



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.

Aims and objectives

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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Dr Hazel Roddam

**Freelance consultant in
research and evaluation
for allied health practice**



 [@HazelRoddam1](#) / [@ReSNetSLT](#)



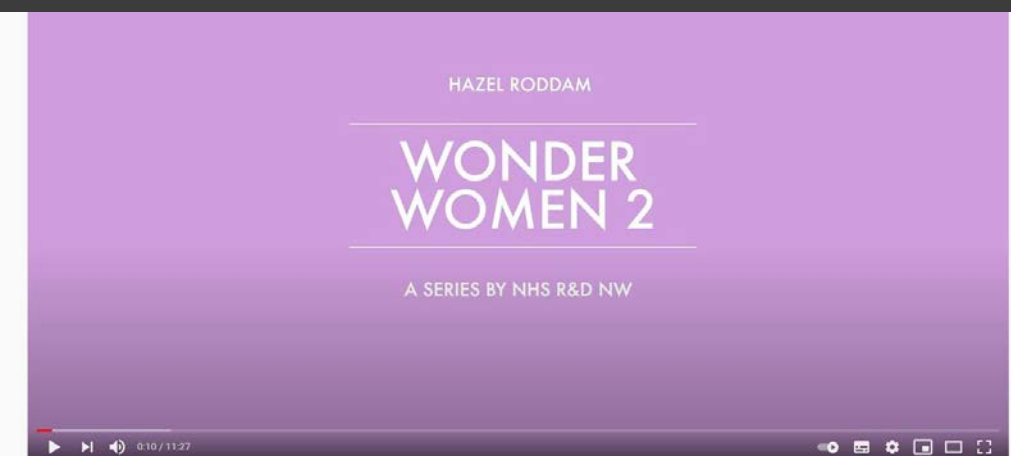
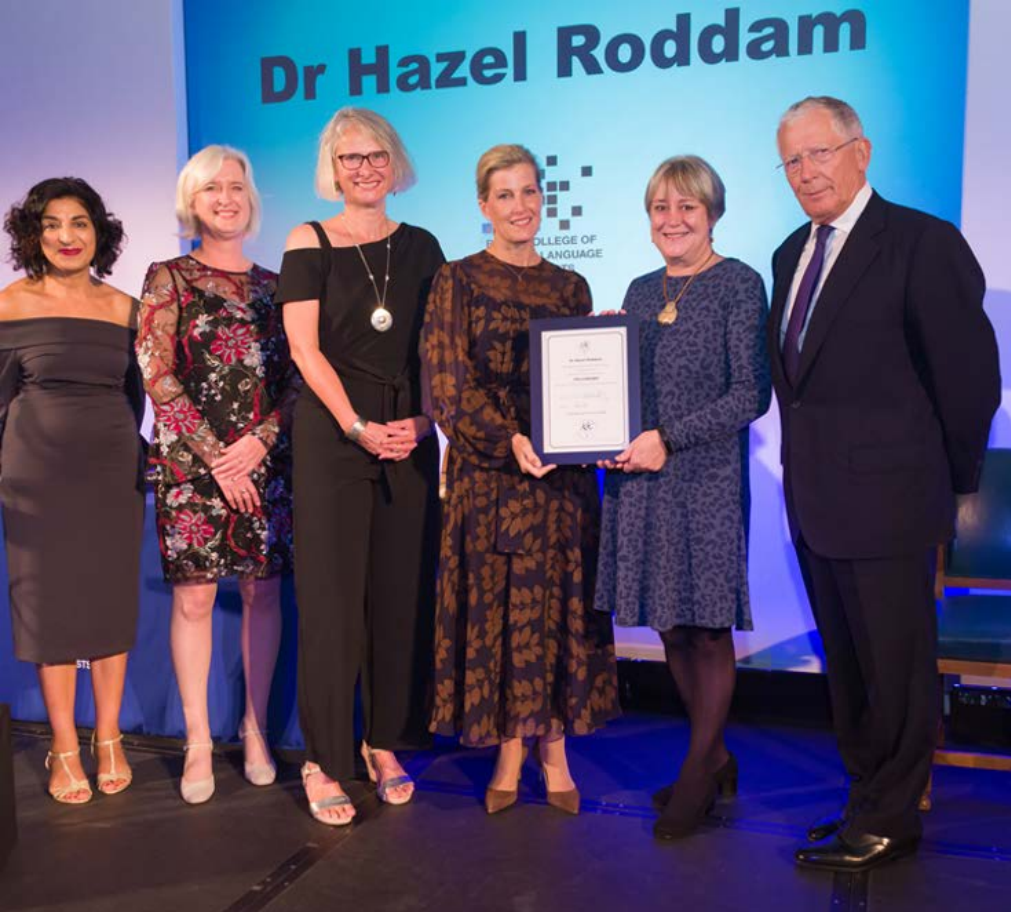
Getting the
recipe right

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

<https://resnetslt.com/>

RESNETSLT - RESEARCH SUPPORT NETWORK

NEWS

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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.

EUROPEAN SPEECH AND LANGUAGE THERAPY ASSOCIATION



CONTACT US



FEATURES

OUR TWEETCHATS



ResNetSLT Twitter Wall



TWEETCHAT: Weds 30th June

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-Symposium am 27. März

Verbindliche Anmeldung bis 1. März



FACHRICHTUNG THERAPIEWISSENSCHAFTEN

Erste Kooperationsgespräche mit Studienrichtung Logopädie



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

[+ Author Affiliations](#)

