



Government of Western Australia  
Child and Adolescent Health Service



# CAHS Research Education Program Research Skills Seminar

## Using Social Media in Research

8<sup>th</sup> March 2024



Presented by

**Dr Amy Page**

Senior Lecturer, School of Allied Health, UWA



THE UNIVERSITY OF  
**WESTERN  
AUSTRALIA**

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





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Child and Adolescent Health Service, Department of Research

Department of Health, Government of Western Australia

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**CAHS Research Education Program Research Skills Seminar Series**

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# Using Social Media in Research



## PRESENTATION SLIDES

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Government of Western Australia  
Child and Adolescent Health Service

# Using Social Media in Research



**Dr Amy Page**

Senior Lecturer, School of Allied Health, UWA

8 March 2024

Compassion

Excellence

Collaboration

Accountability

Equity

Respect



1

## 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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Government of Western Australia  
Child and Adolescent Health Service

# Using Social Media in Research



**Dr Amy Page**  
Senior Lecturer, School of Allied Health, UWA  
8 March 2024

Compassion
Excellence
Collaboration
Accountability
Equity
Respect




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## Overview

1. What is social media?
2. How do we disseminate research?
3. Social media and research?
4. Platforms
5. Some examples
6. How do I get started?
7. Analytics and Altmetrics
8. Caveats/Challenges

5

## 1. What is social media?

6

# What is social media?

Definition of social media in English:

## social media



### NOUN

*[treated as singular or plural]*

Websites and applications that enable users to create and share content or to participate in social networking.

Source: [https://www.lexico.com/en/definition/social\\_media](https://www.lexico.com/en/definition/social_media)

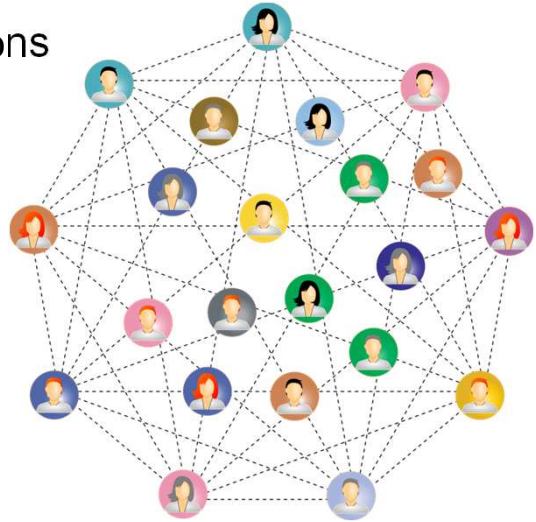
7

## 2. How do we disseminate research?

8

## How do we disseminate research?

- Peer-reviewed scientific publications
- Conference presentations
- Interpersonal communication
- Email
- Mass media?

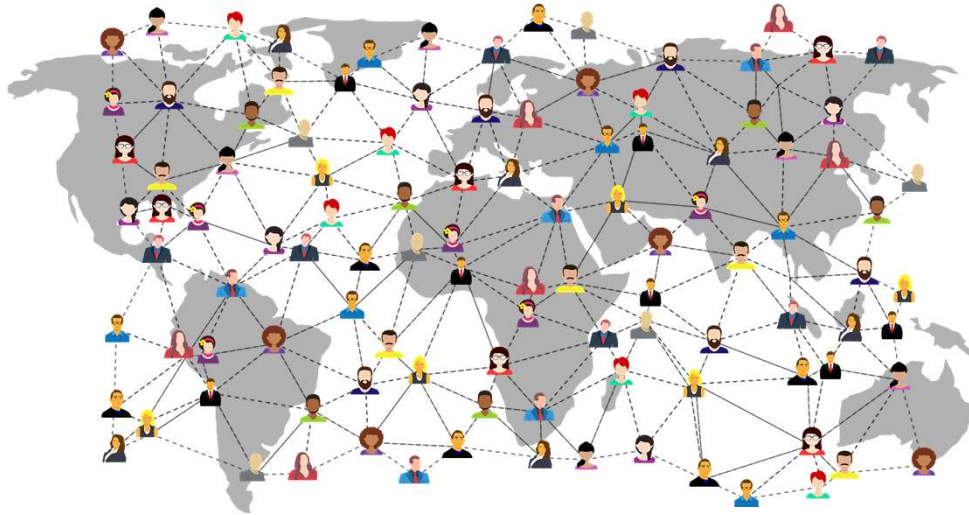


9

## 3. Social media and research

10

## Social media and research?



11

## Social media and research?

Buckarma EH, Thiels CA, Gas BL, et al. "Influence of social media on the dissemination of a traditional surgical research article." *J Surg Educ.* 2017;74(1):79-83.

