Welcome to the webinar:

Easy EBP: Resources to support you

Monday, 17th June 2019

#RCSLTwebinar
Welcome

Amit Kulkarni
Research Manager, RCSLT
Presenters:

Dr Hazel Roddam
Reader in Allied Health Practice,
University of Central Lancashire

Anna Sowerbutts
SLT, Children’s Integrated Speech and Language
Therapy Service for Hackney and the City

Katie Chadd
Research Support Officer, RCSLT
Housekeeping

• Send in chat messages at any time by using the Chat button

• Send in questions by using the Q&A button

• This event is being recorded. See here for recordings: https://www.rcslt.org/webinars

• Kaleigh Maietta is on hand to help!
Aims and objectives

After attending the webinar, delegates will:

• Learn about the evidence-based practice model and why it is important to you as an SLT, including current controversies and questions around the model
• Learn about existing RCSLT resources that support you to take an evidence-based approach to practice
• Hear practical tips from a member who has used some of these resources
• Have an opportunity to suggest further resources the SLT could develop to support you with your evidence-based approach to practice
“UNDERSTANDING EVIDENCE-BASED PRACTICE”

Dr Hazel Roddam
Reader in Allied Health Practice

RCSLT WEBINAR “Easy EBP”

17th June 2019
Is EBP for everyone?

“It is not expected that all (clinicians) will be research-active, but it is expected that all (clinicians) will be active users of research”

Supporting Research and Development in the NHS (Culyer, 1994)
Schmeckt’s? Evidenzbasierte Praxis in der Logopädie

Die MitarbeiterInnen der „EBP-Versuchsküche“ (v.l.n.r.): Lena Brimborn, Falko Dittmann, Juliane Mühlhaus, Luisa Kamiński, Annika Möller-Krämer, Verena Möller-Wille, Meike Studanski (nicht im Bild: Leonie Augustin und Hazel Roddam)
Health services research

Does the engagement of clinicians and organisations in research improve healthcare performance: a three-stage review

Annette Boaz1, Stephen Hanney2, Teresa Jones2, Bryony Soper2

Correspondence to
Professor Annette Boaz; A.Boaz@sgul.kingston.ac.uk

https://bmjopen.bmj.com/content/5/12/e009415
Does the engagement of clinicians and organisations in research improve healthcare performance: a three-stage review

Annette Boaz¹, Stephen Hanney², Teresa Jones²

KEY FINDINGS ...

1. Limited but +ve evidence for improved clinical outcomes
2. Positive evidence for improved evidence-based processes of care
3. Positive evidence for improved patient reported experience of care

https://bmjopen.bmj.com/content/5/12/e009415
Inherent EBP challenges for us all ...
What are the personal driving forces for EBP?

• When you are facing unfamiliar territory

• When things are not working as you expect

(Roddam and Skeat, 2010)
The 3 pillars of Evidence-Based Practice (EBP)

“the integration of best research evidence with clinical expertise and patient values”

David Sackett et al 1997
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.

https://www.bmj.com/content/348/bmj.g3725
Real evidence-based medicine ...

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

BMJ2014;348:g3725 doi:10.1136/bmj.g3725

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Dr Hazel Roddam, 2019
Enhancing the Clinical Research Pipeline
Training Approaches for a New Century

Moskowitz, Jay, PhD; Thompson, James N., MD

Implementation—The Missing Link in the Research Translation Pipeline: Is It Any Wonder No One Ever Implements Evidence-Based Practice?

Elizabeth A. Lynch, PhD, Brigit M. Chesworth, MPH, Louise A. Connell, PhD

First Published May 31, 2018 | Research Article | Check for updates
https://doi.org/10.1177/1545968318777844
Terminology busting – what is Implementation Science (“ImpSci”)

Implementation science
Knowledge exchange
Knowledge translation
Knowledge transfer
Knowledge integration
Research utilization
Translational research

Dr Hazel Roddam, 2019

What is the relevance of “implementation science” for clinical practice?

An introduction to implementation science for the non-specialist

Mark S. Bauer\textsuperscript{1,7*}, Laura Damschroder\textsuperscript{2}, Hildi Hagedorn\textsuperscript{3}, Jeffrey Smith\textsuperscript{4} and Amy M. Kilbourne\textsuperscript{5,6}

Katie Chadd
Research Support Officer, RCSLT
RCSLT Resources to support an evidence-based approach to practice

Katie Chadd
Research Support Officer, RCSLT
@katie_chadd  katie.chadd@rcslt.org
• RCSLT Website - Research Area

• RCSLT eLearning - An Introduction to EBP for Busy Clinicians (including Tips for Journal Clubs)
• RCSLT Journals Library – 1000s of journals including Evidence-Based Communication Assessment & Intervention and guide ‘How to sign up to journal content alerts’

• RCSLT eLearning- Research under the Spotlight
• RCSLT Website - Clinical Guidance Evidence Pages

• Bulletin - In the Journals, R&D Forum

• RCSLTResearch - Social media and newsletter
• Partner Databases

SpeechBITE - research with quality ratings and monthly newsletter

WhatWorks - interventions for children with evidence ratings

• Links to external resources

EBP Briefs, NIHR Signals, TRIP, EEF, ASHA Evidence Maps
- RCSLT Website - *Clinical Guidance*

- RCSLT Events - *Conference, study days and webinars*
RCSLT members - CENs, Hubs, Research Champions, Clinical Advisers, Mentors etc.

