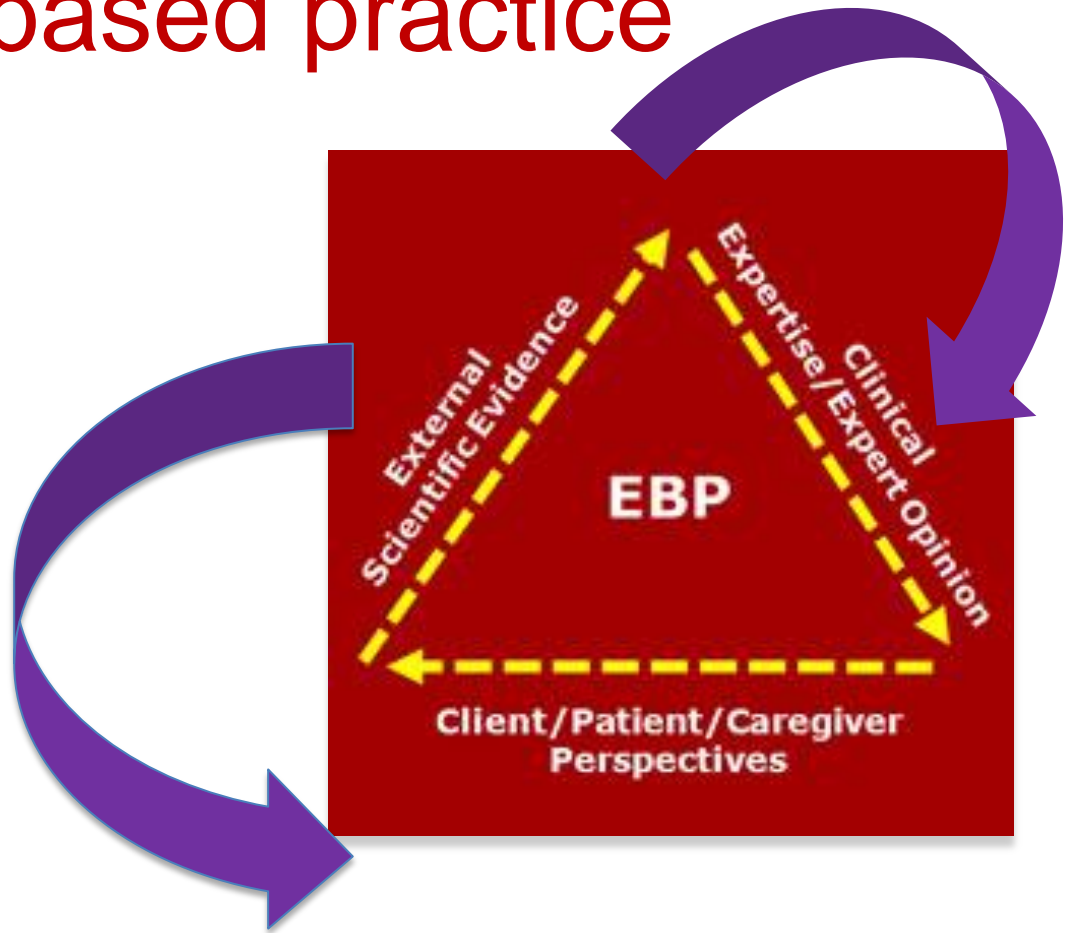




Core components of EBP as defined by Dollaghan (2007)