- **Methods**

- Akin to a non-randomised pre-post intervention study: "page views of an article that was published online in *Surgery* in May 2015 ..."
- The authors subsequently released a blog post in October 2015 to promote the research.
- The number of article page views from the journal's website was obtained before and after the blog post, along with the page views from the blog post itself."

- **Results**

- "The article's online activity peaked in the first month after online publication (475 page views).
- Online activity plateaued by 4 months after publication, with 118 monthly page views, and a blog post was subsequently published.
- The blog post was viewed by 1566 readers, and readers spent a mean of 2.5 minutes on the page.
- When compared to the projected trend, the **page views increased by 33% in the month after the blog post.**
- **The blog post resulted in a 9% increase in the social media influence score and a 5% absolute increase in total article page views."**

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## Social media and research?

Maggio LA, Leroux TC, Meyer HS, et al. “#MedEd: exploring the relationship between altmetrics and traditional measures of dissemination in health professions education.” *Perspect Med Educ.* 2018; 7:239–247.

- **Methods**

- “The researchers queried Web of Science and Altmetric Explorer for articles published in HPE journals between 2013–2015.
- They identified 2,486 articles with altmetrics.”

- **Results**

- “Blogging was associated with the greatest increase in citations (13% increase), whereas Tweets (1.2%) and Mendeley (1%) were associated with smaller increases.
- Journal impact factor (JIF) was associated with a 21% increase in citations.”

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## 4. Platforms

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## Platforms



**LinkedIn:** For professional networking and career development



**Twitter:** A micro-blogging platform (to share opinions, facts, links, and images)



**Facebook:** A social networking site



**YouTube:** A video sharing service



**ResearchGate:** A social networking site for researchers



**Mendeley:** A reference manager and academic social networking platform

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## 5. Some examples

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## Any Tweet?

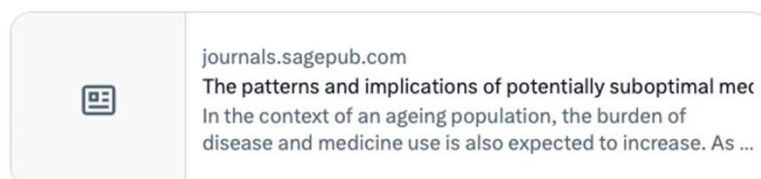


**Therapeutic Advances in Drug Safety**  
@TADrugSafety

New [#TADrugSafety](#) article alert 📖: The patterns and implications of potentially suboptimal medicine regimens among older adults: a narrative review

Read the full article here: [zpr.io/YiyuCQYxxTJC](https://zpr.io/YiyuCQYxxTJC) 🔒

[#drugsafety](#) [#pharmacovigilance](#) [#OA](#)



3:44 PM · Jul 5, 2022



17

## Any Tweet?



**Amy Page**  
@AmyTPage

What are the risk factors for older adults using [#polypharmacy](#)?

[doi.org/10.1177/204209...](https://doi.org/10.1177/204209...)

[@smhoski](#) [@IMPACTDeakin](#) [@georgieblee](#) [@UWAresearch](#) [@uwanews](#)  
[@SAGEJournals](#) [@TADrugSafety](#)