Correspondence to

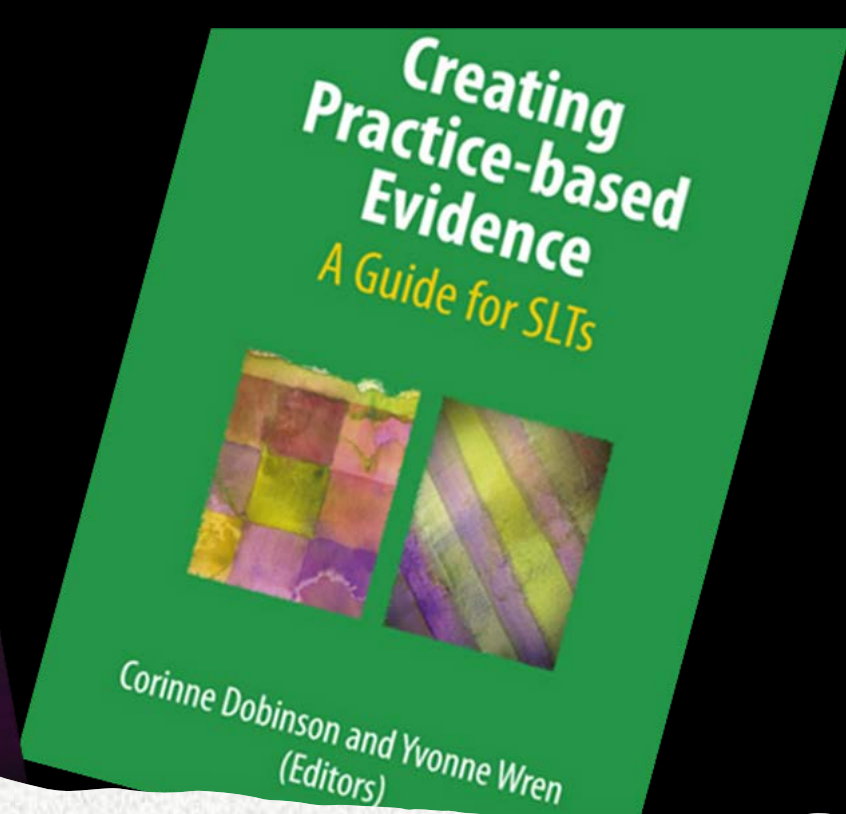
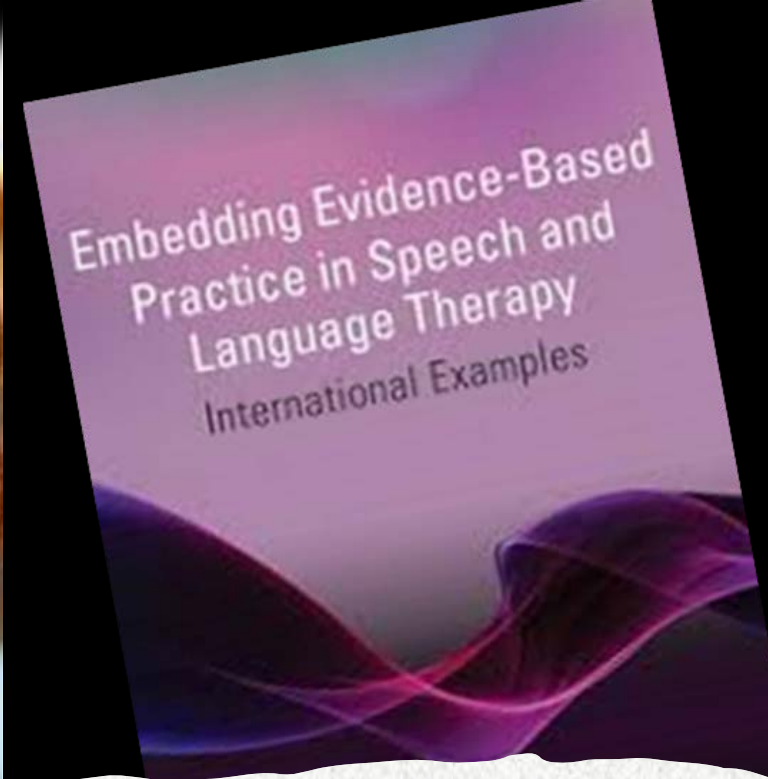
KEY FINDINGS ...

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

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“The two sides of one coin”

NIHR

Collaboration for Leadership
in Applied Health Research and
Care Yorkshire and Humber

e-repository

About

Victor

Resources by Condition

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NIHR

We are NIHR @NIHRcommunity · May 10, 2019
Measuring how delivering health and care research benefits NHS trusts is very complex, writes Judith Holliday of @CLAHRCYH, but an NIHR-funded tool can help capture these organisational-level impacts bit.ly/2LwvLSp
@MYorksResearch #VICTORimpact #NIHRimpact



VICTOR

visible impact of research

We have a twitter community following #VICTORimpact so remember to tag your organisation and your updates.

We have developed a tool to help collect and make visible the impact of delivering research within an NHS organisation on the organisation itself.

For example potential impacts are changes in workforce, skills and knowledge, services

<https://www.e-repository.clahrc-yh.nihr.ac.uk/visible-impact-of-research/>

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'

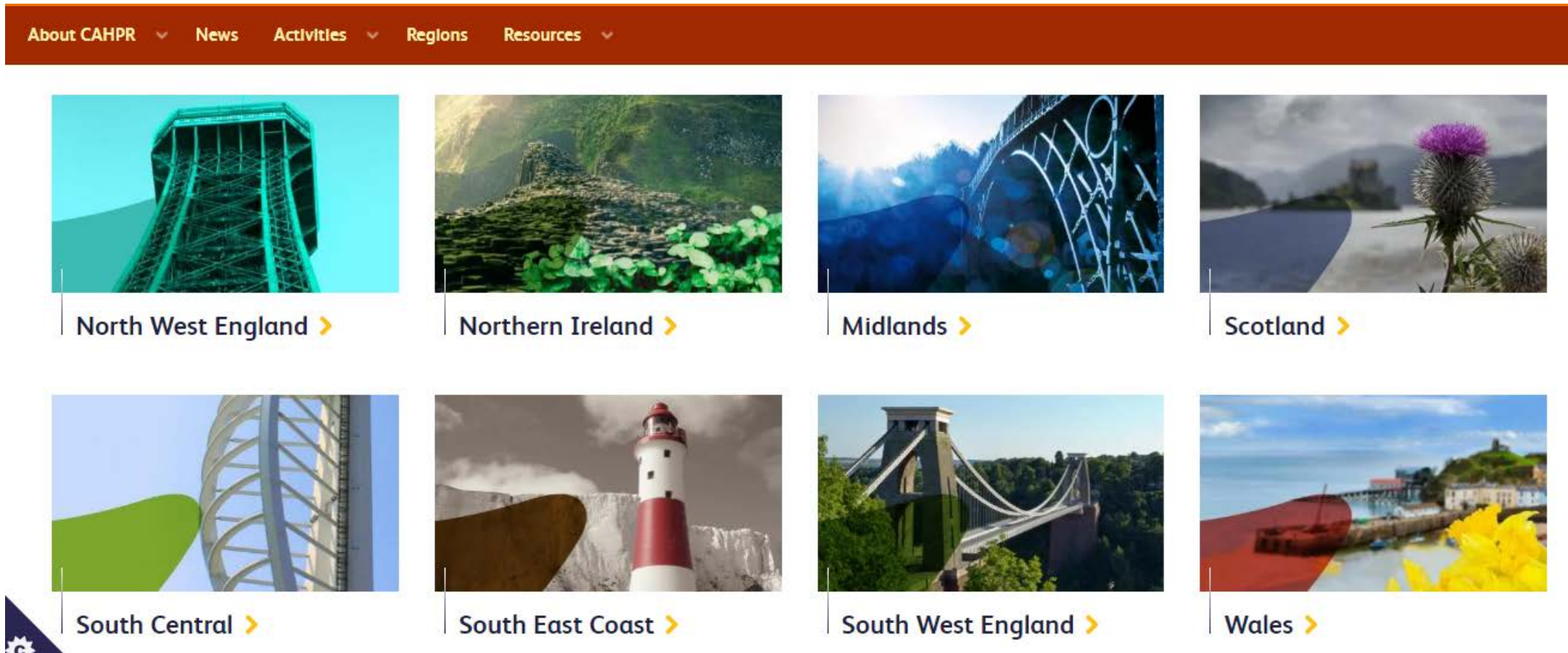


From 'why' to 'how'



