Easy EBP

Resources to support you to take an evidence-based approach to practice
Aims

- Find out about your understanding of the EBP model and RCSLT resources to support you to take an EBP approach

- Discuss the EBP model in detail (focusing on current version) and RCSLT resources to support your EBP

- Find out:
  - the impact of this session
  - your feedback on current RCSLT resources
  - your suggestions for further resources we should consider developing to support your EBP

- Consider how you could cascade this training to your teams
Easy EBP: Resources to support SLTs to use an evidence-based approach to practice

Q1. How confident do you feel in your understanding of what is meant by evidence-based practice (EBP)? (Please circle, 1=not confident at all, 10=fully confident)

<table>
<thead>
<tr>
<th>I do not feel confident at all</th>
<th>I feel fully confident</th>
</tr>
</thead>
<tbody>
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<td>2</td>
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<td>3</td>
<td>4</td>
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<td>7</td>
<td>8</td>
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<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Q2. What is your understanding of EBP?

Q3. How well do you feel RCSLT resources support you to take an evidence-based approach to practice? (Please circle, 1=not supportive at all, 10=fully supportive)

<table>
<thead>
<tr>
<th>I do not feel the resources are supportive at all</th>
<th>I feel that the resources are fully supportive</th>
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<tbody>
<tr>
<td>1</td>
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<td>3</td>
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<td>7</td>
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<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Q4. Do you use any RCSLT resources in particular, or have any comments about the resources that you are aware of?

Link to pre-session survey: https://www.surveymonkey.co.uk/r/WJ7YY2H
Evidence-based practice
Evidence-based practice

EBP Model

External scientific evidence
Clinical expertise/opinion
Service user/caregiver perspective
Evidence based medicine: a movement in crisis?

Trisha Greenhalgh and colleagues argue that, although evidence based medicine has had many benefits, it has also had some negative unintended consequences. They offer a preliminary agenda for the movement's renaissance, refocusing on providing useable evidence that can be combined with context and professional expertise so that individual patients get optimal treatment.
Real evidence-based medicine …

- Ethical care of the patient is the top priority
- Individualised evidence, presented in a format patients can understand
- Expert judgement not mechanical rule-following
- Shared decision-making with patients through meaningful conversations
- Focus on human aspects of care to build a strong clinician-patient relationship
- Apply equally to individual patients and to service level delivery of care

BMJ 2014;348:g3725 doi:10.1136/bmj.g3725
RCSLT approach to EBP

The RCSLT propose that speech and language therapists take an evidence-based approach to practice. The model of EBP we support incorporates the original principles of EBP (Sackett, 2006), and the more recent reframing this which puts service users at the heart of clinical decision-making (Greenhalgh, 2014)

Find out more
www.rcslt.org/members/research/evidence-based-practice
info@rcslt.org
Evidence-based practice

- Looking at RCSLT clinical webpages
- Doing a literature search
- Discussing interventions with parents/carers
- Professional supervision
- Reading a research article
- Goal setting session with client
- Attending a CEN
- Participating in a journal club
- Critically appraising research for its relevance to your clients

EBP Model

External scientific evidence

Clinical expertise/opinion

Service user/caregiver perspective
Evidence-based practice

- Participating in a journal club
- Reading a research article
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- Looking at RCSLT clinical webpages
- Discussing interventions with parents/carers
- Goal setting session with client
- Clinical supervision
- Service user/caregiver perspective
- External scientific evidence
- Clinical expertise/opinion

EBP Model
Others reasons to take an EBP approach …

The standards of proficiency for speech and language therapists

- 12. be able to assure the quality of their practice
  - 12.1 be able to engage in evidence-based practice …
RCSLT resources to support your Evidence-Based Practice
Introduction

The RCSLT Research pages provide you with resources to support you in your research activity, and signpost you to a wealth of support. This includes: finding funding, finding out about research networks, careers in clinical research, patient and public involvement and more.

see also:
- Journals
- Careers
- Disseminating research
- Evidence-based practice
- Methods
- Networks
- Research publications
- Research priorities
- RCSLT Research Events

https://www.rcslt.org/members/research
An introduction to evidence-based practice

Evidence-based practice (EBP) is the integration of best available evidence, clinical expertise and service-user preferences and values. All three elements are critical to the process of evidence-based clinical decision making.

Clinical expertise

This refers to clinical knowledge, skills, experience and education. Clinical expertise is always evolving through day-to-day practice and the process of EBP. Furthermore, professional consensus statements and position statements can be sources of published clinical expertise / expert opinion.

