

Welcome to ...

Evidence-Based Practice in Speech-Language Therapy (SHSC 2033)

Session 1

Thomas Klee & Elizabeth Barrett



香 港 大 學

THE UNIVERSITY OF HONG KONG

Introduction

Should we believe this?

CNN website, 12/2016



Is 'phubbing' ruining your relationship?

THE CONVERSATION

By James A. Roberts, The Conversation
Updated 17:22 GMT (01:22 HKT) December 14, 2016



Phubbing (*phone + snubbing*)

"How often your romantic partner is distracted by his or her smartphone in your presence"

Claim:

"70% of participants said that phubbing hurt their ability to interact with their romantic partners."

What about these?

December 21, 2006 **METRO** 21

Fish oil 'boosts babies' language'

FISH oil supplements taken by pregnant women boost the co-ordination and language of their children, it is claimed. Women were given 4g of the supplement from 20 weeks' pregnancy until birth by researchers in Perth, Australia. By the age of two, the children had 'significantly improved' hand-eye co-ordination and greater vocabulary, comprehension and phrase length.

● **MATHS MOVE:** Do your children have difficulty doing their sums? Then get them to wave their hands around and they'll do the maths in a jiffy. Gesturing has been found to help youngsters solve mathematical problems. In a test, a group of nine-year-old pupils told to gesticulate while adding up solved one-and-a-half times more sums than those who kept still. The findings suggest gestures may help children to develop problem-solving skills and think more clearly, researchers at the University of Chicago said.

If you have a story for MiniCosm please

METRO
5.11.07

How would you respond if your client asked you about the McGuire Programme?

18.06.07

www.metro.co.uk

60 SECOND INTERVIEW



PIAN DUN

■ Gareth Gates came second to Will Young in 2002's Pop Idol then launched a successful career with a cover of Unchained Melody. But Gareth's hits dried up and he lost his record deal. Now he's making a comeback, helped by stammer-free TV appearances, with new album Pictures Of The Other Side out next week. His new single, Angel On My Shoulder, is out today.

Gareth Gates

■ **What's the new single about?**
It's a song I wrote about my mum. It's about a figure in your life who is there when things go wrong and picks up the pieces. It's about unconditional love.

■ **She must be thrilled.**
She is, bless her. It's not just about people's mums; it could be about anybody – a partner, a friend.

■ **Your last single got to No.14. Were you disappointed?**
No. We saw the first single as a way of introducing me again because I'd had a fair amount of time away. We didn't expect too much.

■ **You're more involved in writing your songs now. Do you take disappointing chart positions more personally?**
No, if I get a bad review I don't take it personally because everyone is entitled to their opinion. I had very little input into what I recorded in the past, so it feels a lot more personal this time.

warm-ups and exercises each morning before I speak. The minute you become complacent is the time when you have difficulties.

■ **Do you have to do the exercises every day?**
You certainly need to do them every day when you start the course. A few years into the programme, you can enjoy speech more. I achieved a certain level of fluency, so it's hard not to become complacent but that's when you start to have troubles. I need to remind myself that I need to put the work in.

■ **Do you know how your stammering started?**
I don't know. Often when I'm tired or if I haven't been thinking about my speech it'll catch me off guard. If you're hungover that doesn't help either.

■ **Who are you listening to at the moment?**

My favourite bands are from the 1970s and '80s – such as Foreigner, bands that used electric drums and big '80s synths. They're the bands I draw my inspiration from. I was born in 1984, so I don't remember them from when I was a kid. My parents listened to that sort of music, so I was brought up with it.

■ **Are you and Simon Cowell pals now?**

We've never not been friends. We were very close at the beginning. He's a nice guy really. The way that he is on TV is exactly the way he is in real life. There's no falsehood about him at all.

(Gareth has been stuttering throughout the interview. It gets so bad he has to take a 15-minute break to practice his breathing exercises so he can talk.)

■ **What's the problem with your speech? You've appeared on TV shows recently and seemed to be cured of your stammer.**

I'm taking part in a speech therapy course called the McGuire Programme. It isn't a cure, it's something you need to maintain and work on. I get days where I find things more difficult than others. Recently, I've been having days when I'm finding things harder and find myself slipping backwards. It's like an athlete training before he runs. I need to train and do breathing

Dealing with a stammer is like being an athlete in training. I need to do exercises each morning

■ **Were you on the booze last night then?**
Definitely not, I'm never hungover (laughs).

■ **Have you ever said 'Don't you know who I am?' to get into nightclubs?**
I've never used that phrase and I never would. I've been with celebrities who have – I'm not going to mention their names – and it comes across as being so arrogant. I'd never do it myself.

■ **Do you ever watch Katie And Peter: The Next Chapter and think 'That could have been me'?**
(Laughs) No, I've never had those thoughts.

■ **Did losing your virginity to Jordan leave you mentally scarred?**
No. She's a lovely girl. I got to know her over the course of three months and when you get to know her you learn that she's a nice girl. I don't have a bad word to say about her.

