Activity 1: Group 1

Facilitator AJ

Activity 1: Group 2

Facilitator CC

Idea/concept

Bringing personal experience/offering a sounding board for ideas: 2 way process

Public and patient involvement

study design/planning

Pathway for students to bring ideas/sharing rich data for them to analyse: true partnership working and offer close clinical support

Ethics

contributing to ethics review

data collection

Data collection: really helpful to collect data

engagement on a really meaningful level

data analysis

Access to (and familarity with) programmes e.g. STATA, SPSS, R, NVivo, etc.

dissemination

SERVICE EVALUATIONS

multiple platforms for sharing of research

Poster presentation at conference level e.g. students at CSP (physio) conferences.

Activity 1: Group 3

Facilitator MB

Idea/concept

link with our research MND OT

Service improvement/development ideas. This would take a student to have an understanding of the service and the role of the health professional.

This could link in the journal club presentations - students could then think about how the research could be translated into their placement setting.

study design/planning

Ethics

Having case study examples and 'saving' information to simulate experiences for later students.

data collection

Carrying out surveys in a clinic waiting room with ipad

covid studies data collection with research team in Trust

data analysis

pull together data and look through themes

dissemination

Presentation of protocol ideas/research outcomes.

? present back to teams/service managers

create poster presentations linking EB to practice

Activity 1: Group 4

Facilitator HY

Idea/concept

literature search

study design/planning

QI project

evaluation of services post covid

PPI involvement - communicating in plain english

Ethics

ensuring diversity - making sure it is culturally appropriate and inclusive

consent training discussion on consent

what ethics are needed

data collection

students can collate data

interview practice

review of different ways to collect data

data analysis

qualitative and quantitative

consider how best to present data findings - different ways would involve developing different skills

dissemination

types of dissemination - what is best way to present findings

report to clinical team/ research team

presentation at conference

Activity 1: Group 5

Idea/concept

- Looking at gaps in clinical practice in terms of unmet need or areas for development
- Writing a research proposal
- Applying for funding/research grant
- identifying areas for further study/research
- Critical appraisal of existing literature
- Literature Searches

data collection

- Working with service users to collect data for the project
- being independent researcher or interviewer
- Leading on surveys or focus groups
- Facilitating interviews/focus groups for qualitative studies
- recruitment of participants
- consenting/ explaining the process
- Consenting individuals to take part in research
- Completing blinded assessments

- Working with library or trust research/ development department

study design/planning

- Understanding different research methodology
- doing pilot study
- Understanding bias
- Designing a study protocol
- Creating data collection tools
- testing concept and design of the research

data analysis

- small database projects
- Understanding and interpreting the data
- Learning about statistics and which tests to use for different types of methodology
- Thema analys
- doing thematic analysis
- as a proof reader/critical friend

Facilitator ED

Ethics

- Understanding the ethics process. Why it is needed.
- Understanding the different ethics boards and where to apply
- Applying for ethics
- Writing Ethics applications

dissemination

- Poster presentations
- posters
- Present at journal club
- Presenting findings/ writing reports
- sharing learning from their own research experience at university
- writing for publication
- Peer review
- Taking research back into clinical practice and implementing it e.g. through other placements
- Pro/Con debate
- Writing abstracts for Conferences

Activity 1: Group 6

Facilitator SE

Idea/concept

study design/planning

Ethics

SOP

Service development

Audit

data collection

data analysis

dissemination

Activity 1: Group 7

Facilitator TG

Idea/concept

Journal club

Scoping the placement possibilities

Use outcomes from QIPs/Audits to develop research ideas

Split with clinical placement

-Student's shaping the placement for other student cohorts e.g. liaising with Clinical Educators

study design/planning

recruitment

Project background - lit reviews

-Virtual Vs face-to-face placement (or a combination)

"Sales pitch" for recruitment

Ethics

Background work - what are the ethical implications

Inputting information into ethical review docs - learning about ethics process

data collection

Completing outcome measures with patients

Facilitate interviews / focus groups

Data input

data analysis

Qualitative vs quantitative

Thematic analysis - as one of a team

Provide training / access training from University re: data / statistical analysis

dissemination

Presenting findings back to team

Presentation / feeding back to teams about research projects / results of trials

Activity 1: Group 8

Facilitator EL

Idea/concept

ask students for ideas

feasibility and planning

split placements?