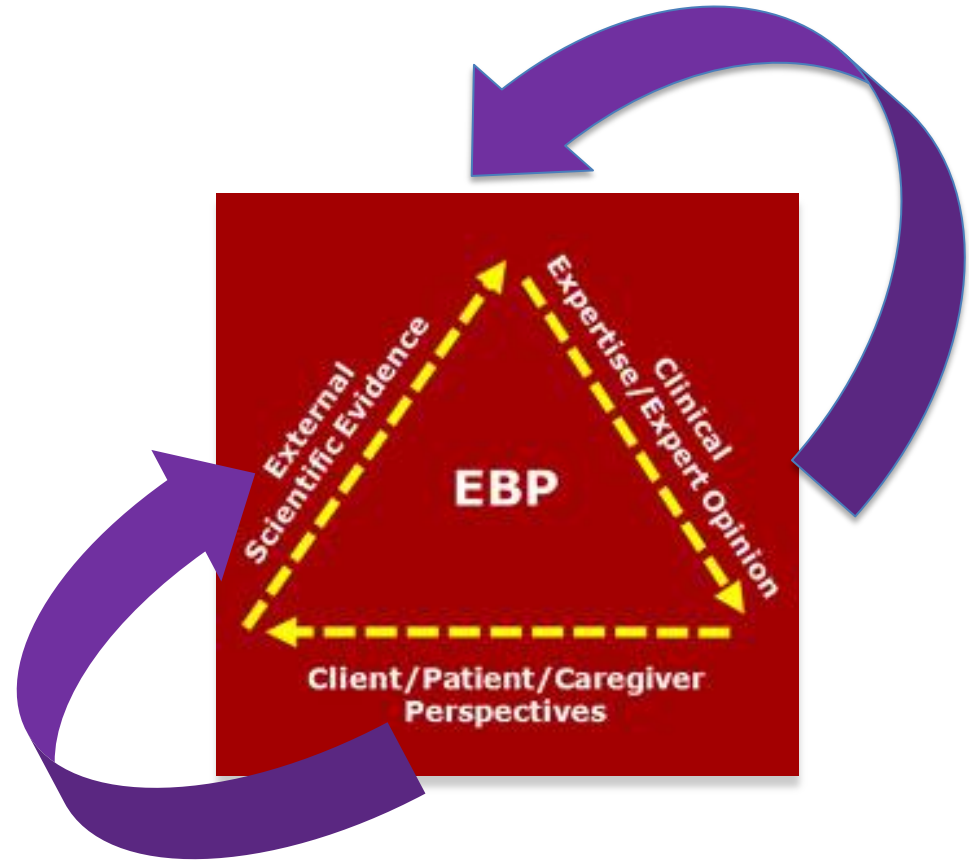
Evidence-based practice

- Access evidence
- Appraise evidence
- Combine with clinical & client perspectives
- Explain it
- Make a decision
- Apply evidence

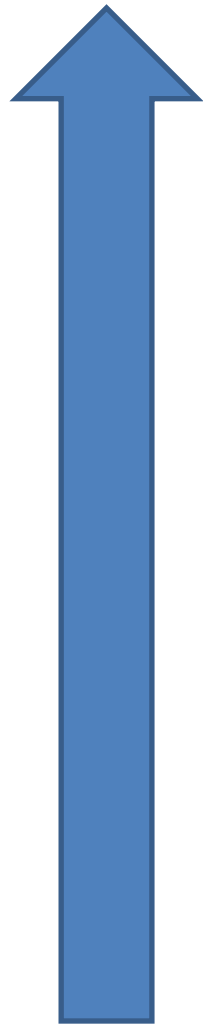


Evidence-Based Practice is the integration of: (a) clinical expertise/expert opinion, (b) external scientific evidence, and (c) client/patient/caregiver perspectives to provide high-quality services reflecting the interests, values, needs, and choices of the individuals we serve.

Practice-based evidence

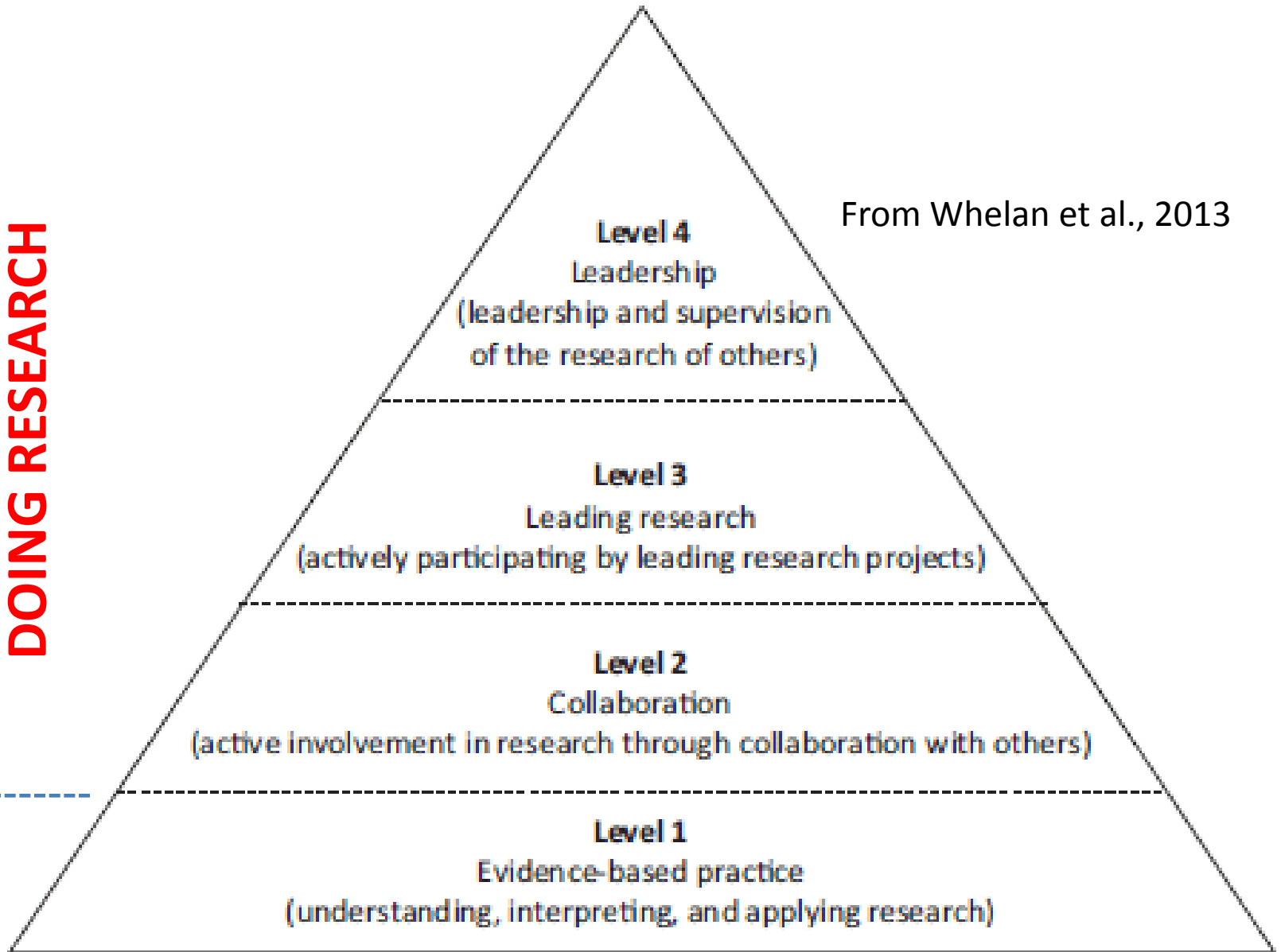


- Outcomes
- Audit
- Evaluation
- Clinical Research
- Involving children/families/clients



DOING RESEARCH

From Whelan et al., 2013



From Whelan et al., 2013

DOING RESEARCH

ALL OF US!

