

Evidence-based Practice in Speech and Language Therapy

Aufbau des weiterbildenden Masterstudiengangs "Evidenzbasierte
Logopädie" im Rahmen des BMBF-Verbundprojektes PuG

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Evidence-based Practice in Speech and Language Therapy

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A Information about the Author

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Dr. Hazel Roddam is a Speech and Language Therapist (SLT) with 25 years of experience as a clinician and service manager in NHS and Local Authority organizations, prior to joining the Allied Health Professions research unit at University of Central Lancashire, UK in September 2006. Hazel worked as a Specialist SLT in the field of motor movement disorders and learning disabilities and established a national reputation for her work in Alternative and Augmentative Communication (AAC) technologies.

Hazel has conducted research into evidence-based practice (EBP) across a wide range of healthcare professions since 1999. Most significantly Hazel has an extensive track record of supporting research capacity building in clinical services across UK: working with individual practitioners and teams to raise their awareness of the research environment, to implement research evidence into practice, to undertake practice-based research and service evaluations, and to disseminate innovative good practice. Hazel's research in EBP has also achieved significant impact and recognition world-wide, as reflected in her substantial list of invited international keynote lectures and advisory roles.

Hazel was the Chair of Council for the Royal College of Speech and Language Therapists (RCSLT) from October 2010 until September 2012, and continues to lead national working groups for the profession. Since 2008 Hazel has been the UK representative in the Professional Practice Commission in CPLOL (the European association of Speech and Language Therapy organizations). In May 2015 Hazel launched a new EU-wide research support network for SLTs (**ReSNet**). This initiative uses multiple online platforms to share research news and information; including virtual discussion forums and journal clubs to help support development of research skills and confidence for all healthcare practitioners.

B Introduction to the workbook

“Principles of Evidence-Based Practice in Speech and Language Therapy”

This workbook will introduce you to the fundamental principles of Evidence-Based Practice (EBP). You will explore this topic to deepen your theoretical knowledge and to identify practical ways in which you can apply this learning.

Workbook content:



The **independent learning activities** of this workbook will comprehensively cover the traditional definitions of EBP and the published evidence of effectiveness for strategies to promote the uptake of research evidence in clinical practice. This will encompass issues that are generic to all areas of healthcare practice as well

as focusing on issues that are discipline-specific for Speech Therapy as a profession. You will be signposted to seminal literature and core reading. We highly recommend that you build a personal **Portfolio** of information and resources that are specifically relevant to EBP in your own field of practice. This can be either electronic or paper-based, whatever will help you best to organize your own notes and to save relevant published papers.

The references provided at the end of each learning unit are for supplementary reading. These will be useful background and most are easily accessible. The structured learning activities include a number of specified papers as part of the independent learning units – the majority of these papers are open access. It is recommended that you progress in sequence through these units as they will incrementally build your understanding of related concepts and applied examples. The suggested **tasks** are directly mapped onto the **learning objectives** for each unit and have been purposefully designed to help you to apply your learning. At the end of each unit there are also some recommended actions for you to add to your personal **Portfolio**. The appendices include **template forms** for recording all your learning in a standard way.

We highly recommend that you should aim to put your new learning into practice. Understanding the principles of EBP is only the first step: the experiential learning of starting to embed EBP into your routine clinical practice is essential.

We hope that will start to feel increasingly more confident about what it means to be an evidence-based practitioner – and to spread the word to your colleagues too.

C Instructions before beginning the learning units

1. Carefully consider how much time you are going to spend to cover the total number of independent learning units in this workbook. You may not need to divide your time equally between each of the learning units, as this will depend on your prior knowledge of some of these aspects, as well as on how quickly you complete the learning activities. The independent learning activities have been designed to help you to deepen your understanding and to affirm that you feel confident about the key aspects of each unit.
2. It is recommended that you should undertake the first independent learning activity for each unit as a minimum requirement to check that you can apply your understanding of each topic. The additional activities are supplementary. These extra activities could be helpful for you to deepen your understanding and increase your confidence in each topic, but would take more time. So, you may prefer to choose to return to look at some of the additional activities in the future after you have completed all the units in the workbook. Some of the supplementary activities will take more time than others, and some of these activities could be particularly useful to discuss together with a small group of work colleagues (see point 8 below).
3. For each learning unit we recommend that you first quickly skim read all the content. This will help to give you a feel for the focus of each unit. It will also help you to decide how best to use your time on each unit, between reading recommended sources and completing the learning activities.

Then go back to read and consider the content of the unit in more depth: think especially about how you could explain these aspects to someone else in your own words – what are they key issues, and how can you relate these to your own work situation?

4. As a time guide for each unit you may expect to spend up to one hour on your first read through of the content and learning activities, reflecting on how this fits with your prior knowledge and experience of these issues. We recommend that you then re-read the content again and follow up some of the key references for another hour or so. And then you may wish to spend up to two hours undertaking the first independent learning activity and updating your personal Portfolio.

5. Please follow the learning units in order, as these have been prepared in sequence to build up your knowledge of concepts, theories and key publications that are directly relevant.
6. We recognise that not everyone will follow up all the suggested reading and resources for each unit. But we recommend that all the remaining references and sources will still be valuable resources for you to keep in hand for the future.
7. We recommend that the best way to test your own learning is through discussion with your colleagues: explaining what you have learned about EBP in your own words. You could also choose to use some of the additional learning activities to run a group discussion with some of your work colleagues. We hope that you will enjoy your learning experience – and spread the message about EBP!
8. Before you start the learning units, why not take a few minutes to complete the “EBP Fun Quiz”? It’s intended to be a light-hearted introduction to some of the terminology in this workbook. You may also wish to use this with colleagues as a way to open conversations with them about what they think of EBP.