Government of Western Australia
Child and Adolescent Health Service

CAHS Research Education Program

Research Skills Seminar

Research Fundamentals

9th Feb 2024

Presented by

Dr Kenneth Lee
Senior Lecturer, Pharmacy Practice,
UWA

THE UNIVERSITY OF WESTERN AUSTRALIA

Perth Children's Hospital Foundation

Neonatology | Community Health | Mental Health | Perth Children's Hospital

Child and Adolescent Health Service, Department of Research

Department of Health, Government of Western Australia

Research Fundamentals

PRESENTATION SLIDES

Government of Western Australia
Child and Adolescent Health Service

Research Fundamentals

Dr Kenneth Lee

Senior Lecturer in Pharmacy Practice, UWA

9 February 2024

Compassion | Excellence | Collaboration | Accountability | Equity | Respect

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Acknowledgement of Country

The Child and Adolescent Health Service acknowledge Aboriginal people of the many traditional lands and language groups of Western Australia.
We acknowledge the wisdom of Aboriginal Elders both past and present and pay respect to Aboriginal communities of today.

2

CAHS Research Education Program

Research Skills Seminar Series

- Over 20 topics across the research process
  - 1h overview
  - Handouts are provided
- Recorded and uploaded
- Feedback
  - Back of handout
  - Emailed link
- Please hold questions to the end
  - Use provided microphone

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Overview

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Overview

WHY RESEARCH?

EIGHT STEPS OF THE RESEARCH LIFECYCLE

TIPS

5

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Why research?

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Why research?

- To **create** new knowledge (that is hopefully trustworthy)
- To **share** the new knowledge with others
- To **help** others (e.g. patients, policymakers)

When you conduct research, know YOUR why.

Who are you doing this for?

Ensure your research reaches the people who can help you achieve your why.

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Eight steps of the research lifecycle

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Eight steps of the research lifecycle

Overview

1. Identify the problem
2. Learn about the problem's context (ie literature review)
3. Design the study (ie **protocol**)
4. Plan the project (ie proposal)
5. Execute the study & project
6. Evaluate the study & project
7. Summarise your work
8. Disseminate your work

Eight steps of the research lifecycle

1. Identify the problem

- What is the problem?
  - Can you articulate it? If not, consider tools such as P.I.C.O. (Population, Intervention/Interest, Comparator, Outcome).
    - E.g. What is the level of satisfaction of patients who receive wound care consultations for their acute wounds, from a pharmacy-based wound clinic?
    - E.g. What types of information do Australian consultant pharmacists receive on HMR referrals?
  - Frame the problem as a **useful** answerable question (this is your **working** research question).

Eight steps of the research lifecycle

1. Identify the problem

- Is it actually a problem?
  - Unsure? Have a read through the literature (cursory search). Consider tools like Google Scholar, PubMed, J.A.N.E., Connected Papers, ResearchRabbit for an initial search.