Service-user preferences & values

This is the viewpoint of the service-user and their caregivers. A clinician should consider the service-user’s preferences, environment, culture and values regarding health and well-being. Published research studies, guidelines and reviews can also provide evidence of clients’ perspectives, in addition to those of the clients you are directly working with.

https://www.rcslt.org/members/research/evidence-based-practice
Easy EBP (evidence-based practice)
Resources to support you

Webinar resources
RCSLT webinar: Easy EBP – Resources to support you
17th June 2019

Download the presentation
The transcript will be available in due course

https://www.rcslt.org/webinars/ebp-webinar
Evidence-based practice made easy

We discuss an evidence-based practice (EBP) model and highlight the resources that can help support an EBP approach to practice.

Amit Kulkarni and colleagues reflect upon the EBP model and highlight the resources that can help support an EBP approach to practice.

EBP Model

Service user/caregiver perspective

https://www.rcslt.org/members/research/research-publications#section-2
Service user/caregiver perspective

EBP Model

External scientific evidence
Clinical expertise/opinion

https://www.rcsltcpd.org.uk/
Evidence-Based Practice is defined as an integration of external scientific evidence, clinical expertise and the patient perspective.

Look at the segments to find out more.

https://www.rcsltcpd.org.uk/
The 5 steps of evidence-based practice: journal club

Step 4: Apply the evidence and make the decision

A list of actions, challenges and questions was recorded to support future practice and discussion. These were kept in a central location to be accessed by clinicians when needed.
Service user/caregiver perspective

EBP Model

External scientific evidence
Clinical expertise/option

https://twitter.com/rcsltresearch?lang=en-gb

https://www.youtube.com/channel/UCGaaXg0uZBurk1Gr0MQvlVA

https://www.facebook.com/RCSLTResearch
GET IN TOUCH

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Katie Chadd | Research Officer
katie.chadd@rcslt.org
@Katie_Chadd

People often ask us

- How can I change my membership details?
- I'm taking a career break, what are my options regarding my membership?
- Where can I find resources to support my CPD and evidence-based practice (EBP)?
- How do I evidence my return-to-work requirements for the Health and Care Professions Council (HCPC)?

Have a look around …

- Take 10mins to look through & discuss (in small groups) the resources you have seen

- Identify:
  - any you would like to explore further as part of your CPD
  - when exactly you will do this (book the time in now if you can!)
Autism Evidence

Page content

Introduction
Finding evidence
ASHA Evidence Maps
Systematic reviews
Journal articles
Research impact case studies
Research priorities

Systematic reviews

Cochrane Reviews
Cochrane Reviews are systematic reviews of primary research in human healthcare and health policy, internationally recognised as the highest standard in evidence-based health care.

https://www.rcslt.org/members/clinical-guidance
Delegation Evidence and research

Page content

- Introduction
- Finding evidence
- Journal articles
- Therapy models
- Working with SLT assistants/support

Therapy models


https://www.rcslt.org/members/delivering-quality-services
Summary:
This introduction to navigating and reading research papers will take approximately 30-45 minutes to complete. It includes an introduction to the main sections of a research paper, an introduction to the benefits of reading research papers, practical ideas for quickly assessing the relevance of a research paper, and useful methods for uncovering the most important information in a research paper.

https://www.rcsltcpd.org.uk/
Top Tips

Here are some other top tips for finding your way around a research article. **Click each of the boxes** on the right to learn more.

What this paper adds

Contact the author

Citation help

https://www.rcsltcpd.org.uk/
How would a research article help you?

Here are some clinical scenarios for you to work through. **Click each of the icons** to go to that scenario’s introduction (please note that to access the articles online, you’ll need to be logged in on the [RCSLT website](https://www.rcsltcpd.org.uk/)). Once you’re done, click ‘Next’ (in the bottom-right) to go to the next section of this eLearning.

**Older Children with Language Disorder**
Evidence of what works for this age group in a school setting

**Post-Stroke Dysarthria**
Non-speech oro-motor exercises and their evidence of effectiveness

**Conversation Therapy for Adults with Aphasia**
Client isn’t making progress - why?

**Developmental Stammering**
Non-pharmacological treatment options

[EBP Model](https://www.rcsltcpd.org.uk/)
Journals Library

Journals collection

Page content

Introduction

Wiley journals will be available here for one month from 11th February 2019. To access, click on a Wiley journal from the A-Z list. If you are taken to the Wiley homepage instead of the journal, please click 'back' to return to the RCSLT, then select the journal title again. The IJLCD will be permanently available.