GCP training

study design/planning

designing patient information and recruitment literature

Ethics

attend a remote REC meeting

discussion (and hopefully experience) of consenting

data collection

taking part in research clinics, collecting data according to protocol

data analysis

sense checking data, uploading to data base, some basic analysis

dissemination

putting together a poster or presentation, writing an abstract

Activity 2: Group 1

Facilitator AJ

Choose a stage:

Idea/concept | Study design/planning | Ethics | Data collection | Data analysis | Dissemination

Create a list of activities to map against the students' learning outcomes.

How would students demonstrate their understanding and progress? What evidence would you use for their assessments?

Could cover all LO's

Reflect on the process/activity

Problem lists/goal setting...may need to relate to the project rather than a patient

Develop an outcome measure to link to an assessment/activity

Demo clinical reasoning by providing evidence for the evaluation/methods

Be involved in the application of the outcome measure to fulfil the assessment/treatment LO's

Demo communication with MDT, patients

Role play/simulation

Service evaluation

Assessment:

Observation

working with the team

reflections - written, recorded

supervision

presentation of ideas/outcomes. Field questions to demo clinical reasoning, sustainability, impact on practice

feedback from team members

project management - timing, organisation, keeping track

presentation to cohort back at university

observe during virtual activities

virtual activities may encourage students to take more responsibility/take more of a lead

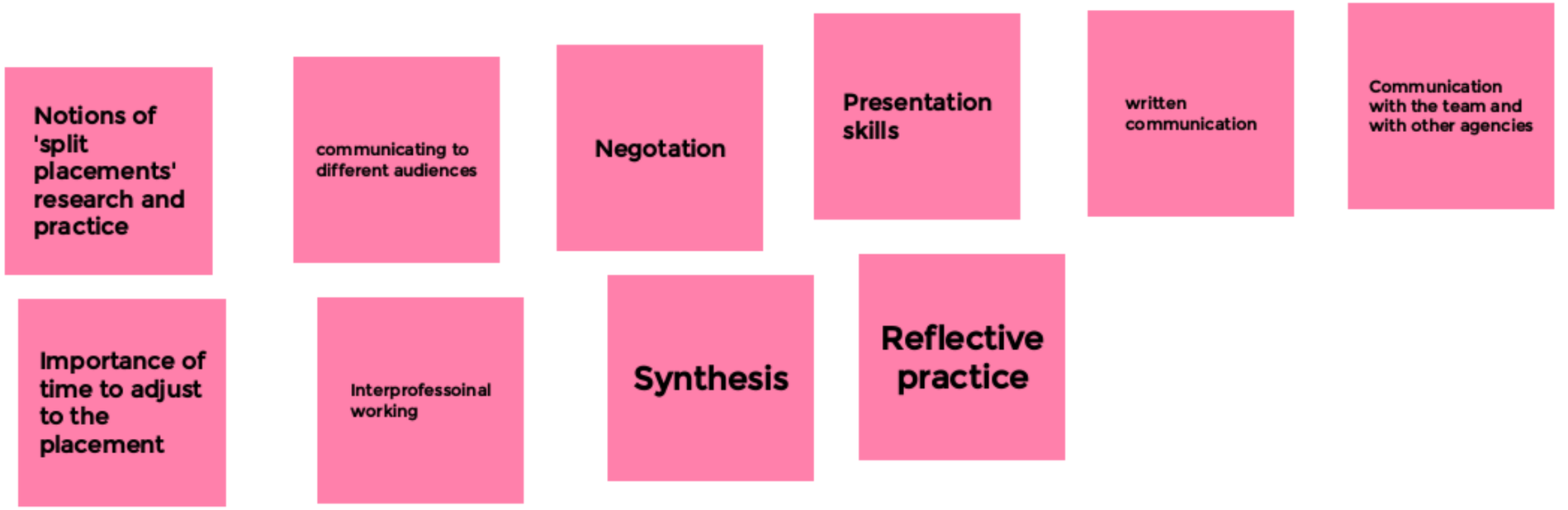
Activity 2: Group 2

Facilitator CC

Choose a stage: Dissemination

Create a list of activities to map against the students' learning outcomes.

How would students demonstrate their understanding and progress? What evidence would you use for their assessments?



Activity 2: Group 3

Facilitator MB

Choose a stage:

Idea/concept | Study design/planning | Ethics | Data collection | Data analysis | Dissemination

Create a list of activities to map against the students' learning outcomes.

How would students demonstrate their understanding and progress? What evidence would you use for their assessments?