Level 4
Leadership
(leadership and supervision
of the research of others)

Level 3
Leading research
(actively participating by leading research projects)

Level 2
Collaboration
(active involvement in research through collaboration with others)

Level 1
Evidence-based practice
(understanding, interpreting, and applying research)

EBP

What does EBP look like to you?

A short video

https://www.youtube.com/watch?v=GUUF_OrU

Journals in EBP

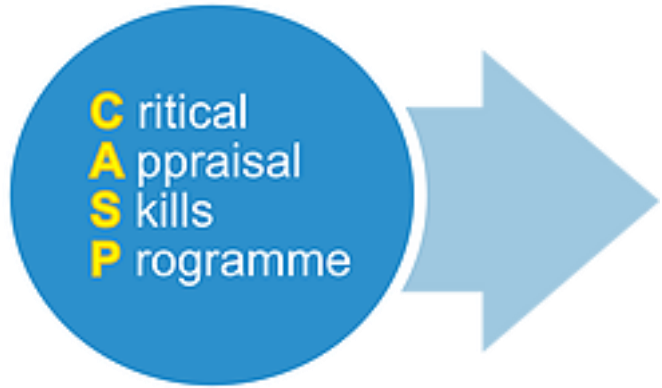
Over to you:

- What is the role of journals in EBP for you?
- What journals can you access and how?
- What journals do you read?
- What has been the most 'important' study or paper you have read in relation to your practice? Why?
- What are the challenges in accessing journals/reading papers?

Journals

- Editor(s)
- Publisher
- Aims and scope
- Impact Factors
- Peer review/Being a reviewer
- Subscription/Access/website
- Citation Activity
- Most read/cited list: Why are these the most read? <http://journals.sagepub.com/home/clt>
- Future development of CLTT – your views

Part 2: Critical appraisal of research studies using an established framework



Critical Appraisal Skills Programme (CASP)

<http://www.casp-uk.net/casp-tools-checklists>

CASP qualitative research appraisal tool:

http://docs.wixstatic.com/ugd/dded87_25658615020e427da194a325e7773d42.pdf

CASP cohort study (quantitative research appraisal tool):

http://docs.wixstatic.com/ugd/dded87_5ad0ece77a3f4fc9bcd3665a7d1fa91f.pdf

Critical Appraisal Activity

- In small groups
- Two papers to critically appraise using the CASP tools (cohort study tool or qualitative research tool)

Paper 1: Gibbard, D., & Smith, C. (2016). A transagency approach to enabling access to parent-based intervention for early language delay in areas of social disadvantage: a service evaluation. *Child Language Teaching & Therapy*, 32, 1, 19-33.

Paper 2: Marshall, J., & Lewis, E. (2014). 'It's the way you talk to them'. The child's environment: Early years practitioners' perceptions of its influence on speech and language development, its assessment and environment targeted interventions. *Child Language Teaching and Therapy*, 30, 3, 337-352.

- Discuss and summarise
- Feedback your summary and learning points

Part 3: Understanding the role of service level data, e.g., audits in research and evidence based practice

Method

Online questionnaire



All SLT programme directors (n=18)