*Please note: due to technical issues that we are currently experiencing, journals published by Emerald can only be viewed using the Internet Explorer browser. We apologise for any inconvenience this may cause.

RCSLT members have access to a large collection of journals published by Emerald, Sage Journals, Springer Taylor & Francis and Wiley, as well as free access to our journal, the International Journal of Language and Communication Disorders (published by Wiley).

To stay up to date with the latest research, we recommend you sign up to article alerts from each publisher. You can select your topics of interest and receive email updates

https://www.rcslt.org/members/research/journals
What AAC interventions are used, and what are their effects, for adolescents and adults with autism spectrum disorder (ASD)?

**METHODS**

**Design:** Systematic review.

**Data sources:** Studies included in this review were identified through electronic database searches (i.e., ERIC, PsychArticles, PsycINFO, PubMed) and a hand search of the *Journal of Autism and Developmental Disorders*. The electronic search identified 249 articles for review, and the hand search of the journal identified two articles.

**Study selection and assessment:** Studies were included in this review if they were published in English and were a peer-reviewed intervention study (including either single-case or group designs) published after 1995 that included an augmentative and alternative communication (AAC) intervention as an independent variable and included only participants with ASD 11 years of age or older.


Source of funding and declaration of interest: Christine Holyfield was supported by funding from the Penn State AAC Leadership Project (U.S. Department of Education grant #H325D110008).

For correspondence: E-Mail: malone.175@osu.edu

The authors used the Cochrane Handbook for Systematic Reviews of Interventions (Higgins & Green, 2011) to guide the development of their protocols. Using a coding protocol, they collected data on each study’s design (i.e., group, type of single-case design), participant characteristics (e.g., age, gender, diagnoses), means of communication/AAC (i.e., no tech, low tech, mid tech, high tech), intervention characteristics (i.e., how the communication response was taught—prompting, video modeling, instruction, etc.), dependent variable characteristics (i.e., communicative behavior, function of communication behavior, factor of disability addressed), results (described in the “Outcomes” section), and certainty of evidence.

To examine the certainty of evidence, the authors classified studies as strong, having minor flaws, or having fatal flaws/being missing for the design, dependent variable (DV) reliability, and treatment integrity. Studies classified as strong in design, DV reliability, and treatment integrity were considered to provide conclusive evidence. Studies with the design classified as strong with minor flaws in DV reliability and/ or treatment integrity, or with the design

https://www.rcslt.org/members/research/journals
Effectiveness of intervention for grammar in school-aged children with primary language impairments: A review of the evidence

Susan Ebbels
Moor House School and University College London, UK

https://www.rcslt.org/members/research/journals
Efficacy of elaborated semantic features analysis in Aphasia: a quasi-randomised controlled trial

Evangelia-Antonia Efstratiadou, Ilias Papathanasiou, Rachel Holland, Spyridoula Varlokosta & Katerina Hilari

To cite this article: Evangelia-Antonia Efstratiadou, Ilias Papathanasiou, Rachel Holland, Spyridoula Varlokosta & Katerina Hilari (2019) Efficacy of elaborated semantic features analysis in Aphasia: a quasi-randomised controlled trial, Aphasiology, 33:12, 1482-1503, DOI: 10.1080/02687038.2019.1671558

To link to this article: https://doi.org/10.1080/02687038.2019.1671558

Published online: 05 Feb 2019.

https://www.rcslt.org/members/research/journals
Publications

https://www.rcslt.org/members/research/research-publications#section-2

https://www.rcslt.org/members/research/journals

https://www.rcslt.org/members/bulletin

https://www.rcslt.org/members/research/research-publications
RCSLT Partners: speechBITE

• speechBITE is “a database of intervention studies across the scope of speech pathology practice”

• Group studies are assigned a ‘rating score’ relating to the quality of the research.

• speechBITE newsletter available for monthly updates on the newest references added to the speechBITE database.

http://speechbite.com/
RCSLT Partners: What Works?