https://jane.biosemantics.org/

https://www.connectedpapers.com/

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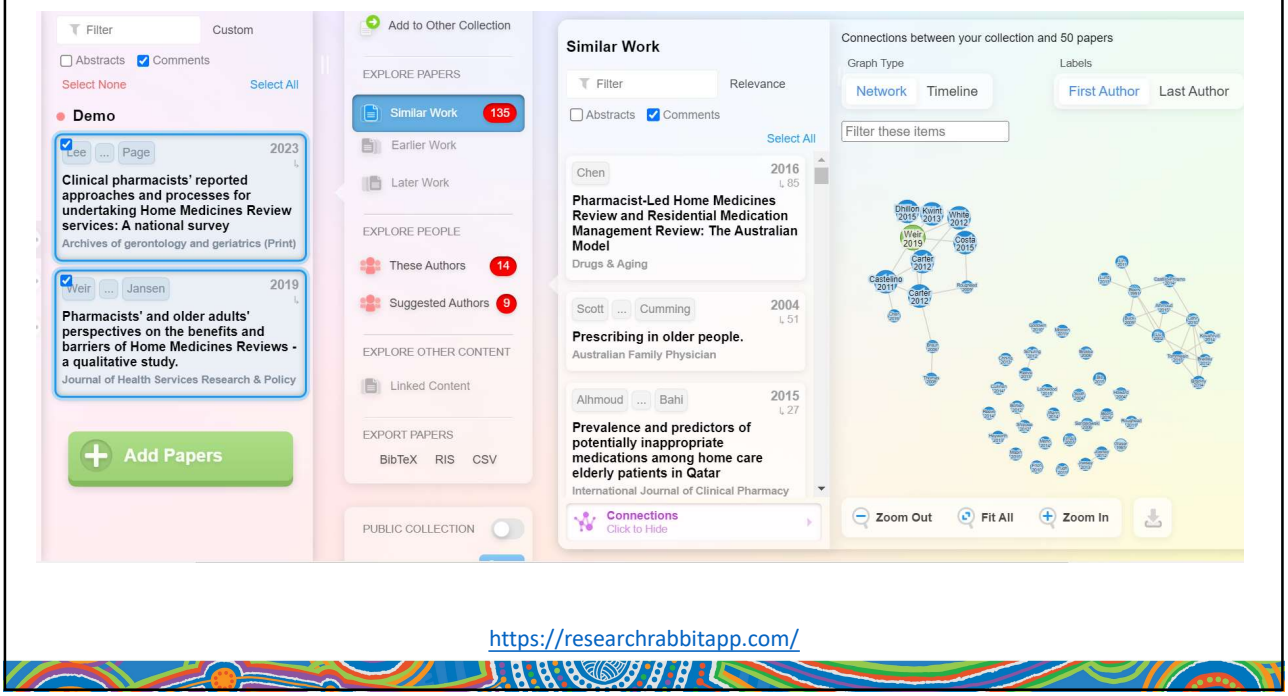

https://researchrabbitapp.com/

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Eight steps of the research lifecycle

2. Learn about the problem's context (ie literature review)

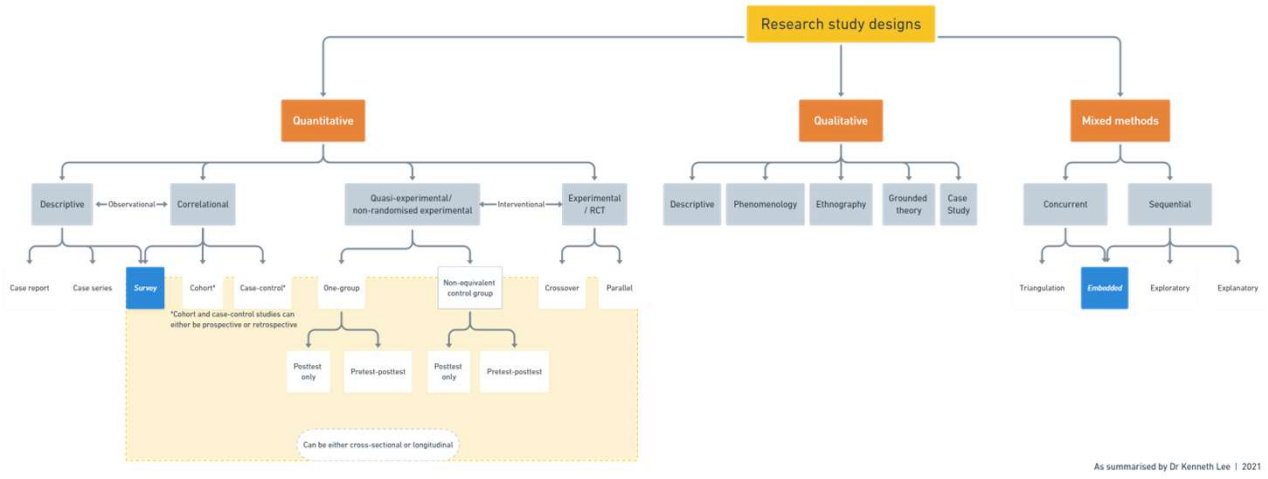
- Formally vs informally:
  - If informal: could use the same tools as per previous step (e.g. PubMed etc), but with the **main purpose** to learn about **what's been done** and where the **gaps** are.
  - If formal: consider what type of literature review you would like to do, e.g. scoping vs systematic review (see handout), and consider software (e.g. Research Screener, Covidence)
- Learning the context can help you **refine** your research question.