RCSLT Online Outcomes Tool (ROOT) - show your impact and inform practice.
• RCSLT Website- Delivering Quality Services Guidance

Shared decision making

Collaborative Working

Goal-setting

Enabling service users, families and carers
• RCSLT Research Priorities- patient & public perspectives on wants and needs for clinical research

• Giving Voice- empowering patient voice (e.g. My journey, my voice)
RCSLT resources aim to support SLTs to take an evidence-based approach to practice. The resources provide opportunities and information to help develop practical skills needed to be able to draw on the different types of evidence. Appraising and integrating the evidence you gather can then be applied to inform your clinical decision-making.
Anna Sowerbutts
SLT, Children’s Integrated Speech and Language Therapy Service for Hackney and the City
Finding (time for) EBP in clinical practice.

ASPIRATION

- Best research Evidence
- Professional Expertise
- Client values

REALITY

- Caseload management
- Data and admin
- Reports and notes

Anna Sowerbutts
Speech and Language Therapist, Research Champion
@pinchof_SaLT
Individual therapists: keeping up with the evidence base
Hi Anna!

Welcome to the RCSLT Research Newsletter for May/June 2019.

Please click the link below to download a full PDF of the latest newsletter, which includes the latest funding opportunities, resources and events for those interested in the speech and language therapy profession.

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Hi Anna.

Welcome to the April speechBITE newsletter! April is Autism Awareness Month, and World Autism Awareness Day was held on 2nd April. In recognition of this global initiative we have a special edition of the newsletter for you, focused on interventions for autism spectrum disorder (ASD).

The papers included in this edition cover interventions targeting...
Email Alerts

Reply-To: wilevonlinelibrary@wiley.com

Your SJO Search Alert found 3 articles in Discourse Studies matching your criteria.

Fielded boolean search:
"conversation analysis" and child* in all fields
AND language in all fields
Search content within:

Dear Ms Sowerbutts

Thank you for signing up to receive KnowledgeShare updates. The resources listed below have been chosen based on the interests you provided. I hope you find them useful.

If you like KnowledgeShare and find it useful, please tell your colleagues. It is quick and easy to sign up at: https://www.surveymonkey.co.uk/r/newcomb-knowledge-share

If you would like to refine or change your interests, stop receiving the updates, or request a search on a specific topic, don't hesitate to let me know. You can also pop into the Library to discuss your requirements.

Reports
The following report(s) may be of interest:

Supporting the most disadvantaged families: the link with speech, language and communication.
Royal College of Speech and Language Therapists (RCSLT), 2019
Research news from The Royal College of Speech and Language Therapists - the professional body for speech and language therapists and support workers.

ReSNetSLT
@ReSNetSLT Follows you

#ReSNetSLT launched in 2015 to promote more awareness, skills & confidence in research for clinical SLTs in UK & mainland Europe. Tweets by @HazelRoddam1 & team

Clinical Academics in SLT
@ClinAcSLT

Stories of Speech and Language Therapists who research. Account started by @abracabadder, Jan 2018. Tweets by @abracabadder and @daisy_project

NAPLIC @NAPLIC · 4h

#DevLangDis twitter chat tomorrow at 3pm UK time. Wherever you are in the world, join in. Follow @DLDandMe and search #DLDandMe to participate.

DLDandMe @DLDandMe

How do school difficulties affect Quality of Life and lifelong outcomes? Join #DLDandMe on May 29th to talk about #DevLangDis and academic achievement. Find your time zone and plan to participate!
Individual therapists: finding answers to a clinical question
Child Trends' What Works is a searchable register of over 700 programs that have had at least one randomized evaluation to assess child or youth outcomes related to education, life skills, and social/emotional, mental, physical, behavioral, or reproductive health.
### Type of intervention
- **Language therapy**
  eg. language therapy