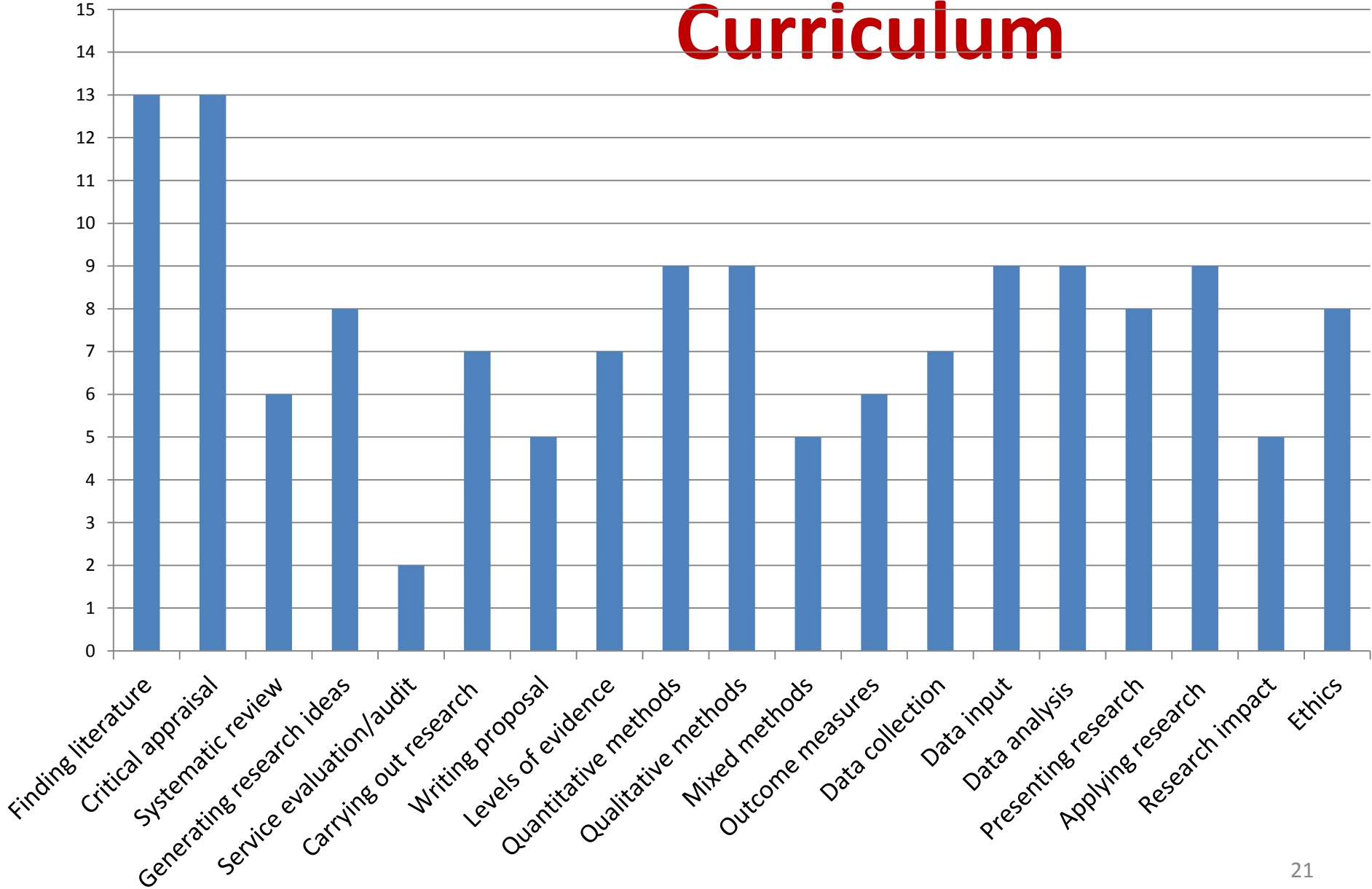


72% responded (n=13)