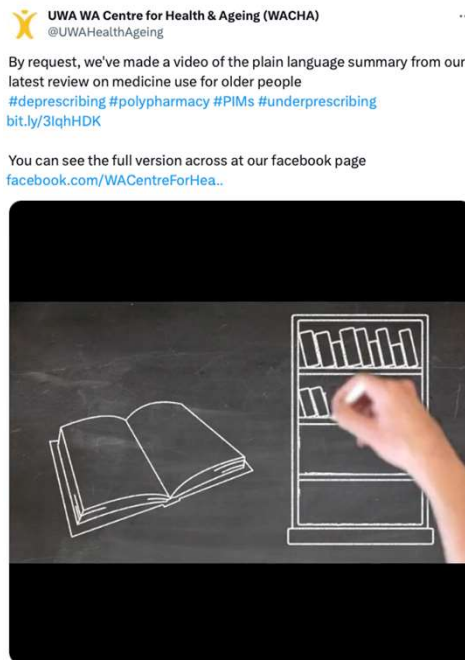
9:24 AM · Jul 10, 2022

View post engagements



18

## Any Tweet?



19

## Any Tweet?



20

## Any Tweet?



21

## Any Tweet?



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## 6. How do I get started?

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How do I get started?

- 1 Create a brand for yourself
- 2 Make initial connections
- 3 Grow your connections

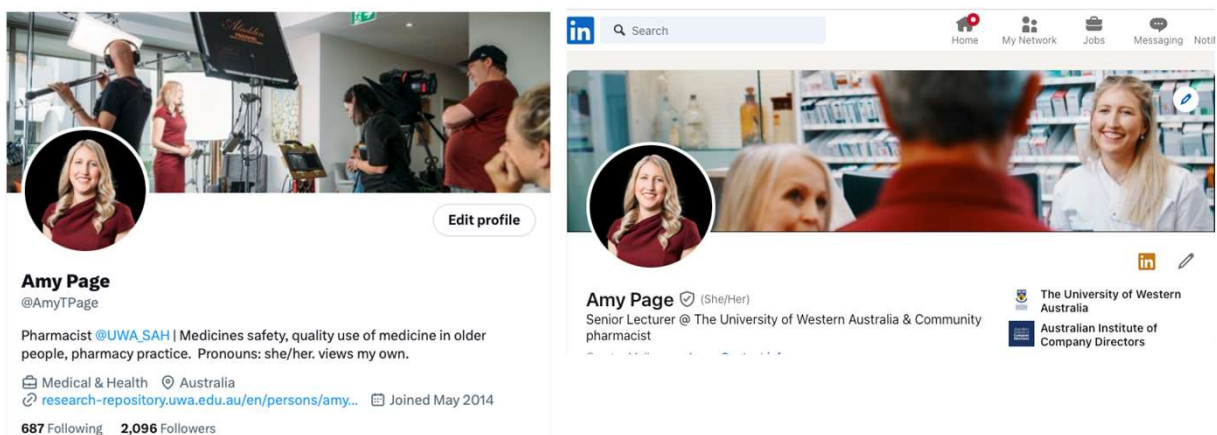
24

## “How do I get started?": Creating a brand

- Use a **consistent** profile photo across platforms to help people recognise you
- Choose a photo that reflects who you are as a researcher
- Take time to create effective profiles
  - Be concise, be original, and be yourself
- Consider your audience
  - Make sure that **keywords and descriptions** of your interests are **consistent** and relevant to your audience

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## “How do I get started?": Creating a brand



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## “How do I get started?": Making connections

- Familiarise yourself with the community that you are trying to connect with and how they communicate on the platform you have chosen.
- Start with people you know
  - Colleagues
  - Known researchers in a field
  - Or organisations working in a field for example

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## “How do I get started?": Growing your connections

- Post regularly and with variety
- Link your research to current events
- Keep your profiles up to date
- Use language and tone appropriate to your audience
- Include engaging and relatable headlines, photos, videos, and quotes
- Promote your social media accounts by including them in your email signature, business cards, and presentation slides

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## A structured strategy?

Dyson MP, Newton AS, Shave K, et al. "Social Media for the Dissemination of Cochrane Child Health Evidence: Evaluation Study." *J Med Internet Res*. 2017;19(9):e308.

- **Methods**

- Strategy: "daily 'tweets' using the Cochrane Child Health Twitter account, weekly WordPress blog posts, and a monthly journal club on Twitter ('tweet chat')."
- Each tweet, blog, and journal club shared Cochrane evidence on a child health topic."

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## A structured strategy?