What does Gareth think of The X Factor?
See www.metro.co.uk



Interview: ANDREW WILLIAMS

Would you ask your employer to fund these?

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Avondale, OH	May 19-20	Melbourne, Aust.	Oct. 17-18
Athens, OH	May 22-23	London, England	Oct. 13-14
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Chicago, IL	June 19-20	France	Dec. 8-9
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LEA

Essential Tools for Involving Parents in Early Language Intervention!

The Harzen Centre helps you involve parents in their child's early language intervention. The *It Takes Two to Talk*® guidebook provides parents with practical, user-friendly information on language facilitation strategies. The companion DVD brings the guidebook to life with delightful examples of parents applying the strategies in everyday situations. Together, these versatile tools can be used to supplement consultations with parents, direct therapy or home programming and are applicable to young children of varying ages and developmental stages.



\$81



For more information on these items,
 visit www.harzen.com or call 416-221-1073.

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LEA

The Course

Outline

1. The course: what to expect and what is expected of you
2. What is evidence-based practice?
3. Asking clinical questions
4. Searching for the best evidence
5. Practical session
 - Kendy Lau, Education Librarian
 - 11am–12.20pm

What this course is about

Provide a framework and tools to help you develop your ability to think critically about clinical intervention and assessment. You will learn to:

- Formulate answerable clinical questions
- Search the literature for the best evidence available
- Critically appraise the research evidence
- Synthesise the best evidence to answer the clinical question
- Compare the highest-quality evidence to existing clinical practice and decide if a change is necessary
- Consider your client's values and preferences in relation to the evidence

What this course is not about...

- You won't learn what kind of intervention works best for specific types of communication/swallowing disorder.
- You won't learn which clinical assessments work best – and which should be avoided.

What is expected of you

The REALLY BIG CHALLENGES

- Recognise that we all are biased in our thinking.
- Be open to changing what you think in light of new evidence.

What is expected of you

The annoying things

- Attend class; be there on time.
- Read what is the required **before** you come to class – and upload a short summary of the required seminar reading to Moodle **before** the start of each class.
- Actively participate in small group discussions.
- Complete four quizzes at the beginning of randomly-chosen classes.
- Complete two written assignments.

Course textbook

- Dollaghan, C.A. (2007). *The handbook for evidence-based practice in communication disorders*. Baltimore, MD: Paul H. Brookes Publishing Co. (main textbook)
- Greenhalgh, T. (2010). *How to read a paper: the basics of evidence-based medicine (4th ed.)*. Chichester: Wiley-Blackwell BMJ Books. (excellent alternative for further information)

Class sessions

1. **Lecture** based on required readings
2. Break
3. **Small group, seminar discussion** based on required readings and completion of critical appraisal forms
4. **Summing up** at the end

Definitions

What is EBP?

"... the conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence based medicine means integrating individual clinical expertise with the best available external clinical evidence from systematic research." (Sackett et al 1996: 71)

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Changes to the definition over time

“... the integration of the best research evidence with clinical expertise and patient values” (Sackett et al 2000, p. 1)

“... the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances” (Straus et al 2005, p. 1)

Evidence-Based Practice (E³BP)

"...the conscientious, explicit, and judicious integration of best available

- 1. external evidence from systematic research,*
- 2. evidence internal to clinical practice, and*
- 3. evidence concerning the preferences of a fully informed patient." (Dollaghan, 2007, p. 2)*

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And to be honest. . .

“... the use of mathematical estimates of the risk of benefit and harm, derived from high-quality research on population samples, to inform clinical decision making in the diagnosis, investigation or management of individual patients.” (Greenhalgh 2010, p. 1)

Asking Clinical Questions

Asking clinical questions: PICO format

- P defines the Patient or the Problem
- I defines the Intervention
- C describes the Comparison group
- O describes the clinical Outcome (Haynes et al 2006, p. 11)

PICO question 1

Patient For adults who stutter,

Intervention does the McGuire Programme

Outcome lead to a significant improvement in self-reported stuttering behaviour¹

Comparison compared to no intervention?

¹Outcome measure: OASES self-report questionnaire (Yaruss & Quesal 2006)

PICO question 2

Patient For children who stutter,

Intervention does the Lidcombe Programme

Outcome lead to a significant reduction in the proportion of syllables stuttered

Comparison compared to other interventions?

Searching for Evidence

Searching for the best evidence

- Google
- Google Scholar: <https://scholar.google.com.hk/>
- Specialised on-line databases:
 - PubMed
<https://www.ncbi.nlm.nih.gov/pubmed>
 - Trip (Turning Research Into Practice)
<https://www.tripdatabase.com/>
 - Cochrane Library
<http://www.cochranelibrary.com/>
 - PsychINFO
<http://www.apa.org/pubs/databases/psycinfo/>
 - CINAHL <https://health.ebsco.com/products/the-cinahl-database>
- MeSH terms (PubMed, Medline)