“...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



Shaping
Better
Practice
Through
Research:
A Practitioner
Framework

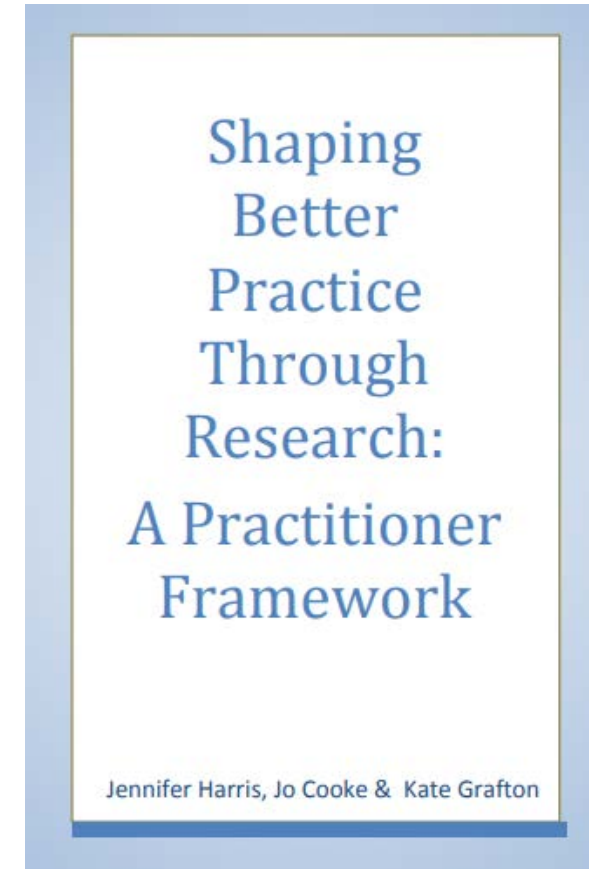
Jennifer Harris, Jo Cooke & Kate Grafton

“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



Harris, J., Grafton, K. & Cooke, J. Developing a consolidated research framework for clinical allied health professionals practising in the UK. *BMC Health Serv Res* **20**, 852 (2020). <https://doi.org/10.1186/s12913-020-05650-3>

Meanwhile, in speech and language therapy...

RCSLT
RESEARCH



North East SLT Research Network



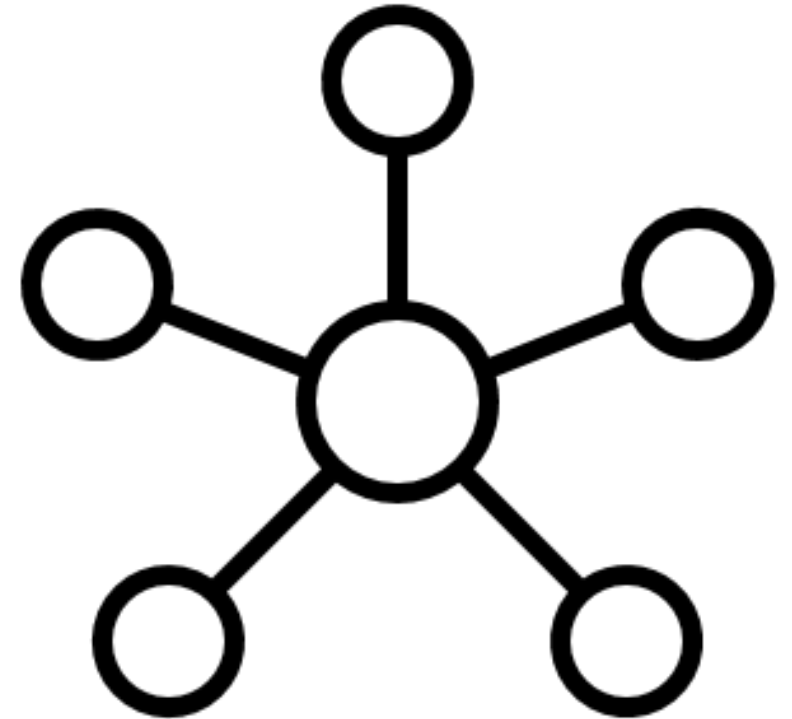
NIHR | National Institute
for Health Research



AHP Research Champions

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



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 in to their careers....

The SLT Research Practitioner Framework Resource Map

SLT Research Practitioner Framework Resource Map




NIHR | National Institute for Health Research

AHP Research Champions



North East SLT Research Network

 RCSLT		SLT Research Practitioner Framework Resource Map							Additional Resources
		Networks							
		(x= supports this aspect, a=aspires to support)							
Knowledge Framework	Entry Level	RCSLT Research Champions	RCSLT C-A-Ms	CAHPR/ NIHR Research Champions	NE Research CEN	C-A-SLT CEN	ReSNetSLT	CAHPR	
1. Own career development									<p>This list is not comprehensive. We advise you to contact your supervisory team and local networks in addition to these. This may include:</p> <ul style="list-style-type: none">- NIHR Research design service (RDS)- Local trust R&D departments- Local universities (especially SLT training institutions) <p>To access resources listed from Sage Research Methods you MUST log in through the RCSLT website first. VISIT: https://www.rcslt.org/members/research/research-methods/</p>
1. Career development knowledge and skills		Facilitate development via peer interactions rather than direct 'teaching', acts as its own credential	Depend on the mentor to do any knowledge exchange, can act as own credential for mentor	Able to sign post to local support once the individual has identified some general research-related goals or interests	Provides support for SLTs based in NE England undertaking research based in practice, annual workshops on research skills development and showcase (symposium) for research, service specific CPD through links with Newcastle University.	Emphasis on individual career development by encouraging networking within the CEN and sharing knowledge via study days	Provides networking opportunities through a virtual community of practice comprising of researchers, clinicians and clinical academics	Provide range of resources e.g. top tips, as well as networking opportunities via CAHPR Hubs	
Aware of own abilities and development needs in both practice and academic fields	Awareness	x			x	a		x	
RCSLT reflective writing elearning									