Eight steps of the research lifecycle

3. Design the study (ie protocol)

Key considerations

1. Define your aims & objectives
2. Select a study design* (e.g. experimental vs observational)
3. Consider who your participants are and how you will recruit
4. Consider how you will collect your data (e.g. questionnaire, interview, focus group)
5. Consider how you will analyse your data
6. Consider ethics – application vs approach



Eight steps of the research lifecycle

3. Design the study (ie protocol)

Once you've identified a suitable study design, find a relevant reporting guideline: https://www.equator-network.org/

SPIRIT

STANDARD PROTOCOL ITEMS: RECOMMENDATIONS FOR INTERVENTIONAL TRIALS

SPIRIT 2013 Checklist: Recommended items to address in a clinical trial protocol and related documents*

Section/item	Item No.	Description
Administrative information		
Title	1	Descriptive title identifying the study design, population, interventions, and, if applicable, trial acronym
Trial registration	2a	Trial identifier and registry name. If not yet registered, name of intended registry
	2b	All items from the World Health Organization Trial Registration Data Set
Protocol version	3	Date and version identifier
Funding	4	Sources and types of financial, material, and other support
Roles and responsibilities	5a	Names, affiliations, and roles of protocol contributors
	5b	Name and contact information for the trial sponsor
	5c	Role of study sponsor and funders, if any, in study design; collection, management, analysis, and interpretation of data; writing of the report; and the decision to submit the report for publication, including whether they will have ultimate authority over any of these activities
	5d	Composition, roles, and responsibilities of the coordinating centre, steering committee, endpoint adjudication committee, data management team, and other individuals or groups overseeing the trial, if applicable (see Item 21a for data monitoring committee)
Introduction		
Background and rationale	6a	Description of research question and justification for undertaking the trial, including summary of relevant studies (published and unpublished) examining benefits and harms for each intervention
	6b	Explanation for choice of comparators
Objectives	7	Specific objectives or hypotheses
Trial design	8	Description of trial design including type of trial (eg, parallel group, crossover, factorial, single group), allocation ratio, and framework (eg, superiority, equivalence, noninferiority, exploratory)
Methods: Participants, interventions, and outcomes		
Study setting	9	Description of study settings (eg, community clinic, academic hospital) and list of countries where data will be collected. Reference to where list of study sites can be obtained
Eligibility criteria	10	Inclusion and exclusion criteria for participants. If applicable, eligibility criteria for study centres and individuals who will perform the interventions (eg, surgeons, psychotherapists)
Interventions	11a	Interventions for each group with sufficient detail to allow replication, including how and when they will be administered
	11b	Criteria for discontinuing or modifying allocated interventions for a given trial participant (eg, drug dose change in response to harms, participant request, or improving/worsening disease)
	11c	Strategies to improve adherence to intervention protocols, and any procedures for monitoring adherence (eg, drug tablet return, laboratory tests)
	11d	Relevant concomitant care and interventions that are permitted or prohibited during the trial
Outcomes	12	Primary, secondary, and other outcomes, including the specific measurement variable (eg, systolic blood pressure), analysis metric (eg, change from baseline, final value, time to event), method of aggregation (eg, median, proportion), and time point for each outcome. Explanation of the clinical relevance of chosen efficacy and harm outcomes is strongly recommended
Participant timeline	13	Time schedule of enrolment, interventions (including any run-ins and washouts), assessments, and visits for participants. A schematic diagram is highly recommended (see Figure)
Sample size	14	Estimated number of participants needed to achieve study objectives and how it was determined, including clinical and statistical assumptions supporting any sample size calculations
Recruitment	15	Strategies for achieving adequate participant enrolment to reach target sample size
Methods: Assignment of interventions (for controlled trials)		
Allocation:		
Sequence generation	16a	Method of generating the allocation sequence (eg, computer-generated random numbers), and list of any factors for stratification. To reduce predictability of a random sequence, details of any planned restriction (eg, blocking) should be provided in a separate document that is unavailable to those who enrol participants or assign interventions

