Mapping research into your career journey

30 June 2021
13.00 - 14.00
Chair

Amit Kulkarni

Head of research and development, RCSLT

@RCSLTResearch
Presenters

Dr Hazel Roddam
Katie Chadd
Sarah Hayward
Housekeeping

- RCSLT staff are on hand to help with any technical queries, you can get in touch with them via the chat button
- You can send in questions to our speakers today by using the Q&A button
- This event is being recorded and will be made available on the RCSLT website along with the presentation slides
- We would be very grateful if you would fill out the evaluation form that will pop up in a new window once the webinar window closes.
By attending this webinar, delegates will:

- Hear about the CAHPR research practitioner framework and the speech and language therapy research practitioner framework resource map.
- Understand how and why the framework and map were developed, and how they can help:
  - SLTs interested in embarking on a research career;
  - SLTs interested in further developing their research careers;
  - SLTs responsible for supporting research career development.
- Find out about how to use the map, and hear more about the networks and resources it highlights;
- Hear a case study of how the framework and map have enabled speech and language therapy research career development;
- Have an opportunity to ask questions and find out more about the framework and map, and how they can support you.
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- Hear a case study of how the framework and map have enabled speech and language therapy research career development;
- Have an opportunity to ask questions and find out more about the framework and map, and how they can support you.
Dr Hazel Roddam
Freelance consultant in research and evaluation for allied health practice
Getting the recipe right ....

What do we need?

Dr Hazel Roddam

@HazelRoddam1
@ReSNetSLT
Looking back on a career in both practice & research

https://tinyurl.com/NHSwonderwomenE7
Happy Birthday
ReSNetSLT
6 years old in May 2021
BLOG: “ESLA” - sharing SLT research & best practice across Europe

FREE webinar 3rd June: Dysphagia and malnutrition in Covid and Post-Covid patients.

Don’t miss this opportunity to hear international and inter-professional perspectives.

The Research Support Network (ResNetSLT) is a
PRESSEINFORMATION DER HOCHSCHULE BREMEN

(31) 11. Februar 2019

„Aiming for excellence in clinical care“ - Vortrag von Dr. Hazel Roddam auf internationalem Logopädie-Symposion am 27. März

Verbindliche Anmeldung bis 1. März

Erste Kooperationsgespräche mit Studienrichtung Logopädie
Schmeckt’s?
Evidenzbasierte Praxis in der Logopädie

Tipp 1: Kochleidenschaftlich!
Tipp 2: Wähle qualitativ hochwertige und frische Zutaten!
Tipp 3: Entscheide, für wen du kochst!
Tipp 4: Probiere auch mal was Neues!
Tipp 4: Gib nicht auf, wenn die Zutaten nicht vorhanden sind!
Tipp 5: Schau Dich um und erkundige Dich, wo Du überall Zutaten bekommen kannst!
Tipp 6: Übung macht den Meister!
Tipp 7: Wenn das Ergebnis nicht so ist, wie Du es erwartest, bleib aufgeschlossen!
Tipp 8: Gib das Rezept weiter!
Tipp 9: Tausche Dich mit anderen aus!
Tipp 10: Sorge dafür, dass das Gericht genießbar und bekömmlich ist!
Tipp 11: Beurteile, wie Dir Dein Gericht selbst schmeckt!
Tipp 12: Frage dich, wie zufrieden Du bist!
KEY FINDINGS ...
1. Limited but positive 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
“The two sides of one coin”
We are NIHR @NIHRcommunity - May 18, 2019

Measuring how delivering health and care research benefits NHS trusts is very complex, writes Justin Holland of @CLAHRC_YH, but an NIHR-funded tool can help capture these organisational-level impacts bit.ly/2lwnLsp

@MyYorksResearch #VICTORimpact #NIHRimpact

"VICTOR doesn’t measure, count or benchmark - instead it captures research impacts and helps to make them visible"
Checklist for those recipe ingredients ....