SLT Research Practitioner Framework Resource Map

2. Research Methodology and Methods



A. Scientific concepts and application of research knowledge	Entry Level
Broad awareness of knowledge creation processes	Awareness
Awareness of basic theoretical concepts and methodologies in relation to applied research	Awareness
Ability to differentiate between research, audit and service evaluation	Awareness
Applies technical language with applied research e.g. research participant compared to patient data compare to information	Awareness
Statistical significance compared to clinical significance	Awareness
Selects appropriate research methods to answer research questions	Awareness
Critiques and selects appropriate outcome measures / tools in research projects	Awareness
Develops research questions by considering research area and 'real-world' affairs	Core
Application of theoretical concepts and methodologies in relation to clinical research	Intermediate
Awareness of relevant research methodological developments in field of interest	Intermediate
Uses multiple sources of evidence (including stakeholder and user involvement / co-production) in research development	Intermediate
Articulates own assumptions and constructs and sustains arguments in a clear, evidenced and concise manner	Intermediate
Work with stakeholders throughout the research process	Intermediate
B. Analysis	Entry Level
Is aware of appropriate tools and systems in the search for evidence e.g. databases	Awareness
Information Technology (IT) literate	Awareness
For example, use of Excel, word	Awareness
Understands how to interpret qualitative and quantitative research data	Awareness
Understands appropriate data analysis	Core
Uses appropriate tools to collect data and measure outcomes	Core
C. Proposal development	Entry Level
Applies for funding grants and fellowships	Intermediate
Designs research studies using appropriate method for the research question	Intermediate
Writes research proposals that adhere to requirements of funding bodies, ethics and governance processes	Intermediate
Plans and leads detailed research programmes	Advanced

Research Practitioner Framework Resource Map

Networks

(in this aspect, a=aspires to support)

Additional Resources








Knowledge Framework		RCSLT Research Champions	RCSLT C-A-Ms	CAHPR/ NIHR Research Champions	NE Research CEN	C-A-SLT CEN	ReSNetSLT	CAHPR	Additional Resources
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Aware of own abilities and development needs in both practice and academic fields	Awareness	x			x	a		x	RCSLT reflective writing eLearning

In more detail....


Knowledge Framework	Entry Level	RCSLT Research Champions	RCSLT C-A-Ms	CAHPR/ NIHR Research Champions	NE Research CEN	C-A-SLT CEN	ReSNetSLT	CAHPR
Awareness of basic theoretical concepts and methodologies in relation to applied research	Awareness	x	x		x		x	x
Able to differentiate between research, audit and service evaluation	Awareness	a		a	x	a	x	x
Applies technical language with applied research	Awareness	x			x		x	
Selects appropriate research methods to answer research questions	Awareness		x		x		x	
Critiques and selects appropriate outcome measures / tools in research projects	Awareness				x		x	

Look at the knowledge framework statements, and find the support network that can help you with this

Filter (or view) by entry level

Knowledge Framework	Entry Level	RCSLT Research Champions 	RCSLT C-A-Ms 	CAHPR/ NIHR Research Champions 	NE Research CEN 	C-A-SLT CEN 	ReSNetSLT 	CAHPR 
Is aware of different learning and teaching styles and techniques	Core							
Supports and organises local research and teaching events eg conferences, journal clubs, study days	Core	x		x	x	x	x	x
Engages in peer support, mentorship and supervision of less-experienced researchers, to nurture talent and promote empowerment and autonomy	Core	x	x	x	x	x	x	x

Filter by network

 RCSLT		
Knowledge Framework	Entry Level	RCSLT Research Champions
Networking and relationship building to enhance research opportunities and activity	Awareness	x
Understands and recognises appropriate stakeholders	Core	x
Plans communication between partners, stakeholders and research teams	Core	x
Uses networks to engage with colleagues and respond to opportunities	Core	x
Shares networks with less experienced staff	Core	x

And more suggestions!

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

Additional Resources	
Browse the methods map- Sage research methods	
Look at the AHP Outcome Measure checklist	
Find material on developing research questions- Sage research methods	
Browse the methods map- Sage research methods	
Explore a range of methodological approaches on the Methods map- Sage research methods	

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**

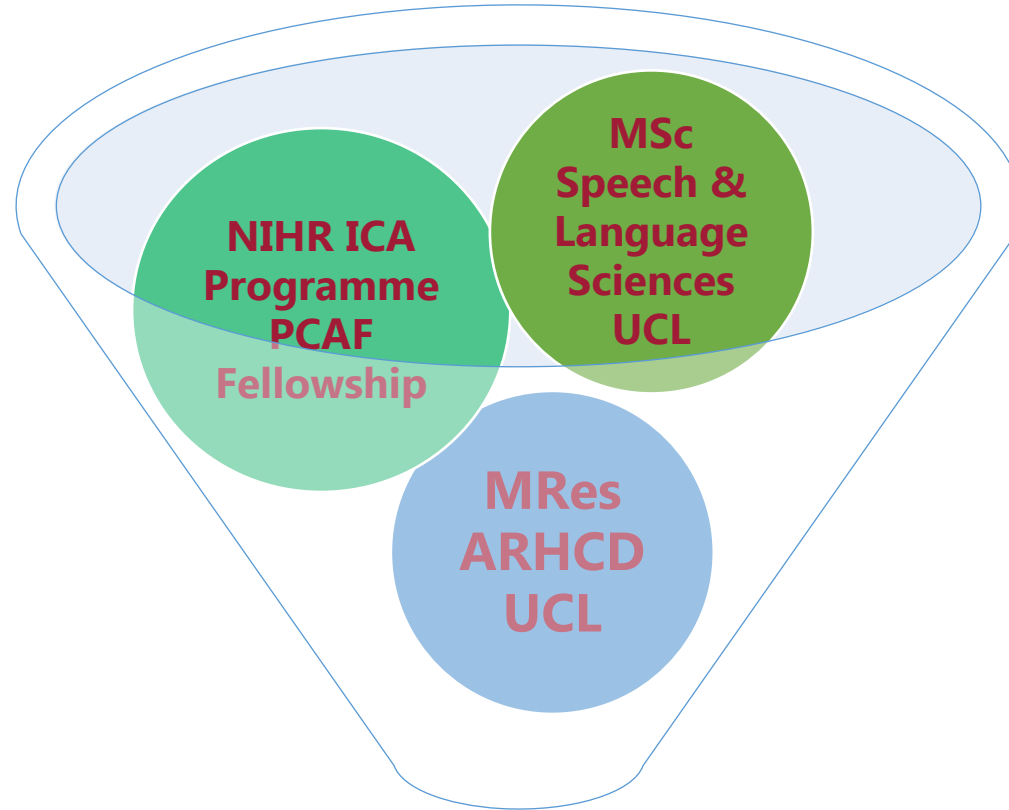


USING THE CAHPR FRAMEWORK & RESOURCE MAP

SARAH HAYWARD

A CASE STUDY FROM OXLEAS NHS
FOUNDATION TRUST

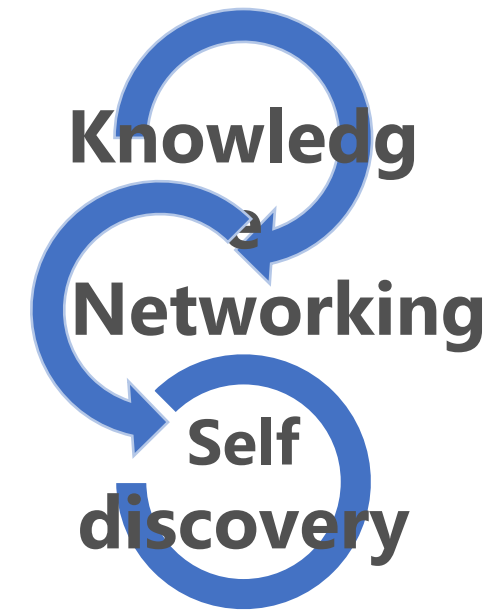
MY SLT RESEARCH JOURNEY



OXLEAS NHS FOUNDATION TRUST

SLT Research Champion

Research Changes You!