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Eight steps of the research lifecycle

4. Plan the project (ie project proposal)

Key considerations (in addition to the protocol)

- Project methodology: e.g. Waterfall vs Kanban vs Scrum

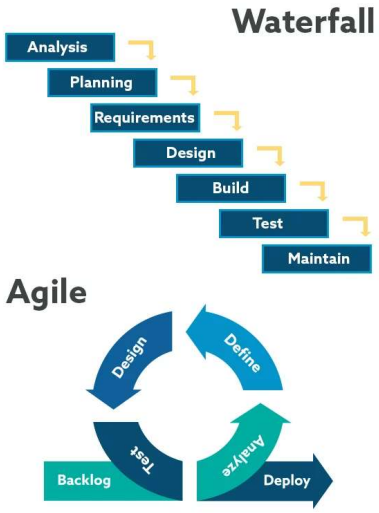

Image source: https://www.revgenpartners.com/insight-posts/when-does-waterfall-project-management-make-sense/

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Eight steps of the research lifecycle

4. Plan the project (ie project proposal)

Key considerations (in addition to the protocol)

- Personnel & responsibilities
- Project risk evaluation and mitigation strategies
- Timeline
- Budget

Eight steps of the research lifecycle

5. Execute the study & project

- Continue to monitor the study and the project progress throughout the execution. E.g. weekly meetings
  - Consider 'stand-up' meetings where each team member reports on:

    1) what they did last week,
    2) what roadblocks they encountered,
    3) what they plan to do next.

Eight steps of the research lifecycle

6. Evaluate the study & project

- Statistical analysis vs qualitative analysis (or a mix of both)?
  - Regardless of the type of evaluation, involve relevant personnel from near-conception of the study as

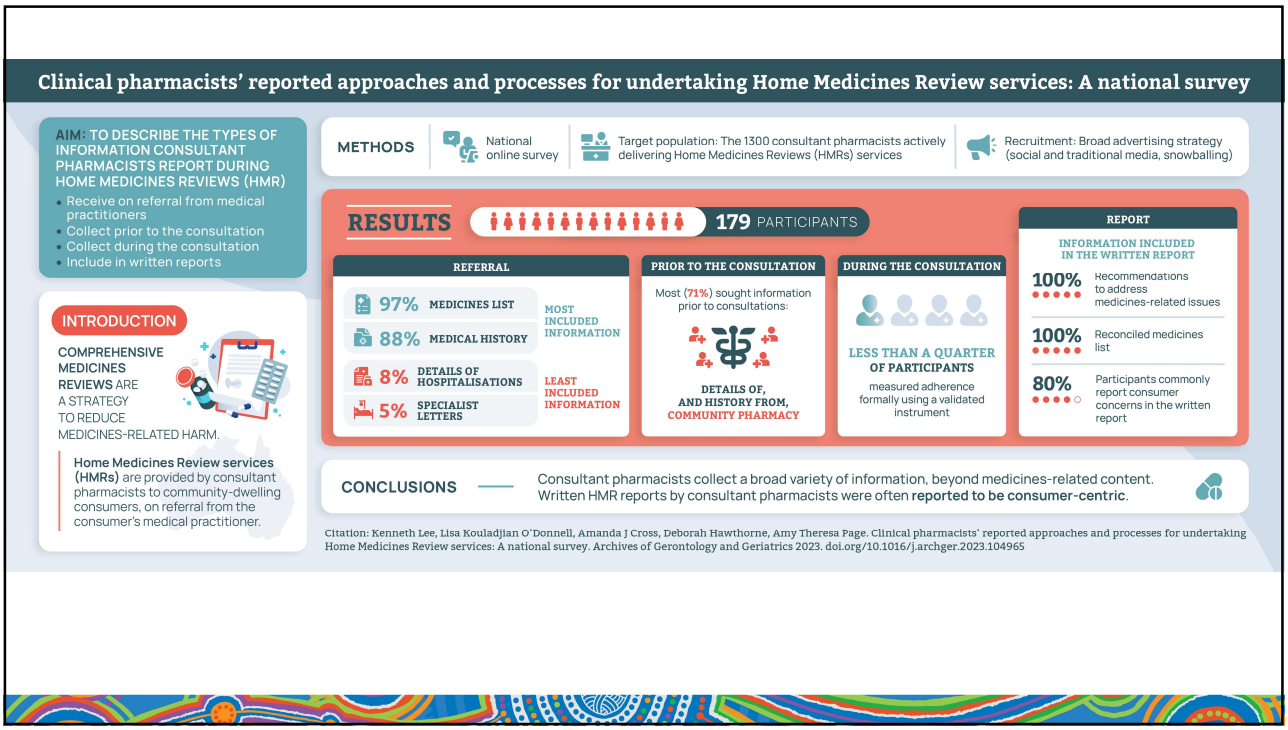
poor/inappropriate study design
+
poor/inappropriate data collect
= **<u>unreliable data analysis</u>**