We need access to –
• the right research
• the right resources
• the right networks

For –
• healthcare organisations
• professional associations
• individual practitioners
Katie Chadd
Research manager, RCSLT

@Katie_Chadd
From ‘why’ to ‘how’
From ‘why’ to ‘how’

Shaping Better Practice Through Research: A Practitioner Framework

Jennifer Harris, Jo Cooke & Kate Grafton
“…to develop AHP research, strengthen evidence of the professions’ value and impact for enhancing service user and community care, and enable the professions to speak with one voice on research issues, thereby raising their profile and increasing their influence.”
Membership to CAHPR is included in your RCSLT membership.
CAHPR: Research Practitioner’s Framework

“The Research Practitioner’s Framework aims to support practitioners, managers, educators and leaders to review and plan practitioner roles, activity and support systems within a range of practice settings”
Developing a consolidated research framework for clinical allied health professionals practising in the UK

• Identified existing AHP research frameworks (AHPRF)
• Framework analysis to develop a single framework
• A workshop with experts to validate

Meanwhile, in speech and language therapy…
The aims

The research capacity builders (RCB) groups’ **shared aims** are:

- To unite initiatives with the shared purpose to support the SLT profession to increase research capability, capacity, and culture
- To identify the most efficient way in which we can use our individual resources to achieve this shared goal
The method

Used the CAHPR framework and mapped each knowledge and skill statement as being either:

- an active focus or goal of the network
- an aspirational focus or goal of the network
- not a focus or goal of the network

To highlight key roles, key gaps, and any overlaps
What emerged was a comprehensive ‘guide to’ the networks that can support SLTs to embed research into their careers.

The SLT Research Practitioner Framework Resource Map
### SLT Research Practitioner Framework Resource Map

#### Knowledge Framework

<table>
<thead>
<tr>
<th>1. Own career development</th>
<th>2. Career development knowledge and skills</th>
<th>3. Aims of own abilities and development based in both practice and academic fields</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry Level</strong></td>
<td><strong>RCSLT Research Champions</strong></td>
<td><strong>RCSLT C-A-Ms</strong></td>
</tr>
<tr>
<td>Facilitate development via peer interactions rather than direct teaching, adds to own credential</td>
<td>Depend on the mentor to do any knowledge exchange, can add to own credential for management</td>
<td>Able to signpost local support once the individual has identified some general research related goals or interests</td>
</tr>
</tbody>
</table>

#### Additional Resources

- NHRI Research Design Service (FDS)
- Local university departments
- Local universities (especially SLT and Audiology)

To access resources listed from Sage Research Methods and MRC visit through the RCSLT website first. JST: https://www.researchmethods.org.uk/research-methods/
# SLT Research Practitioner Framework Resource Map

## Knowledge Framework

### 1. Own career development

| Facilitate development via peer interactions rather than direct teaching, with clear ownership. | Depend on the mentor to do any knowledge exchange, can act as mentor. | Able to signpost to local support as the individual has identified some research related goals or interests. |

### 2. Career development knowledge and skills

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Evidence</th>
<th>Practice</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

## Additional Resources

- **RCSLT**
- **NE Research CHEN**
- **CAHRACEN**
- **CAMHRCHEN**
- **CAMHR**

This list is not comprehensive. We advise you to contact your supervisory team and local networks in addition to these. This may include:

- NEHRP Research design service (RDS)
- Local Trust R&D departments
- Local universities (especially SLT training institutions)

To access resources listed from Base Research Networks you MUST login through the RCSLT website first. 

https://www.rcslt.org/members/research/hotels/research-methods/
In more detail....

<table>
<thead>
<tr>
<th>Knowledge Framework</th>
<th>Entry Level</th>
<th>RCSLT Research Champions</th>
<th>RCSLT C-A-Ms</th>
<th>CAHRPR/NIHR Research Champions</th>
<th>NE Research CEN</th>
<th>C-A-SLT CEN</th>
<th>ReSNesLTLT</th>
<th>CAHRPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of basic theoretical concepts and methodologies in relation to applied research</td>
<td>Awareness</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Able to differentiate between research, audit and service evaluation</td>
<td>Awareness</td>
<td>a</td>
<td>a</td>
<td></td>
<td>b</td>
<td>a</td>
<td></td>
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</tr>
<tr>
<td>Applies technical language with applied research</td>
<td>Awareness</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Selects appropriate research methods to answer research questions</td>
<td>Awareness</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Critiques and selects appropriate outcome measures/tools in research projects</td>
<td>Awareness</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