- **What Works?** is a moderated online library of interventions that aim to support children's speech, language and communication.
- The database shows you the level of evidence supporting a given intervention:
  - evidence quality rating given
  - effect size on intended outcome demonstrated

https://www.thecommunicationtrust.org.uk/whatworks
Other sources

NICE
National Institute for Health and Care Excellence
https://www.nice.org.uk/

Cochrane Library
https://www.cochranelibrary.com/

EBP Model
https://www.thecommunicationtrust.org.uk/whatworks

RESEARCH AUTISM
http://www.researchautism.net/autism-interventions

Service user/caregiver perspective

Clinical expertise/opinion

External scientific evidence

Institute for Effective Education
Empowering educators with evidence

https://the-iee.org.uk/

https://www.asha.org/evidence-maps/

https://www.asha.org/evidence-maps/

https://www.dc.nihr.ac.uk/

http://www.researchautism.net/autism-interventions

http://www.researchautism.net/autism-interventions


http://www.pencru.org/
Have a look around …

- Take 10mins to look through & discuss (in small groups) the resources you have seen

- Identify:
  - any you would like to explore further as part of your CPD
  - when exactly you will do this (book the time in now if you can!)
Service user/caregiver perspective

External scientific evidence

Clinical expertise/opinion

EBP Model
RCSLT Events

RCSLT Conference 2019

CALL FOR PAPERS NOW OPEN
Deadline: 5 April

East Midlands Conference Centre | Nottingham | #RCSLT2019

https://www.rcslt.org/forthcoming-events

RCSLT Study Day and AGM 2018
Speech and language therapy: Showing your worth through value-based healthcare

RCSLT Dysphagia Event (adults)
21 June 2018, London
Register your interest by 27 April

https://www.rcslt.org/forthcoming-events
RCSLT Podcasts

https://soundcloud.com/user-121077302-371961802
Provide a guide to:
• Evidence-based clinical decision making
• Steps to take if there is ltd evidence for an approach
• Evaluating and modifying your intervention considering your service-user
• Evaluating the effectiveness of your intervention

http://www.rcsltcpd.org.uk/
1. The scenario

You are requested to assess the swallowing skills of a service user with Parkinson’s and several month’s history of repeated chest infections.

The results of the assessment demonstrate signs of aspiration/penetration on all consistencies.

The service user tells you they would rather die than stop eating and drinking and has nothing to live for anyway.

What do you do in this scenario?
RCSLT Online Outcome Tool
Therapy Outcome Measures

Data from your team/service

Change in TOMs scores between admission and discharge across each domain

<table>
<thead>
<tr>
<th>Movement</th>
<th>Impairment</th>
<th>Activity</th>
<th>Participation</th>
<th>Wellbeing</th>
<th>Careg Wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Episodes</td>
<td>283</td>
<td>283</td>
<td>283</td>
<td>283</td>
<td></td>
</tr>
<tr>
<td>Down</td>
<td>3</td>
<td>1.0%</td>
<td>2</td>
<td>0.7%</td>
<td>4</td>
</tr>
<tr>
<td>Same</td>
<td>119</td>
<td>42.05%</td>
<td>121</td>
<td>42.76%</td>
<td>104</td>
</tr>
<tr>
<td>Up</td>
<td>101</td>
<td>56.85%</td>
<td>180</td>
<td>55.54%</td>
<td>116</td>
</tr>
</tbody>
</table>

Service A
Episodes: (283) Patients: (235)

Pilot
Episodes: (1171) Patients: (1102)

Comparison data from other teams/services involved in the pilot (matched for parameters applied).

https://www.rcslt.org/speech-and-language-therapy/rcslt-online-outcome-tool-overview
Welcome to the webinar:
Developmental Language Disorder: What do the changes mean for your service delivery?

Wednesday, 17th January 2018
#DevLangDis
#RCSLTwebinar

Welcome to the webinar:
Supporting speech, language and communication needs in the justice system

Monday, 17th September 2018
#RCSLTwebinar
#RCSLTJusticeBox
Advisers and Mentors

Clinical support and networks

How do I access a Clinical Adviser?

Send us a brief outline of the type of advice you are seeking and we will link you up with the most appropriate adviser and pass on your enquiry.

Access RCSLT advisers


Leadership mentors: looking back and to the future

Victoria Harris and Julia Manning report on the RCSLT's leadership mentor programme and outline the advantages of signing up

A

https://www.rcslt.org/members/lifelong-learning/leadership

Case 1: Managing dysphagia referrals

A member contacted the RCSLT enquires team seeking advice on how to manage infrequent dysphagia referrals in a neonatal acute setting.

A leadership mentor provided the following:

Growing the network

The RCSLT is continuing to recruit leadership mentors so that we have the numbers to support all members who need help. We’re also looking to get a good spread of mentors across paediatric, adult and community settings.