Dissemination strategy for Let's talk virtual! Online focus group facilitation for the modern researcher (strategy actioned from 31/03/2021)

We must include the DOI and/or the URL so that engagement can be tracked by Altmetrics (this is essential)

<https://www.sciencedirect.com/science/article/pii/S1551741121000632>

DOI: <https://doi.org/10.1016/j.sapharm.2021.02.003>

- Update it on university profile (Kenny, Deanna, Jacinta)
- Is there a way we can get it shared or mentioned in GRIT? (Jacinta) - Matt to do a drug scan?
- We can share on SHPA specialty practice forums (Deanna)
  - Will do the research, Leadership and Management, Education and Educational Visiting streams - DONE
- We can share with SA Pharmacy (Jacinta) - DONE
- Social media (maybe pre-plan posts) - Twitter, Facebook, LinkedIn, - does anyone have reddit? (All)
  - Relevant tags and hashtags: @RSAPJournal #qualitative #focusgroup #virtual
  - We must tag each other! @Zoom @deanna\_mill @MattHalliday11 @JacintaAdelaide @KennyPharmPhD
  - Share the GIF
  - Add in comments when each tagline is used, with the time and timezone (just to see what times of the day yield more retweets etc)
  - Share it weekly with one of our highlights as the tagline see below (make sure there is the link to the study and/or the gif):
    - We were able to adapt focus group methodology to be entirely online. How? See our new paper <https://doi.org/10.1016/j.sapharm.2021.02.003> @Zoom @RSAPJournal #qualitative #focusgroup
    - We found that #virtual focus groups demonstrate comparable dropout rates for pharmacy participants. Want to know more? See our new paper <https://doi.org/10.1016/j.sapharm.2021.02.003> @Zoom @RSAPJournal #qualitative #focusgroup
    - #Virtual focus groups allow simultaneous participation of geographically-diverse participants. Read how we did it here <https://doi.org/10.1016/j.sapharm.2021.02.003> @Zoom @RSAPJournal #qualitative #focusgroup
    - #Virtual techniques allow for rapid recruitment and reimbursement of participants. Read how we did it here <https://doi.org/10.1016/j.sapharm.2021.02.003> @Zoom @RSAPJournal #qualitative #focusgroup

Deanna Mill  
12:08 PM Apr 13  
I have schedule 4 twitter posts for April 13th, 16th, 19th, 27th

Deanna Mill  
12:15 PM Apr 13  
Also posted on FIP research interest group FB page

Kenneth Lee  
5:32 PM Mar 31  
Tweeted and posted on LinkedIn about this on 31/03/2021, 5:30pm AWST

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## A structured strategy?

- ❑ We found that #virtual focus groups potentially contribute to direct cost savings for focus group studies. How? Read here <https://doi.org/10.1016/j.sapharm.2021.02.003> @Zoom @RSAPjournal #qualitative #focusgroup
  - ❑ In light of #COVID19, we had to get creative with facilitating #focusgroups. Here's our take on how to facilitate #virtual focus groups: <https://www.sciencedirect.com/science/article/pii/S1551741121000632> #qualitative research @RSAPjournal
  - ❑ Yay! Our work on how to facilitate #virtual #focusgroups has been published in @RSAPjournal: <https://www.sciencedirect.com/science/article/pii/S1551741121000632> #qualitative research
  - ❑ Ensure we have linked our Orcid IDs, ensure ResearchGate is up to date (All)
  - ❑ We can include a link in our email signatures (All for a month)
- E.g. Read my latest paper on facilitation of online focus groups  
<https://www.sciencedirect.com/science/article/pii/S1551741121000632>
- ❑ Let's send it to everyone in UWA pharmacy department that was involved or uses qual methods (Kenny)
  - ❑ Send to the MPharms that are in the acknowledgements so that they know we have published it (Matt)
  - ❑ KUDOS (we will work on as a group after the book chapter is done)



Research in Social and Administrative Pharmacy  
Available online 6 February 2021  
In Press, Corrected Proof



### Let's talk virtual! Online focus group facilitation for the modern researcher

Matthew Halliday<sup>a</sup>, Deanna Mill<sup>a</sup>, Jacinta Johnson<sup>b, \*</sup>, Kenneth Lee<sup>a, B</sup>

Show more

+ Add to Mendeley + Share 99 Cite

31

## 7. Analytics and Altmetrics

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## Analytics and Altmetrics - LinkedIn