Look at the knowledge framework statements, and find the support network that can help you with this.
## Filter (or view) by entry level

<table>
<thead>
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<th>ResNetsLT</th>
<th>CAMPR</th>
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</thead>
<tbody>
<tr>
<td>be aware of different learning and teaching styles and techniques</td>
<td>Core</td>
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<tr>
<td>Supports and organises local research and teaching events e.g. conferences, journal clubs, study days</td>
<td>Core</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>Engages in peer support, mentorship and supervision of less-experienced researchers, to nurture talent and promote empowerment and autonomy</td>
<td>Core</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Knowledge Framework</td>
<td>Entry Level</td>
<td>RCSLT Research Champions</td>
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<tr>
<td>Networking and relationship building to enhance research opportunities and activity</td>
<td>Awareness</td>
<td>✓</td>
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<tr>
<td>Understands and recognises appropriate stakeholders</td>
<td>Core</td>
<td>✓</td>
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<tr>
<td>Plans communication between partners, stakeholders and research teams</td>
<td>Core</td>
<td>✓</td>
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<tr>
<td>Uses networks to engage with colleagues and respond to opportunities</td>
<td>Core</td>
<td>✓</td>
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</tr>
<tr>
<td>Shares networks with less experienced staff</td>
<td>Core</td>
<td>✓</td>
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</tr>
</tbody>
</table>
And more suggestions!

An additional column dedicated to key resources to also support each element of the framework!
Find out more

- **READ** more information about the project
- **DOWNLOAD** the SLT Research Practitioner Framework Resource Map (full version or broken down by entry level)
- **WATCH** a quick video tutorial on how to navigate the map

Next steps
- Evaluate impact – let us know if you use it!
- Add new networks
Sarah Hayward
SLT and SLT research champion, Oxleas NHS Foundation Trust

@Sarahhayward25
USING THE CAHPR FRAMEWORK & RESOURCE MAP

SARAH HAYWARD

A CASE STUDY FROM OXLEAS NHS FOUNDATION TRUST
Research Changes You!
Transaction

To

Transformation

THE RESOURCE MAP

Knowledge Framework

AHP Research Champion
Clinical Academic Mentor
ResNetSLT
RCSLT Research Champion
ClinAcSLT
NIHR Training Advocate
LEVELS OF COMPETENCE

- Awareness
- Junior Practitioner
- Core
- Established Practitioner
- Intermediate
- Clinical Researcher
- Advanced Practitioner
- Advanced
- Consultant

Awareness       Core       Intermediate       Advanced
EIGHT DOMAINS  Shaping Better Practice Through Research: CAHPR Clinical Research Skills and Knowledge Framework. Jennifer Harris, Jo Cooke & Kate Grafton

1. Own Career Development

2. Research Methodology and Methods

3. Research Delivery

4. Research-Informed Practice, Dissemination and Impact

5. Working with Others and Collaborating in Research

6. Research Education and Training

7. Research Leadership and Management

8. Research Strategy and Planning
A New Post

- Develop Awareness
- Build Capacity
- Identify Stakeholders
- Build Profile
- Complete Projects
- Evaluate Impact

SLT Research Champion

Improve lives
6. Supports and organises local research and teaching events e.g. conferences, journal clubs, study days

4. Promotes evidence-based practice to improve service user outcome, patient experience and organisation culture
Build Capacity

6. Engages in **peer support, mentorship and supervision** of less-experienced researchers, to nurture talent and promote empowerment and autonomy

4. Promotes **evidence-based practice** to improve service user outcome, patient experience and organisation culture
7. Work with stakeholders throughout the research process

7. Identifies and engages relevant stakeholders in research projects
5. Networking and relationship building to enhance research opportunities and activity e.g. professional bodies, professional networks, e.g. CAHPR, NIHR infrastructure e.g. Ambassadors, mentors
PROJECTS

Trust wide
- Communication Access UK

SLT/Education Project
- Talking Mats
Your questions