### Within this population
- **Language disorder (developmental)**
  eg. stroke

### Age group
- **Adolescents**

### Type of service delivered
- **Group**

<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Source</th>
<th>Year</th>
<th>Research Design</th>
<th>Rating Score</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Sage R</td>
<td>Supporting primary and secondary pupils with communication and behaviour problems</td>
<td>International Journal of Language and Communication Disorders</td>
<td>2001</td>
<td>Non Randomised Controlled Trial</td>
<td>02/10</td>
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<tr>
<td>Masterson JJ, Perrey CD</td>
<td>Training analogical reasoning skills in children with language disorders</td>
<td>American Journal of Speech Language Pathology</td>
<td>1999</td>
<td>Non Randomised Controlled Trial</td>
<td>02/10</td>
<td></td>
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<tr>
<td>Lowe H, Joffe V</td>
<td>Exploring the feasibility of a classroom-based vocabulary intervention for mainstream secondary school students with language disorder</td>
<td>Support for Learning</td>
<td>2017</td>
<td>Case Series</td>
<td>N/A</td>
<td></td>
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<tr>
<td>Botting N, Gaynor M, Tucker K, Orchard-Lisle G</td>
<td>The Importance of Natural Change in Planning School-Based Intervention for Children with Developmental Language Impairment (DLI)</td>
<td>Child Language Teaching and Therapy</td>
<td>2016</td>
<td>Case Series</td>
<td>N/A</td>
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Team: Supporting and promoting EBP
Children’s Integrated Speech and Language Therapy Service for Hackney and the City

EBP Newsletter

**In the journals...**

The Coexistence of Disabling Conditions in Children Who Stutter: Evidence From the National Health Interview Survey. Briley and Ellis (2018), ISLHR.

Thanks to Jo Lester for highlighting this important article about stammering’s comorbidity with other conditions. I’m sure many of us have observed that stammering often seems to happen alongside other disorders; this research found that children who stammer were over 5 times more likely to have a condition like autism, ADHD, or intellectual disability than children who don’t stammer. You can access it via OpenAthens/Browzine, or see the attachment on this email.

**SLT and Technology special issue**

For any therapists interested in AAC, how we can harness smart phones in therapy or how good phones are at accurately recording voice for assessment, check out the current special issue of the JLCD: https://onlinelibrary.wiley.com/toc/14606984/2019/5/4/2

You can get access via Open Athens; email me if you don’t know how to do this!

**Team E³BP news**

As befits Hackney’s reputation as being at the forefront of DLD knowledge and practice, our team have contributed to the current RCSLT project to develop research priorities for DLD. Kate, Nathalie and Amanda collected the views of parents with children with DLD on what research should focus on, and Olivia participated as a facilitator in one of the RCSLT workshops.

**What’s the evidence for...**

Picture Exchange Communication System (PECS)

In Making Sense of Interventions for Children with Developmental Disorders, Bowen and Snow summarise the evidence for PECS as follows: “There is limited well-controlled research into PECS, with the results of several studies showing that some children with ASD benefit from its use, and that introducing PECS is linked with increased volubility (more talking) in some individuals. Its classroom use has been associated with better rates of communication initiations by students with ASD, and increases in the use of appropriate communication strategies by (typical) adult communication partners.” All bases should have a copy of this book if you want to read about the evidence in more detail.

**Resource: Newcomb Library.** Very helpful, friendly staff and lots of resources. They run individual or group sessions on ‘Searching the Healthcare Databases’ and ‘Finding the Evidence’, and occasionally visit St. Leonard’s! Email Newcomb.Library@homernt.nhs.uk to book onto a course or ask any questions; or access the website via the Homerton homepage.

March 2019

“I love this newsletter and always read it. I find it so helpful as a guide to what is out there and to steer my reading.”

“This is fantastic. It is so nice to have links to helpful research in one place- and a good reminder to continually be broadening our knowledge.”
Practical whole team trainings

Aims

✓ Get an Open Athens account
✓ Get Browzine
✓ Access journals
✓ Access databases
✓ Search for evidence
✓ Bingo

BINGO!

<table>
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<tr>
<th>Use SpeechBite to find articles on paediatric voice disorders</th>
<th>Find out what evidence level rating is given to Palin PCI on What Works</th>
<th>Find and read the abstract of an article that interests you from the most recent edition of Child Language Teaching and Therapy</th>
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<td>Do a NICE search for articles related to AAC and autism. How many results do you get?</td>
<td>Find this article: Does Quality of Life Differ for Children With Autism Spectrum Disorder and Intellectual Disability Compared to Peers Without Autism?</td>
<td>Find out how many specialist preschool speech interventions are given a ‘Strong’ evidence level-why are the results controversial?</td>
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Useful journal clubs

• For guidelines on running a journal club, visit http://www.londonlinks.nhs.uk/groups/clinical-librarians-information-skills-trainers-group/clist/trainers-toolkit/Running%20a%20successful%20journal%20club.pdf

• Top tip:
  – Start with real clinical Q
  – Find relevant paper
  – Discuss it at next meeting and agree together if/how to put it into practice
  – Tweetchats
Make use of pre-digested info

Whole team approach

Little and often
Any Questions?
Find more webinars at:

www.rcslt.org/webinars