Your post posted on March 30, 2021

7 reactions

415 views

2 reshares



8 people from Curtin University viewed your post

University of Tasmania 7

The University of Western5 Australia

Sir Charles Gairdner Hospital 4

Pharmaceutical Society of Australia 4



58 people who have the title Pharmacist viewed your post

University Professor 28

Medical Assistant 9

Salesperson 8

Business Strategist 7



91 people viewed your post from Perth, Australia

Sydney, Australia 25

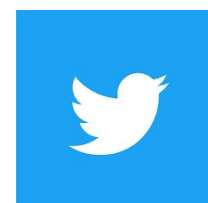
Melbourne, Australia 18

Tasmania, Australia 9

Brisbane, Australia 8

33

## Analytics and Altmetrics - Twitter



Impressions

720

Media views

112

Total engagements

18

Likes

7

Profile clicks

4

Link clicks

3

Retweets

2

Media engagements

2

Number of times that a given Tweet has been viewed on the Twitter platform excluding Promoted or Paid Tweets.

All views (autoplay and click) of your media.

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## Analytics and Altmetrics

### What are altmetrics?

- “Altmetrics are metrics and qualitative data that are **complementary** to traditional, citation-based metrics.
- They can include (but are not limited to) peer reviews on Faculty of 1000, citations on Wikipedia and in public policy documents, discussions on research blogs, mainstream media coverage, bookmarks on reference managers like Mendeley, and mentions on social networks such as Twitter.”

Source: <https://www.altmetric.com/about-altmetrics/what-are-altmetrics/> (archived)

35

## Analytics and Altmetrics

Eysenbach G. “Can Tweets Predict Citations? Metrics of Social Impact Based on Twitter and Correlation with Traditional Metrics of Scientific Impact.” *J Med Internet Res* 2011;13(4):e123.

### • Methods

- “Between July 2008 and November 2011, all tweets containing links to articles in the Journal of Medical Internet Research (JMIR) were mined.
- For a subset of 1573 tweets about 55 articles published between issues 3/2009 and 2/2010, different metrics of social media impact were calculated and compared against subsequent citation data from Scopus and Google Scholar 17 to 29 months later.”

### • Results

- “The Pearson correlations between tweetations and citations were moderate and statistically significant, with correlation coefficients ranging from .42 to .72 for the log-transformed Google Scholar citations, but were less clear for Scopus citations and rank correlations ...
- Top-cited articles can be predicted from top-tweeted articles with **93% specificity and 75% sensitivity.**”

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## Analytics and Altmetrics

Erdt M, Nagarajan A, Sin SJ, et al. "Altmetrics: an analysis of the state-of-the-art in measuring research impact on social media." *Scientometrics*. 2016;109:1117–1166.

- **Methods**

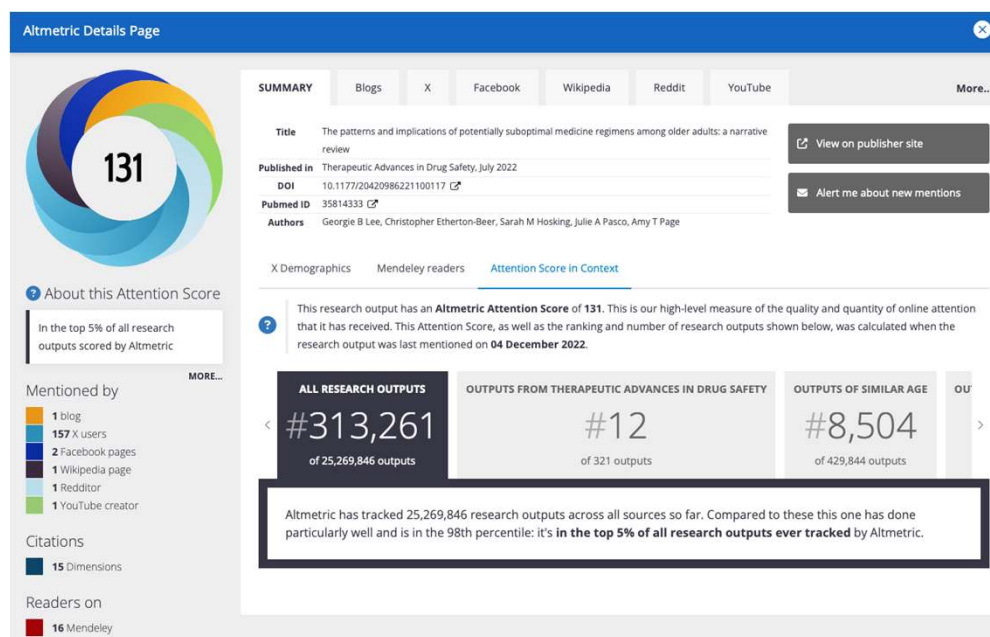
- Systematic review of altmetric literature with a meta-analysis of cross-metric validation.