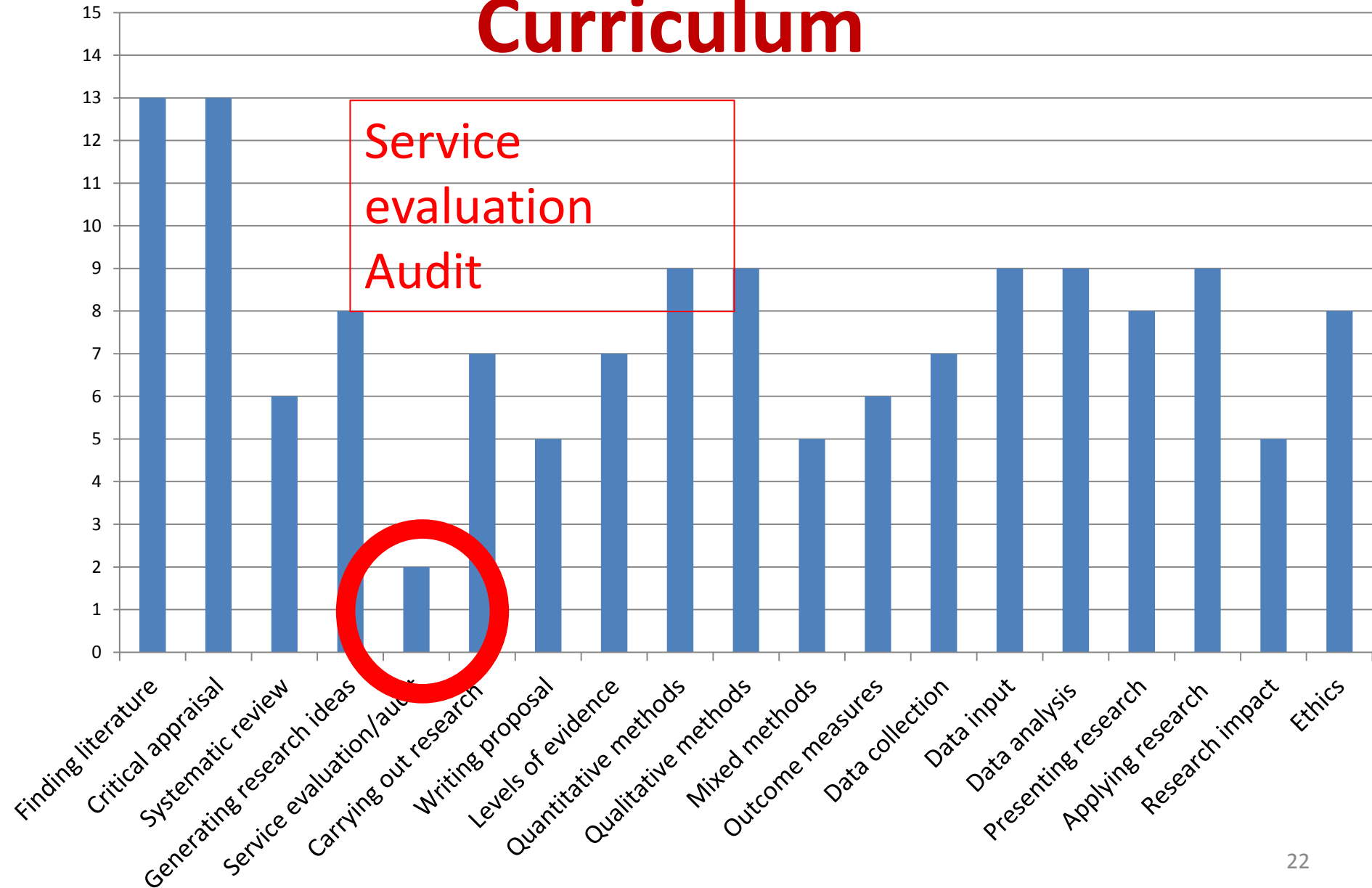


Data collected for 15 courses
(11 undergrad 4 postgrad)