- Irrespective of the study findings, was the project a success? E.g. did you complete it on time and appropriately spend resources?

Eight steps of the research lifecycle

7. Summarise your work

- Write ≥ 1 manuscript / report
- Consider a lay summary
  (depends on your intended audience)
- Consider a visual abstract



Eight steps of the research lifecycle

8. Disseminate your work

- Publish in peer review journals
  - Consider using J.A.N.E. to decide on a target journal
- Present at conferences
- Share on social media
- Contact media outlets

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Tips

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Tips

- Find a team!
  - Research librarian
  - Academic
  - Clinician
  - Biostatistician
  - Science communicator
  - Project manager
  - Research assistant
  - Communications strategist

- Ensure your research can be replicated (at least in theory), and that your analyses can be reproduced.

Coming up next

16 Feb Introductory Biostatistics
Michael Dymock, Telethon Kids Institute

8 Mar Using Social Media in Research
Dr Amy Page, UWA

Register → **researcheducationprogram.eventbrite.com.au**

We love feedback

A survey is included in the back of your handout, or complete online
https://tinyurl.com/surveyResearchFundamentals

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Research Fundamentals

RESOURCE NOTES

Table of Contents

1. Formulating a research question

Aslam S, Emmanuel P. Formulating a researchable question: A critical step for facilitating good clinical research. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3140151/

PICO: Formulate an answerable question. Cochrane Collaboration. http://ph.cochrane.org/sites/ph.cochrane.org/files/public/uploads/Unit_Five.pdf

Asking Focused Questions. Centre for Evidence-Based Medicine, University of Oxford. https://www.cebm.ox.ac.uk/resources/ebm-tools/asking-focused-questions

2. Literature review

Approaches to your Literature Review - E-Learning Research Methods BMJ https://generic.wordpress.soton.ac.uk/researchmethods/

Grant MJ, Booth A. A typology of reviews: an analysis of 14 review types and associated methodologies. Health Info Libr J. 2009;26:91-108. https://doi.org/10.1111/j.1471-1842.2009.00848.x

Accessing the PubMed database (and other health resources https://pubmed.ncbi.nlm.nih.gov/

PubMed tutorials are at: https://learn.nlm.nih.gov/documentation/training-packets/T0042010P/

Finding the Evidence. Centre for Evidence-Based Medicine, University of Oxford. https://www.cebm.ox.ac.uk/resources/ebm-tools/finding-the-evidence-tutorial

Levels of Evidence. Centre for Evidence-Based Medicine, University of Oxford https://www.cebm.ox.ac.uk/resources/levels-of-evidence/oxford-centre-for-evidence-based-medicine-levels-of-evidence-march-2009