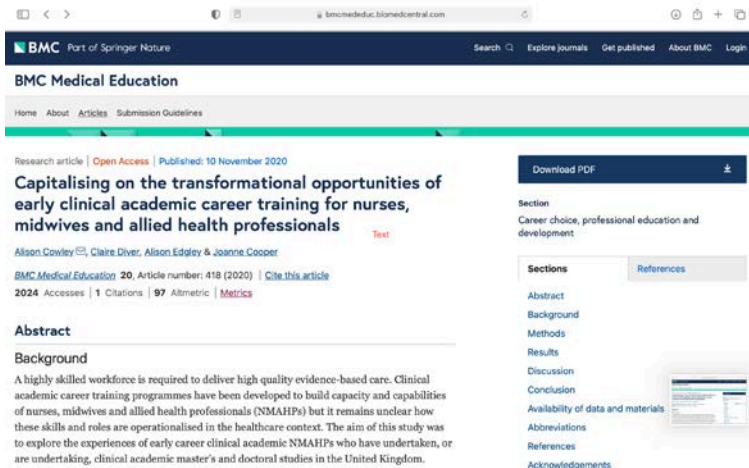
Transaction



To

Transformation

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-02348-2>



The screenshot shows the BMC Medical Education website. The header includes the BMC logo and navigation links. The main content area features the article title "Capitalising on the transformational opportunities of early clinical academic career training for nurses, midwives and allied health professionals" by Alison Cowley, Claire Oliver, Alison Edgley & Joanne Cooper. It includes a "Download PDF" button, a "Text" tab, and a "References" tab. The abstract is visible under the "Background" section.

BMC Medical Education

Research article | [Open Access](#) | Published: 10 November 2020

Capitalising on the transformational opportunities of early clinical academic career training for nurses, midwives and allied health professionals Text

Alison Cowley, Claire Oliver, Alison Edgley & Joanne Cooper

[BMC Medical Education](#) 20, Article number: 419 (2020) | [Cite this article](#)

2024 Accesses | 1 Citations | 97 Altmetric | [Metrics](#)

Abstract

Background

A highly skilled workforce is required to deliver high quality evidence-based care. Clinical academic career training programmes have been developed to build capacity and capabilities of nurses, midwives and allied health professionals (NMAHPs) but it remains unclear how these skills and roles are operationalised in the healthcare context. The aim of this study was to explore the experiences of early career clinical academic NMAHPs who have undertaken, or are undertaking, clinical academic master's and doctoral studies in the United Kingdom.

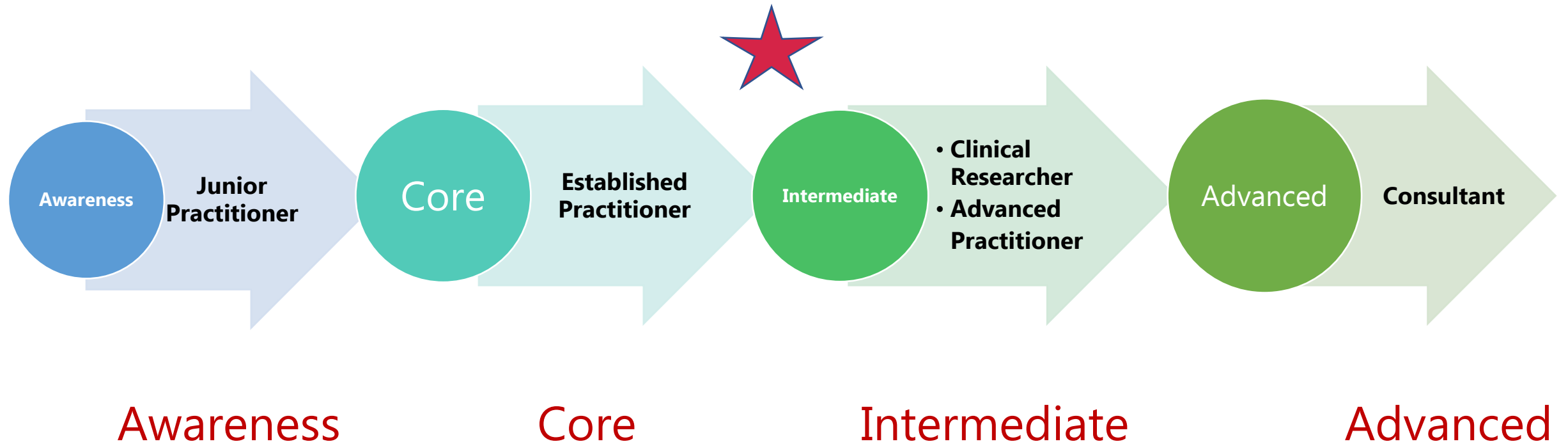
Sections

- Abstract
- Background
- Methods
- Results
- Discussion
- Conclusion
- Availability of data and materials
- Abbreviations
- References
- Acknowledgements