Curriculum



Curriculum

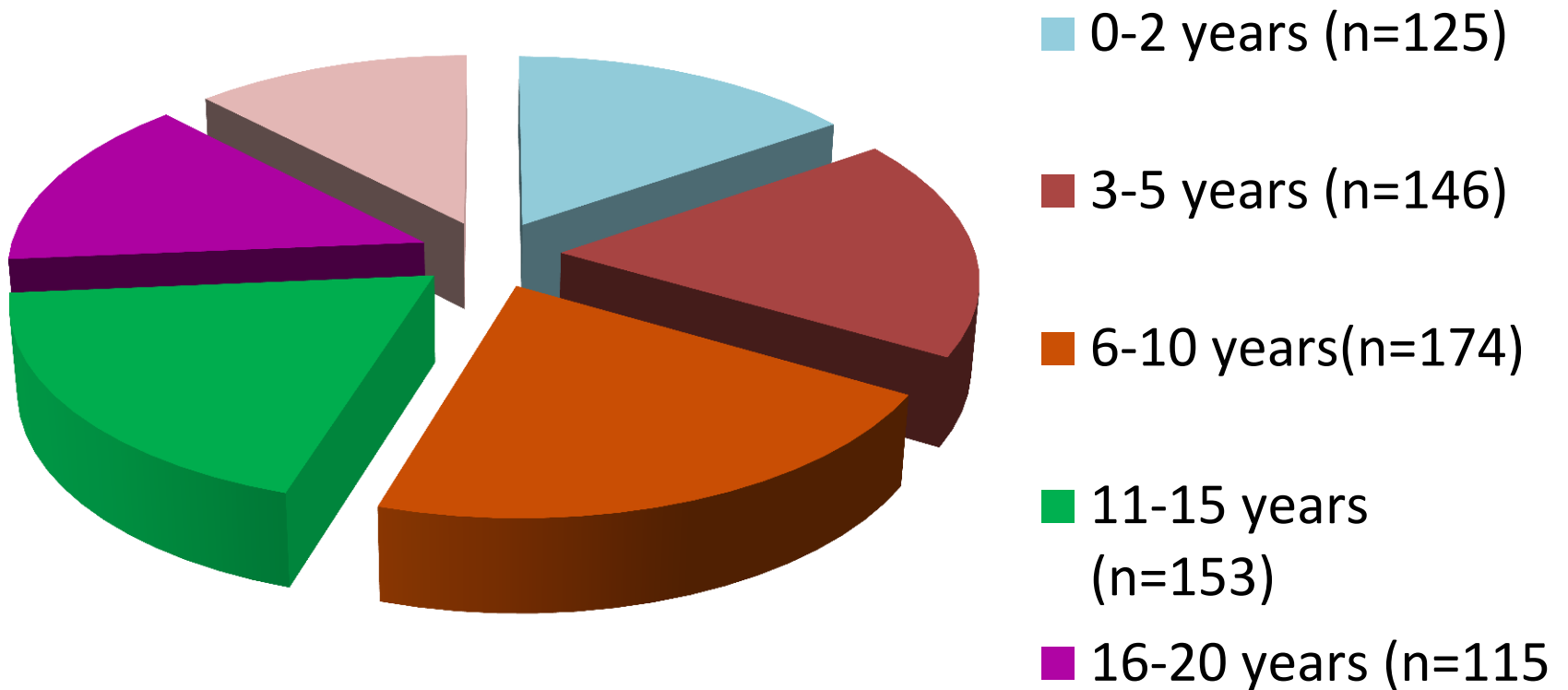




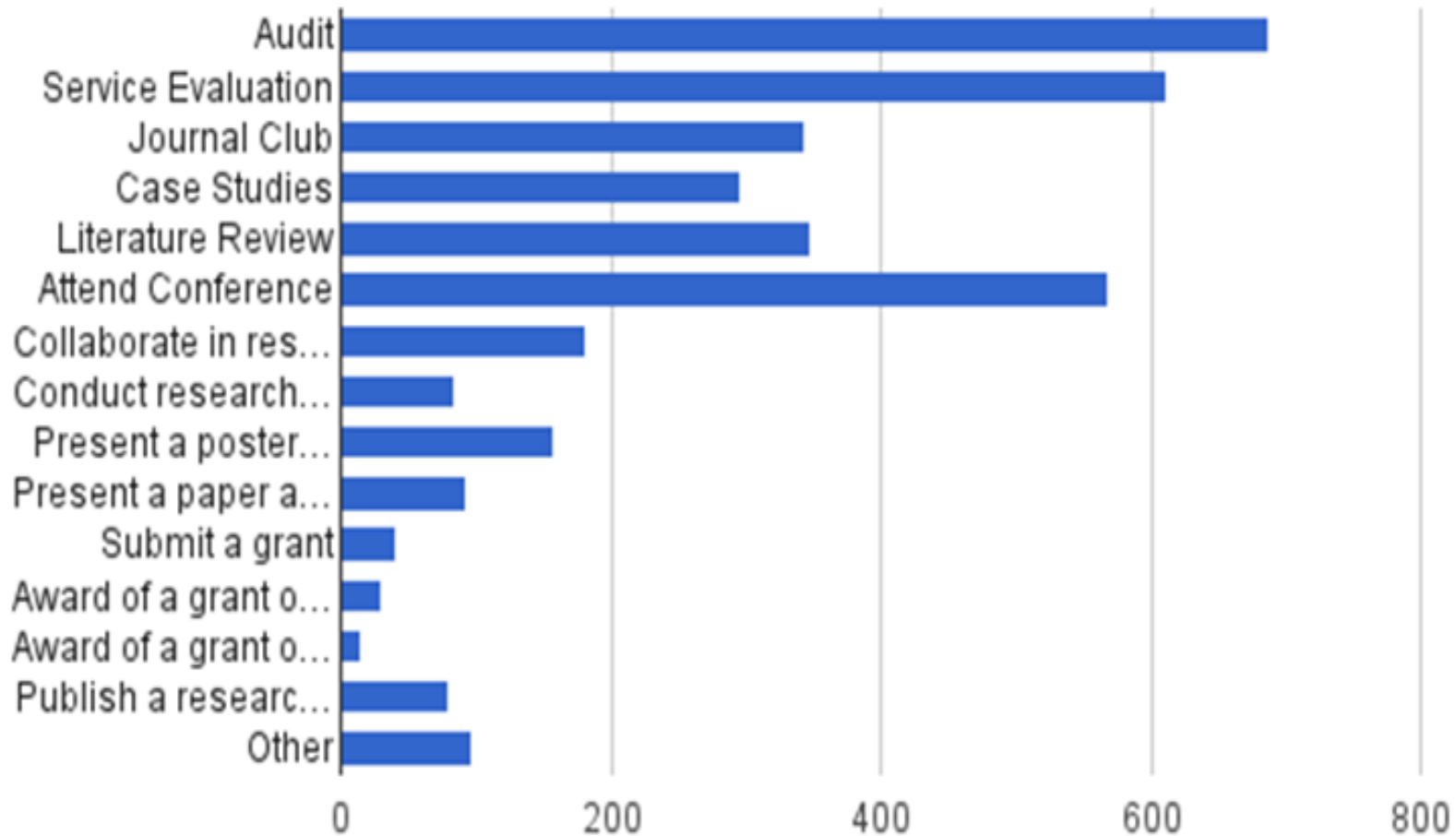
SLT Member (RCSLT) survey on research and EBP