Critical Appraisal Tools. University of South Australia. https://www.unisa.edu.au/research/Health-Research/Research/Allied-Health-Evidence/Resources/CAT/

3. Study design

Ioannidis JPA, Greenland S, Hltaky MA et al. Increasing value and reducing waste in research design, conduct, and analysis. Lancet 383: 166-75. Jan 14 http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(13)62227-8/fulltext

Aslam S, Georgiev H, Mehta K, Kumar A. Matching research design to clinical research questions. Indian J Sex Transm Dis. 2012 Jan-Jun; 33(1): 49–53. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3326852/

Checkoway H, Pearce N, Kriebel D. Selecting appropriate study designs to address specific research questions in occupational epidemiology. Occup Environ Med. 2007 September; 64(9): 633–638. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2092571/

Study designs: strengths and weaknesses. Centre for Evidence-Based Medicine, University of Oxford. https://www.cebm.ox.ac.uk/resources/ebm-tools/study-designs

Epidemiological research: the six types of study design you need to know. Student BMJ 2001;09:261-304 August ISSN 0966-6494 http://www.vhpharmsci.com/decisionmaking/Therapeutic_Decision_Making/Intermediate_files/Epidemiological%20research-studentBMJ.pdf

4. Project planning

Eston RG, Rowlands AV. Stages in the development of a research project: putting the idea together. http://bjsm.bmj.com/content/34/1/59.full

Developing a project plan: Flinders University Planning and Evaluation Wizard. http://www.flinders.edu.au/medicine/sites/pew/developing-a-project-and-evaluation-plan/planning-zone/

Eye on Tech. What is the Waterfall Model and How Does it Work? https://www.youtube.com/watch?v=bNLcRdrSQAU

Atlassian. What is Kanban? – Agile Coach (2019). https://www.youtube.com/watch?v=iVaFVa7HYj4&t=28s

Organize Agile. Scrum in under 5 minutes. https://www.youtube.com/watch?v=2Vt7Ik8Ublw

5. Writing a research protocol

Guide for writing a Research Protocol for research involving human participation. WHO. http://hub.ucsf.edu/protocol-development

Recommended Format for Writing a Research Protocol. WHO https://www.who.int/groups/research-ethics-review-committee/recommended-format-for-a-research-protocol/

Writing an Effective Research Proposal. Verheof MJ, Hilsden RJ. University of Calgary, Alberta, Canada. 2004 http://www.ais.up.ac.za/health/blocks/block2/researchproposal.pdf

6. Data management

Note: The Research Skills Seminar Series has a seminar on data management for which materials are available.

"Data Collection and Management" will be presented on **11 October, 2024 tbc**

Watch the 2023 presentation from our Past Seminars page: https://www.cahs.health.wa.gov.au/Research/For-researchers/Research-Education-Program/Seminars

WA Health Research Governance Policy and Procedures Handbook (internal CAHS) https://ww2.health.wa.gov.au/About-us/Policy-frameworks/Research/Mandatory-requirements/Research-Governance-Policy

Also see the Research Governance Service website for WA for additional information: https://rgs.health.wa.gov.au/Pages/Home.aspx

Souhami R. Governance of research that uses identifiable personal data. http://www.bmj.com/content/333/7563/315

7. Translating results into action

Note: The Research Skills Seminar Series has a seminar on knowledge translation for which materials are available. .

"Knowledge Translation" will be presented on **23 August, 2024**

Watch the 2023 presentation from our Past Seminars page: https://www.cahs.health.wa.gov.au/Research/For-researchers/Research-Education-Program/Seminars

How to put the evidence into practice: implementation and dissemination strategies NHMRC 2000 CP71 http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/cp71.pdf https://catalogue.nla.gov.au/Record/2292903

How to use the evidence: assessment and application of scientific evidence. NHMRC 2000 CP69. http://www.nhmrc.gov.au/guidelines/publications/cp69

8. Research Screener

The Department of Research at CAHS is offering a limited number of places for research staff to use Research Screener. **What is Research Screener?**

Research Screener is a web-based application that semi-automates the process of conducting literature and systematic reviews. It does this by ranking research articles based on their relevance using machine learning and natural language processing to improve the research screening process.