- **Results**

- "A meta-analysis across more than 40 cross-metric validation studies shows **overall a weak correlation** (ranging from 0.08 to 0.5) **between altmetrics and citation counts**, confirming that altmetrics do indeed measure a different kind of research impact, thus acting as a **complement rather than a substitute to traditional metrics.**"

37

## Analytics and Altmetrics



38



## Analytics and **Altmetrics**

99. Justad H, Askfors Y, Shemeikka T, Andersson M, Hammar T. Patients' Use and Perceptions of a Drug-Drug Interaction Database: A Survey of Janusmed Interactions. *Pharmacy* 2021;9(1):23 [View](#)
100. Scholz M, Haase R, Schriefer D, Voigt I, Ziemssen T. Electronic Health Interventions in the Case of Multiple Sclerosis: From Theory to Practice. *Brain Sciences* 2021;11(2):180 [View](#)
101. Wongtaweepkij K, Corlett S, Krska J, Pongwecharak J, Jarernsiripornkul N. Patients' Experiences and Perspectives of Receiving Written Medicine Information About Medicines: A Qualitative Study. *Patient Preference and Adherence* 2021;Volume 15:569 [View](#)
102. Wang J, Hou Z, Wu S, Tao S, de Kok I, Fu H, Zou R. Culture and perceptions on cancer risk and prevention, information access, and source credibility: a qualitative interview study in Chinese adults. *Health, Risk & Society* 2021:1 [View](#)
103. Breil B, Dederichs M, Kremer L, Richter D, Angerer P, Apolinário-Hagen J. Bekanntheit und Nutzung von digitalen Gesundheitsangeboten in Deutschland: eine bevölkerungsrepräsentative Querschnittsuntersuchung. *Das Gesundheitswesen* 2021 [View](#)

### **Books/Policy Documents**

1. Yao X, Wang X, Gu J, Zhao Y. Human Aspects of IT for the Aged Population. *Social Media, Games and Assistive Environments*. [View](#)
2. Boontarig W, Papasratorn B, Chutimaskul W. Technology Adoption and Social Issues. [View](#)

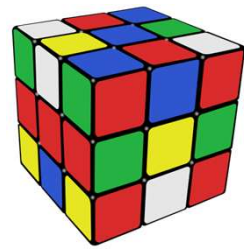
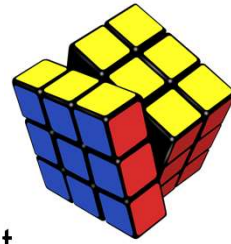
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## 8. Caveats / Challenges

40

## Caveats / Challenges

- Which platform do I pick?
- What if I post something I wasn't meant to?
- How do I fit social media into my daily schedule?



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Questions?  
Comments?



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# Coming up next

**22 Mar** Introduction to Good Clinical Practice  
Alexandra Robertson, CAHS

**19 Apr** Research Governance  
Tracy Chapman, CAHS

Register → [trybooking.com/eventlist/researcheducationprogram](https://trybooking.com/eventlist/researcheducationprogram)

## We love feedback

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

✉ [ResearchEducationProgram@health.wa.gov.au](mailto:ResearchEducationProgram@health.wa.gov.au) 🌐 [cahs.health.wa.gov.au/ResearchEducationProgram](https://cahs.health.wa.gov.au/ResearchEducationProgram)

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# Using Social Media in Research



## RESOURCE NOTES

**CAHS Research Education Program Research Skills Seminar Series**

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🌐 [cahs.health.wa.gov.au/ResearchEducationProgram](https://cahs.health.wa.gov.au/ResearchEducationProgram)