Participant Characteristics N = 1035

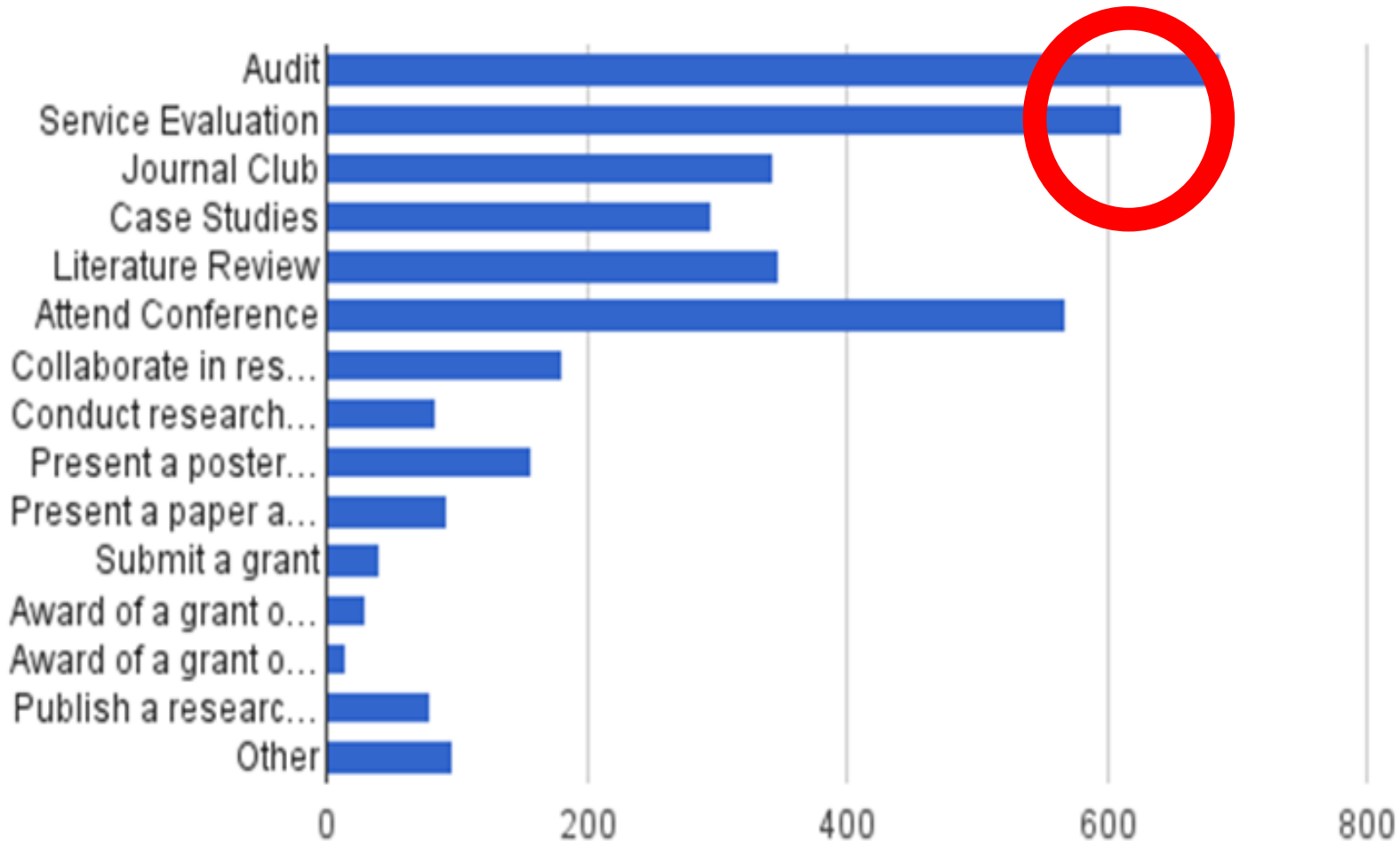
Years of Experience



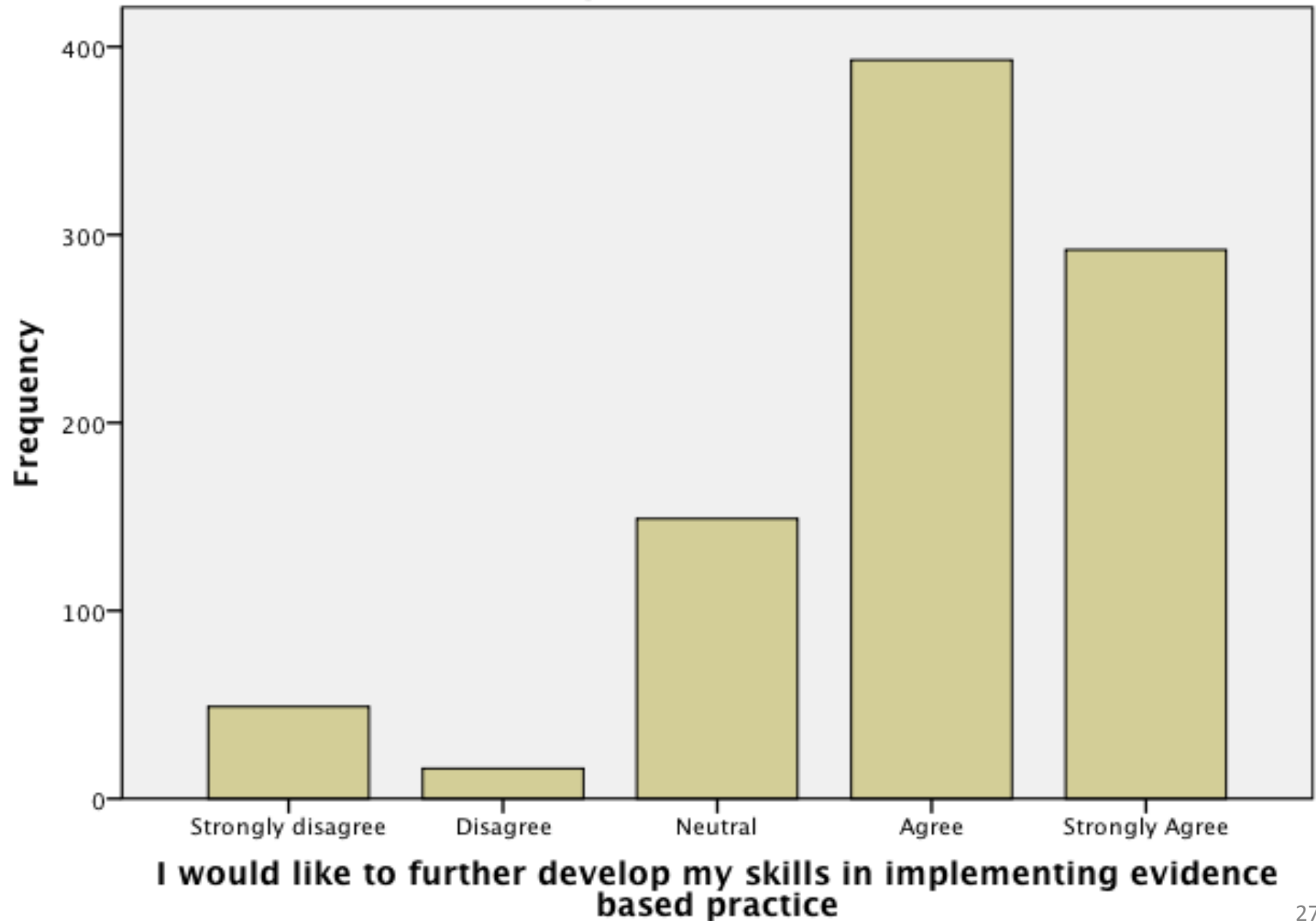
Current involvement in research related activities



Current involvement in research related activities



I would like to further develop my skills in implementing evidence based practice



Own Data Activity

- Small Groups
- Share and discuss the service level data you have brought
- What else does the data need to be more meaningful or useful?
- What systems or processes work well or do you need to collect/use this data?
- Feedback to the whole group
- Action points from this activity for you?