When undertaking literature and systematic reviews you can spend the majority of your time screening thousands of articles for relevance. On average it takes 63 weeks to publish a systematic review article and the time and productivity lost cost up to $10,000 for each paper.

From early validation of Research Screener on 9 previous systematic review studies, the algorithm/AI model was able to potentially save the researchers between 63 to 92% of the manual screening time reading irrelevant abstracts. For example, for one systematic review, the algorithm ranked all the relevant abstracts in the first 2,950 abstracts out of 23,423 (ie 13% would only need to be read by the researchers). For more information go to: www.researchscreener.com

More information and a recorded training session is available on the CAHS REP healthpoint (internal DoH users only): Additional Resources (health.wa.gov.au)

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CAHS Research Education Program

Research Skills Seminar Series

A free, open-access resource designed to upskill busy clinical staff and students and improve research quality and impact.

2024 Seminar Schedule

Interactive in pdf format
Last updated 6/2/24

#	DATE	TOPIC	PRESENTER	ENROL	WATCH
1	9 Feb	**Research Fundamentals**	Dr Kenneth Lee, UWA	REGISTER	2023
2	16 Feb	**Introductory Biostatistics**	Michael Dymock, TKI	REGISTER	2023
3	8 Mar	**Social Media in Research**	Dr Amy Page, UWA	REGISTER	2023
4	22 Mar	**Introduction to Good Clinical Practice**	Alexandra Robertson, CAHS	REGISTER	2023
5	19 Apr	**Research Governance**	Dr Natalie Giles and Tracy Chapman CAHS	REGISTER	2023
6	3 May	**Scientific Writing**	A/Prof Tony Kemp, UWA	REGISTER	2023
7	17 May	**Project Management**	Melanie Wright, SMHS	REGISTER	2023
Mon	20 May	**World Clinical Trials Day Workshop**	tbc	REGISTER	2023
8	24 May	**Getting the Most out of Research Supervision**	A/Prof Sunalene Devadason, UWA/CAHS	REGISTER	2022
9	7 Jun	**Research Impact**	Dr Tamika Heiden, Vic	REGISTER	2023
10	21 Jun	**Conducting Systematic Reviews**	Prof Sonya Girdler, Curtin Uni	REGISTER	2023
11	19 Jul	**Consumer & Community Involvement in Research**	Belinda Frank, TKI	REGISTER	2023
12	26 Jul	**Oral Presentation of Research Results**	Dr Giulia Peacock, CAHS	REGISTER	2023
13	2 Aug	**Sample Size Calculations**	Michael Dymock, TKI	REGISTER	2023
14	9 Aug	**Rapid Critical Appraisal of Scientific Literature**	Dr Natalie Strobel, ECU	REGISTER	2023
15	16 Aug	**Media and Communications in Research**	Peta O'Sullivan, CAHS	REGISTER	2023
16	23 Aug	**Knowledge Translation**	Prof Fenella Gill, Curtin/CAHS	REGISTER	2023
17	30 Aug	**REDCap for Data Capture and Management**	Dr Giulia Peacock, CAHS	REGISTER	2023
18	6 Sep	**Involving Aboriginal Communities in Research**	Cheryl Bridge, TKI and co.	REGISTER	2023
19	11 Oct	**Data Collection and Management**	Dr Giulia Peacock, CAHS	REGISTER	2023
20	18 Oct	**Grant Applications and Finding Funding**	Dr Tegan McNab, TKI	REGISTER	2023
21	25 Oct	**Statistical Tips for Interpreting Scientific Claims**	Michael Dymock, TKI	REGISTER	2023
22	1 Nov	**Survey Design & Techniques**	Dr Giulia Peacock. CAHS	REGISTER	2023
23	15 Nov	**Ethics Processes for Clinical Research in WA**	Dr Natalie Giles, CAHS	REGISTER	2023
24	22 Nov	**Qualitative Research Methods**	Dr Lorna Davin, Notre Dame	REGISTER	2023
25	29 Nov	**Innovation and Commercialisation**	Dr Helga Mikkelsen (Brandon BioCatalyst) & Ashley Schoof (TKI)	REGISTER	2022

Register via Trybooking.com

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Seminars are held from 12:30-1:30pm at Perth Children's Hospital Auditorium and are broadcast live online through Avaya and Teams.
Seminars are recorded and uploaded to our website within a week of presentation. Topics are subject to change with appropriate email notice provided.
Handouts are revised and updated regularly. Attendance certificates are available on request.