- **Idea and concept**
- **Research question development**
- Is the question relating to new theory or is it translation of interventions into practice?
- how to make it achievable in given timescales/ project planning
- working out the stakeholders - identify and work out what they want
- **National priorities - what is existing**
- Communication - verbal / written - engagement of stakeholders
- link with expert patients re ideas and ways forward
- evidenced by documenting options appraisals in addition to stakeholder feedback / links to the evidence base
- **focus groups**
- observation of patient interventions
- Online surveys to determine service user/health professional priorities.
- **Assessing progress**
- **reflective logs**
- observation during the tasks and peer discussion re how they have interpreted the information and related it to clinical practice
- weekly supervision document and discussion / progress reporting
- evidence of written documentation
- Unified assessment documentation across AHPs

Activity 2: Group 4

Facilitator HY

Choose a stage:

Idea/concept | Study design/planning | Ethics | Data collection | Data analysis | Dissemination

Create a list of activities to map against the students' learning outcomes.

How would students demonstrate their understanding and progress? What evidence would you use for their assessments?

- breadth of literature searching
- critical appraisal of studies - peer learning and feeding back to the team
- reviewing study designs from other teams and students - networking skills
- ensuring learning outcomes fit activities, confidence to develop learning outcomes for these types of placements, guidance from HEIs and from other organisation
- checking design of study meets research questions
- review of current studies and providing rationale for their design
- Central portal for sharing information about placements
- development of reasoning skills and rationale, communication skills
- Justification of how their study advances evidence base
- consideration of PPI within the study design

- observation of student collecting data
- peer practice
- reflection

Activity 2: Group 5

Facilitator ED

Choose a stage:

Idea/concept Study design/planning Et[illegible]ta collection Data ar[illegible]semination

Coming up with a research idea

Key points: Speak to HEI on marking, manage expectations with students, plan the placement and what is expected, be flexible with the approaches

Create a list of activities to map against the students' learning outcomes.

How would students demonstrate their understanding and progress?
W[illegible]uld you use for their assessments?

LO: Theory to practice

LO: Clinical reasoning

LO: Demonstrating evidence

LO: assessment & treatment

LO: Professionalism

Justify need for project

Which stats do you use

Supporting literature

Outcome measure selection--subjective, objective

Inclusion/exclusion criterea

Reflection

Integrating research into clinical practice

Justification of study design

Study intervention

GDPR, confidentiality

GCP

Activity 2: Group 6

Facilitator SE

Choose a stage:

Idea/concept Study design/planning Ethics Data collection Data analysis Dissemination

Create a list of activities to map against the students' learning outcomes.

How would students demonstrate their understanding and progress? What evidence would you use for their assessments?

Activity 2: Group 7

Assessing against learning outcome of "Practical Skills" / "Assessment / Treatment"

Facilitator TG

Choose a stage:

Idea/concept | Study design/planning | Ethics | Data collection | Data analysis | Dissemination

Create a list of activities to map against the students' learning outcomes.

How would students demonstrate their understanding and progress? What evidence would you use for their assessments?

Identifying effectiveness of treatments

Reviewing practice against NICE guidelines

Spending time observing therapists carrying out specific treatment (which may require review)

Comparing actual interventions /assessments taking place with "best practice"

Planning interventions as part of plannign study

Matching research with applicable clinical context - to equip them with background knowledge

Considering assessment & intervention at population level

Interviewing patients / carers

Completing outcome measures

Interventions = improving practice of others - therefore feeding back to: fellow students / team managers / trust board

Bringing research principles to students at 1st & 2nd year

Activity 2: Group 8

Facilitator EL

Choose a stage: Dissemination

adjusting your message according to the audience

Create a list of activities to map against the students' learning outcomes.

How would students demonstrate their understanding and progress?
What evidence would you use for their assessments?

social media to publicise results

clinical collegues/MDT

disseminating results during consent processes

trust newsletter

patient organisations

learning outcomes

writing up results

evaluating the evidence/protocol - feasibility

'Student is able to access resources, present information clearly, and at an appropriate level to different groups and is able to use a number of appropriate teaching strategies with practice educator prompting'

awareness of cost and income, cost saving, benefits to patients.

GDPR - limits on information sharing

reflection

communication - quality of their output and accessibility

tool or presentation that can be used as a resource in the future

(problems with journal subscriptions)

Q&A session

how to tweet properly - professional guidelines

look at the evidence base in the area, and how they were disseminated, and how are they transferred into practice