To become a leadership mentor, please visit the leadership mentors page on the website (see link in the article) and fill in the online application form.

https://www.rcslt.org/members/research/careers

EBP Model

Clinical expertise/opinion

Service user/caregiver perspective

CENs


Clinical support and networks

List of CENs

The following is a list of Clinical Excellence Networks that have renewed their registration as of 2019. If you do not see your CEN here, you may need to re-register your group through the online application form.

- Aphasia
  - Aphasia Therapy (email)

- Assistants
  - East of England Assistant CEN (email)
  - London and South East Speech and Language Therapy Assistant Practitioners (email)

- Aphasia
Research/EBP Networks

Introduction

Connecting with others for support, supervision and guidance is often noted to be of the most crucial elements for success. This is particularly the case in speech and language therapy where the diversity of our profession means we may be involved with something that wouldn’t be frequently experienced by others around us.

This may apply to a clinical area you are working, the direction your career is going, a statistical test you’re running.

Joining and being involved in different networks puts you in a better position to re-out to others and exchange ideas. This section will introduce you to key RCSLT research networks that you can get involved with, as well as those we support including CAHPR.

The networks described here are highly inclusive and you do not need to be a researcher to join them. You may be interested in hearing about recent evidence to support your practice, or to contribute your own expertise to a network.

Page content

Introduction

Research Champions

Other RCSLT Research Networks

Council for Allied Health Professional Research
Mission Statement

A UK-wide network of speech and language therapists that strives to ensure that speech and language therapy is an evidence-based, research-active profession, bringing together research and clinical practice by working in partnership with the RCSLT and wider research networks.

https://www.rcslt.org/members/research/research-networks

Vision

Each SLT in the UK will have access to a RCSLT Research Champion.

Each SLT service will have a culture of applying evidence and gathering evidence of effectiveness that is supported by their research champion.

Each research champion will be supported by the RCSLT to disseminate information, evidence-based signpost SLT support, face and share good practice.

EBP Model

Service user/caregiver perspective
Have a look around …

- Take 10mins to look through & discuss (in small groups) the resources you have seen

- Identify:
  - any you would like to explore further as part of your CPD
  - when exactly you will do this (book the time in now if you can!)
EBP Model

- External scientific evidence
- Clinical expertise/opinion
- Service user/caregiver perspective
Client perspectives

- Fully engaging service users in conversations about their preferences can be challenging.
- But... you are the experts in doing this!
- **Delivering Quality Services** guidance incorporates information on involving service users in decision-making
- RCSLT is currently trying to influence **national bodies** to develop guidelines for patient involvement.
Patient and Public Involvement (PPI) in Research

What does PPI mean?

INVOLVE defines public involvement in research as “research being carried out ‘with’ or ‘by’ members of the public, rather than ‘to’, ‘about’, or ‘for’ them” (2018).

PPI activities may include:

- Working with research funders or priority-setting partnerships, to prioritise research questions
- Developing and reviewing materials for research projects
- Being part of a project steering group
Collaborative working Guidance

Key points

- The HCPC requires that all speech and language therapists work in partnership with colleagues, both within and outside the profession, in the best interest of service-users.
- Collaborative working is key to providing an effective service, where speech and language therapists need to work in partnership with families/carers, other professionals and the wider community/support networks.

https://www.rcslt.org/members/delivering-quality-services/collaborative-working
Enabling service users Guidance

Key points

- Collaborative working is key to how SLTs work across all sectors
- The expected outcome of enabling is an increase in autonomy and independence
- This involves relationships with non-SLT staff, and clients and their families

https://www.rcslt.org/members/delivering-quality-services/enabling-service-users-families-and-carers
Goal setting
Guidance

Key points

- Speech and language therapists work collaboratively with service-users and their key support partners to identify goals.

- Service-users and their key support partners should be actively involved in the development, design and evaluation of therapy programmes/interventions.

https://www.rcslt.org/members/delivering-quality-services/goal-setting
Management & intervention

Key points

- Management should encompass functional interventions
- Management plans should be agreed in partnership with the service-user and families/carers/other professionals, as appropriate
- Management plans should be evidence-based

Supported decision-making and mental capacity
Guidance

Key points

- Within the UK, different legal frameworks describe in what circumstances a mental capacity assessment should take place and how this should be done.
- The legal frameworks also promote supported decision making, advance care planning and best interests decisions.
- When an assessment concludes that a person lacks mental capacity to make a decision, these frameworks explain how the decision should be made by others in the person's best interests.
- People with speech, language and communication needs (SLCN) may need support to express their thoughts and feelings about decision options, make decisions and demonstrate their mental capacity.

https://www.rcslt.org/members/delivering-quality-services/supported-decision-making-and-mental-capacity
1. The scenario

After several weeks of therapy (e.g. for phonology) a child is making limited progress. The parents are unhappy and seeking a second opinion.