CAHS Research Education Program

Research Skills Seminar Series

A free, open-access resource designed to upskill busy clinical staff and students and improve research quality and impact.

Introductory Biostatistics

16th February 2024 12.30 -1.30pm

Understanding and reporting research results

This seminar covers fundamental statistical concepts for clinical researchers, including why we use significance testing, how to interpret confidence intervals and p-values, how sample size and variability affect results, why bias and confounding factors are important considerations in designing studies, and when to seek statistical support.

Meet the presenter

Michael Dymock
Biostatistician, Telethon Kids Institute

Michael is a biostatistician and PhD candidate based at the Telethon Kids Institute. His research interests involve the use of Bayesian methods in adaptive clinical trials, computational statistics, and novel methods for vaccine safety surveillance. He aims to bridge the gap between clinical research design and decision-making by enhancing research methodology and encouraging statistical literacy and communication.

Perth Children's Hospital Auditorium

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Accessible via pink or yellow lifts
or
Access online via Teams or Avaya or
Watch from a hosted video-conferencing site

- Fiona Stanley Hospital
- Lions Eye Institute
- Pathways in Shenton Park
- Royal Perth Hospital

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Using Social Media in Research

8th March 2024 12.30 -1.30pm

Building and maintaining your 'brand'

As a researcher, it is difficult to reach the public and broadcast your work.
Building and maintaining your "brand" will help set you apart.
This seminar provides the tools to connect with other researchers, build your network, and in the long run, effectively translate your research to a wider audience.

Meet the presenter

Dr Amy Page
Senior Lecturer – School of Allied Health, UWA

THE UNIVERSITY OF WESTERN AUSTRALIA

Dr Amy Page is a registered consultant pharmacist and qualified biostatistician. Her vision is to reduce medicines-related harm while balancing symptom control to align with individualised treatment goals for older people to improve well-being. She undertakes knowledge creation and translation through implementation, practitioner development, communication and media, engagement with professional bodies and policy for sustained impact on pharmacy practice.

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Research Fundamentals

Thank you for your interest in this seminar

Please complete this 1-minute evaluation.
Your feedback will help guide future presentations and educational activities.

How did you attend the seminar?

- ○ Live seminar at Perth Children's Hospital
- ○ Hosted video-conference on-site (e.g. FSH, Lions Eye, RPH etc.)
- ○ Online via Avaya or Teams
- ○ Viewed online recording

Please rate your agreement with the following statements:

	N/A	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
The aims and objectives were clear	○	○	○	○	○	○
The session was well structured	○	○	○	○	○	○
Presentation style retained my interest	○	○	○	○	○	○
The speaker communicated clearly	○	○	○	○	○	○
The material extended my knowledge	○	○	○	○	○	○
The additional resources were helpful	○	○	○	○	○	○

What were the best aspects of the seminar?

What changes or improvements would you suggest?

How did you hear about the seminar?
(you can select multiple answer)

- ☐ Email invitation from Research Education Program
- ☐ CAHS Newsletters e.g. The Headlines, The View, CAHS Research Newsletter
- ☐ "Health Happenings" E-News
- ☐ Healthpoint Intranet Upcoming Events
- ☐ Collegiate lounge screen or other posted promotional material
- ☐ Telethon Kids Institute screen or other posted promotional material
- ☐ Telethon Kids Institute Newsletter
- ☐ Other

Thank you!

cahs.health.wa.gov.au/ResearchEducationProgram