THE RESOURCE MAP



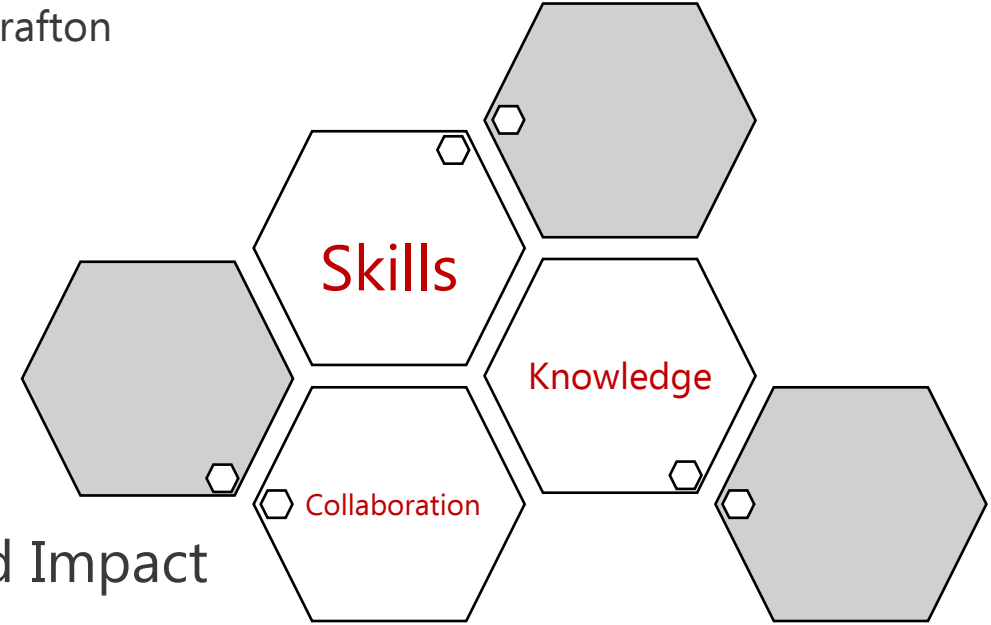
LEVELS OF COMPETENCE



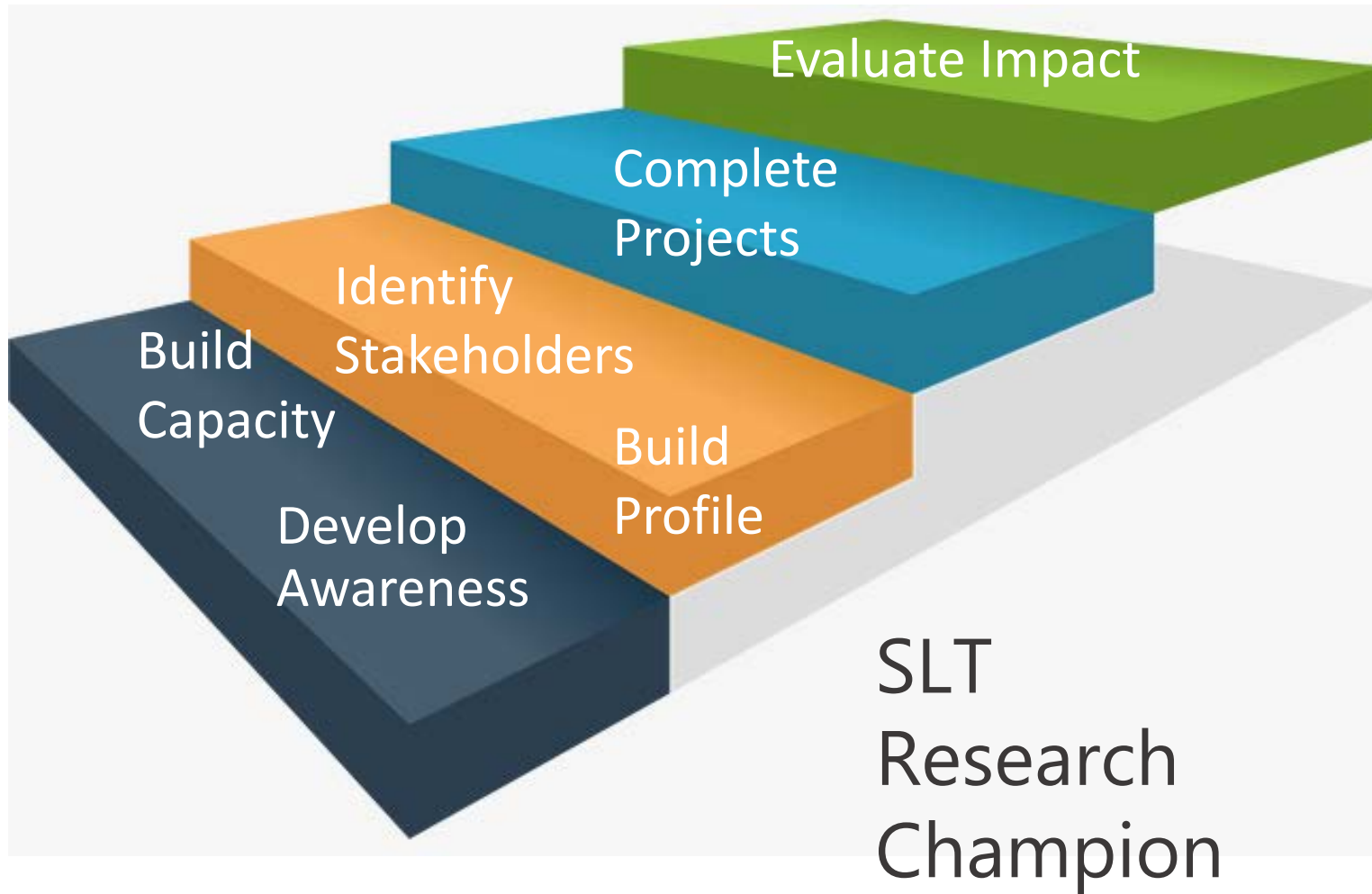
EIGHT DOMAINS

Shaping Better Practice Through Research: CAHPR Clinical Research Skills and Knowledge Framework. Jennifer Harris, Jo Cooke & Kate Grafton

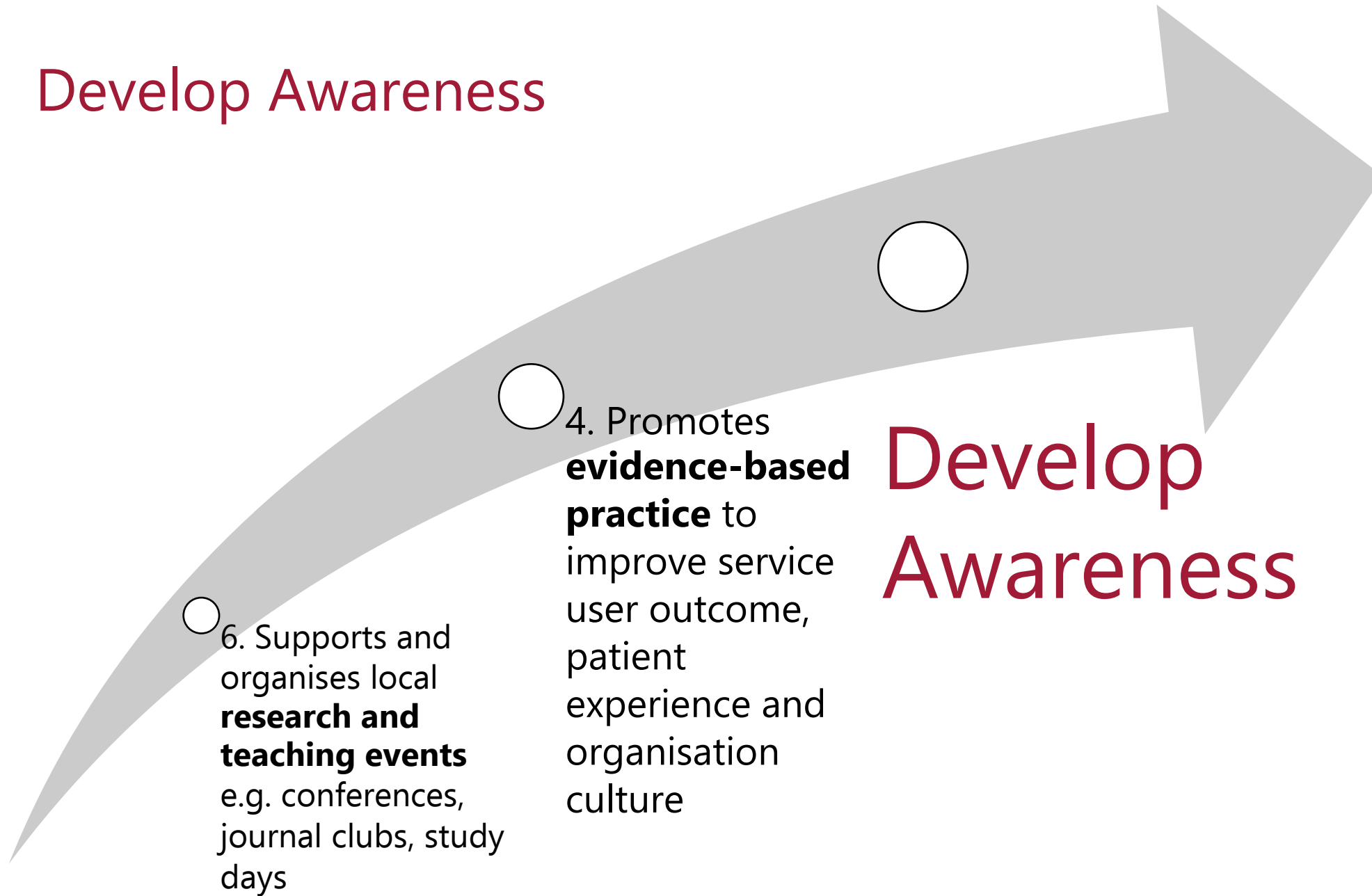
1. Own Career Development
2. Research Methodology and Methods
3. Research Delivery
4. Research-Informed Practice, Dissemination and Impact
5. Working with Others and Collaborating in Research
6. Research Education and Training
7. Research Leadership and Management
8. Research Strategy and Planning