➔ Access to thousands of journals



http://www.rcslt.org/members/research_centre/journals_collection

A tool for evidence-based clinical decision making



1

2

Using the decision tree

3

4

Your assessment, differential diagnosis and appraisal of the evidence base have informed your selection of an intervention approach for your client. It is now time to start making decisions about your management of your client using the decision tree.

5

6

7

8

As you go through the decision tree you will be asked Yes/No questions.

9

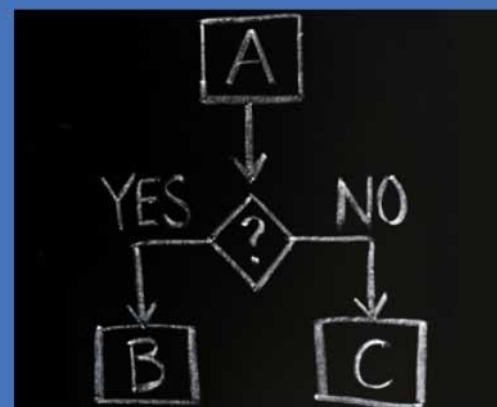
10

Depending on how you respond you will be taken to different parts of the tree.

11

Once you come to the end of a branch of the

12



Menu

Help

Decision Tree

Resource Centre



http://www.rcslt.org/members/research_centre/e_learning/tools

CASP CHECKLISTS

This set of eight critical appraisal tools are designed to be used when reading research, these include tools for Systematic Reviews, Randomised Controlled Trials, Cohort Studies, Case Control Studies, Economic Evaluations, Diagnostic Studies, Qualitative studies and Clinical Prediction Rule.

These are free to download and can be used by anyone under the [Creative Commons License](#).

CASP Checklists (click to download)



<u>CASP Systematic Review Checklist</u>	<u>CASP Qualitative Checklist</u>
<u>CASP Randomised Controlled Trial Checklist</u>	<u>CASP Case Control Checklist</u>
<u>CASP Diagnostic Checklist</u>	<u>CASP Cohort Study Checklist</u>
<u>CASP Economic Evaluation Checklist</u>	<u>CASP Clinical Prediction Rule Checklist</u>

<http://www.casp-uk.net/#!casp-tools-checklists/c18f8>

cahpr

*Council for
Allied Health
Professions Research*

- **Strategy Committee**
- **Professoriate**
- **Regional Hubs**



<http://www.csp.org.uk/professional-union/research/networking-support/council-allied-health-professions-research>



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Tweet to Message



@judyclegg2
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WeSpeechies

@wespeechies

Welcome to the speech language professionals' global #RoCur Lighthouse keeper now @bronwynhemsley #WeSpeechies in Transit - Distance and Proximity in SLP/SLT

Worldwide
speech-language-therapy.com/index.php?opti...

Tweet to Message



@NAPLIC National Association of Professionals concerned with Language Impairment in Children #devlangdis. 2018 conference date announced soon. <http://naplic.org.uk/conferences>



physiotalk
@physiotalk
Helping physios to learn, share & influence with social media, with fortnightly tweetchats, team #physiotalk - @JanetThomas47 @NaomiMcVey @RoryTwogood

Twitter



ISAAC
@ISAAC_AAC

The International Society for Augmentative and Alternative Communication supports the best possible communication for people who use AAC

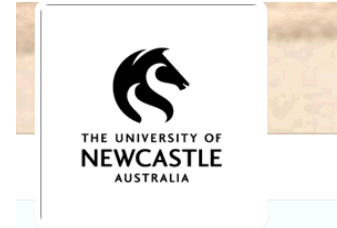
isaac-online.org



WeAHPs
@weahps
Connecting, driving & supporting the Allied Health Professionals community through tweetchats, social media resources as part of the WeCommunities



RCSLT
@RCSLT
@rcsltresearch
The Royal College of Speech and Language Therapists is the professional body for speech and language therapists and support workers.



AACevidence
@AACevidence

This Twitter handle is run by Dr. Bronwyn Hemsley a researcher Augmentative and Alternative Communication and is aimed at disseminating evidence about AAC.

Newcastle, Australia
Joined January 2012



CommunicationMatters
@Comm_Matters

We are pleased to share information on AAC of all kinds and on related issues. A retweet is not necessarily an endorsement of a product or opinion.



Emma Pagnamenta
@EmmaPagnamenta

Research Manager for the Royal College of Speech and Language Therapists, passionate about speech and language therapy and evidence-based practice

rcslt.org
Joined July 2013



@citylcs
Division of Language and Communication Science



@RADLDcampaign - RADLD (formerly known as RALLI) was created to Raise Awareness of Developmental Language Disorder #DevLangDis Like us on Facebook <http://www.facebook.com/radld.page/>



Make Connections



Make time



Start small



Embrace the evidence base



Build your network



Work as team



Influence the boss



Get involved in research led by others



Develop your own research questions



Secure funding

Summary

- Let's summarise
- What is the one action point from today that you will do?
- Write this on one of the postcards and address to yourself
- What will you think when it arrives?