What do you do in this scenario?
1. The scenario

During a session a parent proudly shows you an app they have downloaded and been using with their child.

You do not think there is any clinical evidence to support the claims the app’s creators say it achieves.

What do you do in this scenario?
Service user/caregiver perspective

NIHR 'make it clear'
- What is required?
- How is it assessed?
- How it will be used?

Resources
- Examples
- Guidelines
- Training

How to write a summary
- Simple rules
- Think about your audience
- Ask others to read it

Plain English Summary
- What is it?
- Why is it important?
- What are the benefits?

EBP Model

NIHR | INVOLVE
https://www.invo.org.uk/

http://personcentredcare.health.org.uk/resources/ask-3-questions-materials

http://www.ihi.org/resources/Pages/Tools/AlwaysUseTeachBack1.aspx

Tool 2: Tips for using ‘teach back’

How would you check for understanding? What words would you use? Everyone is different and it depends on your relationship with the person you are talking to. Some guidelines and examples are provided below.

Using ‘teach back’

- I would like to check that I have explained things properly, would you mind telling me what it is we have discussed and what we have agreed you will do?
- Can you tell me how you are going to explain things to your family when you get home tonight?
- I want to make sure you have understood, can you tell me what I've asked you to do?
- Have you understood everything we have discussed?
Have a look around …

- Take 10mins to look through & discuss (in small groups) the resources you have seen

- Identify:
  - any you would like to explore further as part of your CPD
  - when exactly you will do this (book the time in now if you can!)
The RCSLT propose that speech and language therapists take an evidence-based approach to practice. The model of EBP we support incorporates the original principles of EBP (Sackett, 2006), and the more recent reframing this which puts service users at the heart of clinical decision-making (Greenhalgh, 2014).

**Model of evidence-based practice (EBP)**

- Ethical care as top priority
- Individualised, accessible evidence
- Expert judgement, not rule following
- Shared decision-making
- Building clinician-patient relationship
- Applies to individual patients and service level delivery of care

Find out more
www.rcslt.org/members/research/evidence-based-practice
info@rcslt.org
The RCSLT propose that speech and language therapists take an evidence-based approach to practice. The model of EBP we support incorporates the original principles of EBP (Sackett, 2006), and the more recent reframing this which puts patients at the heart of clinical decision-making (Greenhalgh, 2014).

**Model of evidence-based practice (EBP)**

- Ethical care as top priority
- Evidence-based, accessible evidence
- Evidence management, not rule following
- Decision-making
- Clinician-patient relationship
- Individual patients and local delivery of care

Find out more
www.rcslt.org/members/research/evidence-based-practice
info@rcslt.org
Summary

The RCSLT has many resources that help SLTs take an EBP approach.

Resources are consciously targeted across the EBP model:

- to support access the evidence base
- to collect and consider service-user perspectives
- to reflect carefully upon both of these using our clinical expertise
By providing support in all areas of the EBP model, we hope these resources empower you, as experts, to provide the best possible support for your clients with communication and swallowing needs.
What else do you need to support your evidence-based practice?
Training cascade

- How do you feel about cascading this training to your teams?

- Any further support/resources you require?

- Leave details on mini-survey and/or contact info@rcslt.org / joowon.kim@rcslt.org if you are able to do this
Q1. How confident do you feel in your understanding of EBP? (Please circle, 1=not confident at all, 10=fully confident)

Q2. How has this discussion and presentation impacted on your understanding of EBP and the EBP model?

Q3. Now you have been introduced to some of the key resources, how supportive do you feel the RCSLT resources may be to help you develop your EBP? (Please circle, 1=not supportive at all, 10=fully supportive)

Q4. What other resources do you think could be developed to support you to take an EBP approach?

Q5. What sources of information do you access to find out about RCSLT resources? Are there any other routes we could use to let you know about new EBP resources?

Thank you for completing this activity. If you have any further questions or comments, please contact us via info@rcslt.org

Link to post-session survey: https://www.surveymonkey.co.uk/r/WWZHFNV