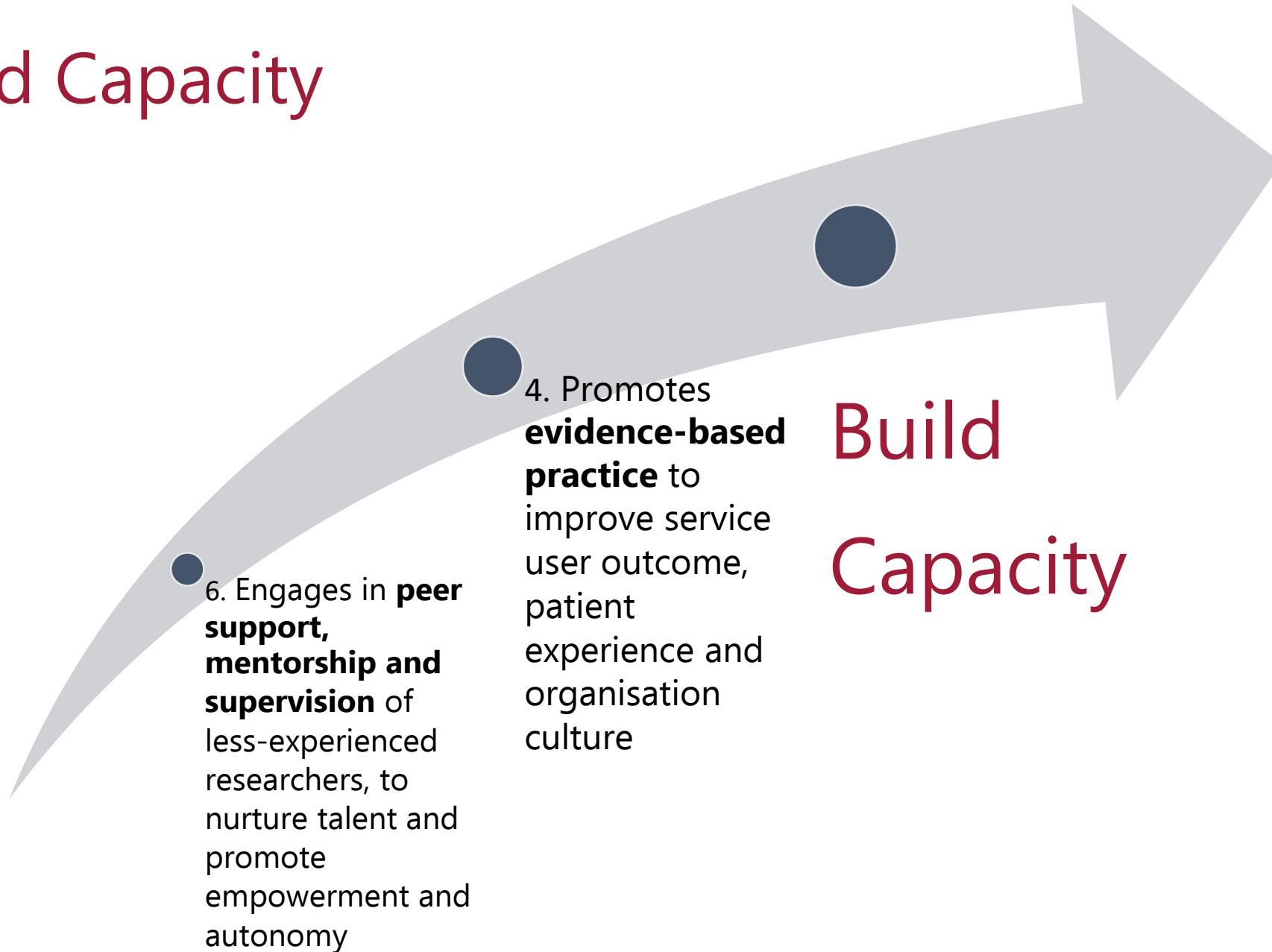
A New Post



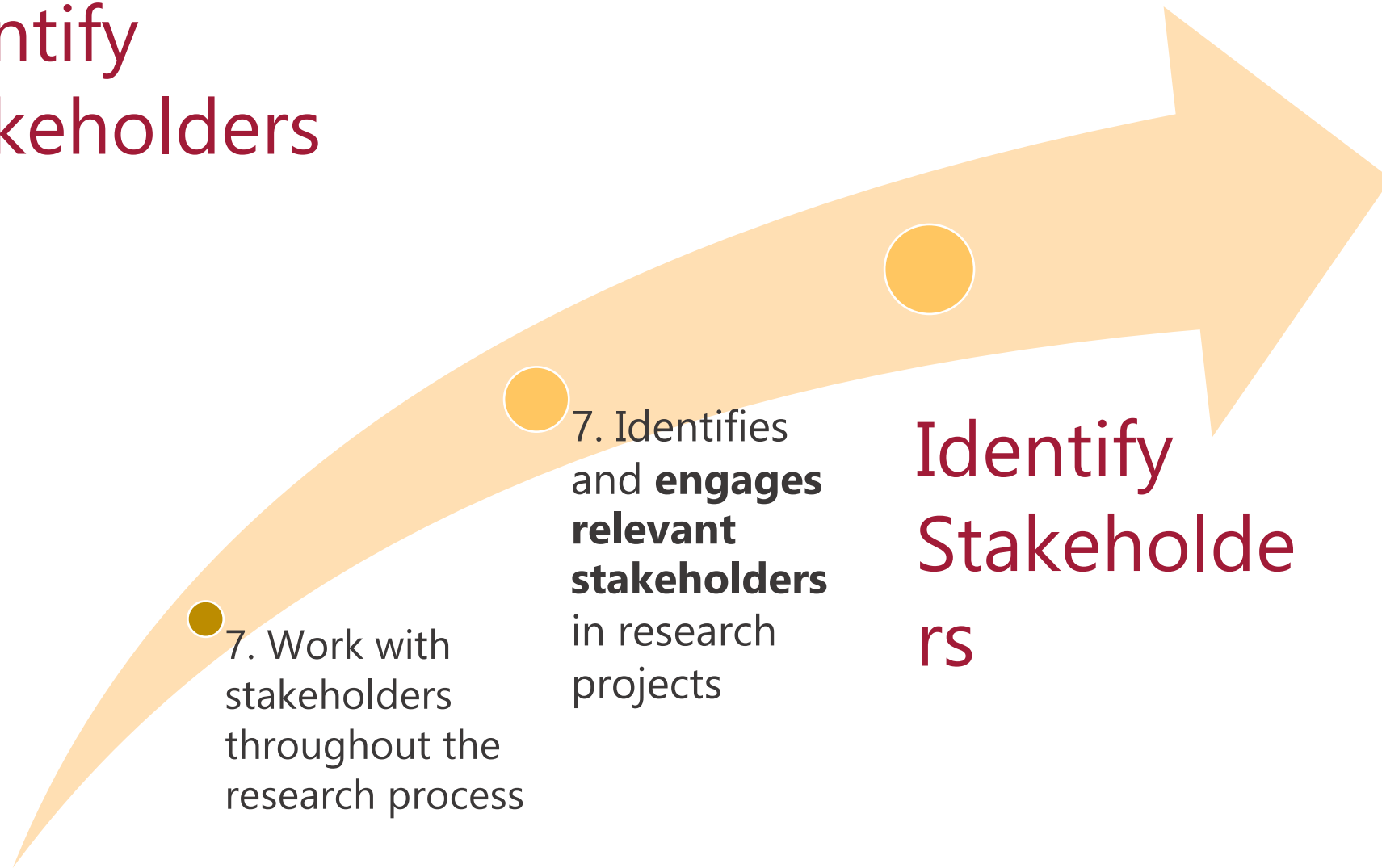
Develop Awareness



Build Capacity



Identify Stakeholders



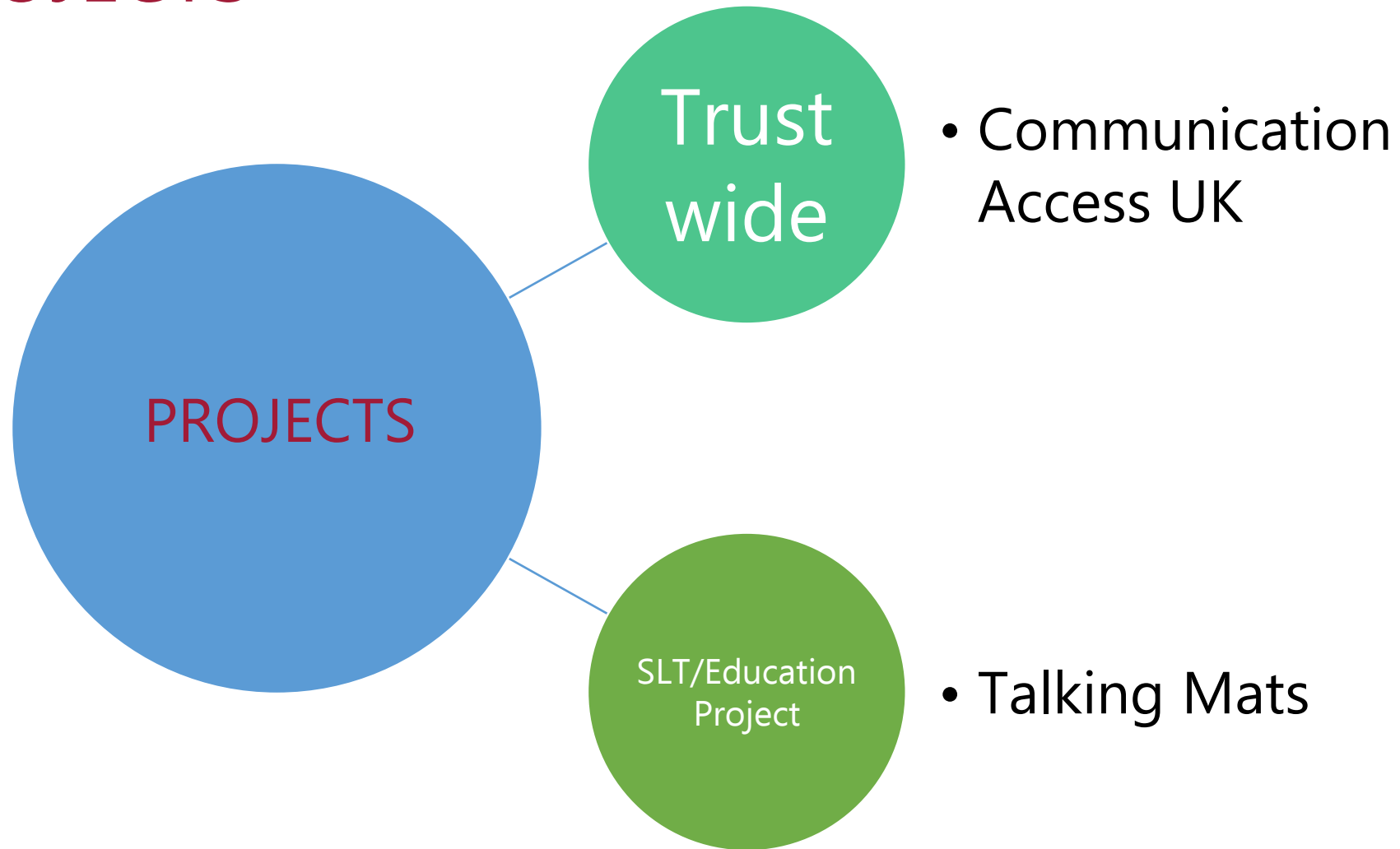
Build Profile



Build Profile

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



Your questions





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