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8.	Other	34

## 1. Presentation Sources

- Social Media Definition: [https://www.lexico.com/en/definition/social\\_media](https://www.lexico.com/en/definition/social_media)
- Buckarma EH, Thiels CA, Gas BL, *et al.* "Influence of social media on the dissemination of a traditional surgical research article." *J Surg Educ.* 2017;74(1):79-83. Available from: <https://www.sciencedirect.com/science/article/pii/S1931720416300952>
- Allen HG, Stanton TR, Di Pietro F, Moseley GL. "Social media release increases dissemination of original articles in the clinical pain sciences." *PLoS One.* 2013 Jul 17;8(7):e68914. doi: 10.1371/journal.pone.0068914. Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3714259/>
- Maggio LA, Leroux TC, Meyer HS, *et al.* "#MedEd: exploring the relationship between altmetrics and traditional measures of dissemination in health professions education." *Perspect Med Educ.* 2018;7:239–247. Available from: <https://link.springer.com/article/10.1007/s40037-018-0438-5>
- Dyson MP, Newton AS, Shave K, *et al.* "Social Media for the Dissemination of Cochrane Child Health Evidence: Evaluation Study." *J Med Internet Res.* 2017;19(9):e308. Available from: <https://www.jmir.org/2017/9/e308>
- What are altmetrics?: <https://www.altmetric.com/about-altmetrics/what-are-altmetrics/>
- Eysenbach G. "Can Tweets Predict Citations? Metrics of Social Impact Based on Twitter and Correlation with Traditional Metrics of Scientific Impact." *J Med Internet Res* 2011;13(4):e123. Available from: <https://www.jmir.org/2011/4/e123>
- Shrivastava R, Mahajan P. "Relationship between citation counts and Mendeley readership metrics: A case of top 100 cited papers in Physics." *New Library World.* 2016;117(3/4):229–238. Available from: <https://www.emerald.com/insight/content/doi/10.1108/NLW-09-2015-0064/full/html>
- Erdt M, Nagarajan A, Sin SJ, *et al.* "Altmetrics: an analysis of the state-of-the-art in measuring research impact on social media." *Scientometrics.* 2016;109:1117–1166. Available from: <https://doi.org/10.1007/s11192-016-2077-0>

## 2. Useful Resources

- Research article promotion guide: <https://authorservices.wiley.com/author-resources/Journal-Authors/Promotion/promotional-toolkit.html>



### 3. Platforms

- **LinkedIn** – For professional networking and career development
- **Twitter** – A micro-blogging platform (to share opinions, facts, links, and images)
- **Facebook** – A social networking site
- **YouTube** – A video sharing service
- **ResearchGate** – A social networking site for researchers
- **Mendeley** – A reference manager and academic social networking platform
- **Academia.edu** – A social networking site to share research papers
- **ORCID** – A researcher profile hub
- **Innovation Catalyst Global (Australia), Expert Connect**  
Australian-based networking platform to boost industry-researcher collaboration. Automatically collates data from IP Australia, ARC, NHMRC, ORCID and journal articles online.

### 4. Content

<https://meetedgar.com/blog/social-media-scheduling-tips/>

#### The 5-3-1 Ratio

- Five curated content posts
- Three educational/informative content from your company
- Two personal or just for fun messages

#### The 80/20 Ratio

- 80% of your content is educational/informative content, including both curated and your content
- 20% of your content is promotional content

#### The 30/60/10 Ratio

- 30% of your content is owned content including blog posts, videos and images
- 60% of your content is curated content
- 10% of your content is promotional content

#### Social media scheduling

- TweetDeck <https://tweetdeck.twitter.com/>
- Feedly <https://feedly.com/> RSS feed reader
- IFTTT (If This, Then That) <https://ifttt.com/>

## 5. Promoting an individual article

There are so many papers published each year that it is unlikely a paper will have an impact unless you share it and promote it.

The bare minimum is to share the title and a link to the paper on the social media platform of your choice. However, a single post is unlikely to capture a lot of attention, particularly without any visuals to capture attention. The publisher [SpringerNature](#) have a good online guide to creating a plan for detailed social media posts to promote your article. Article downloads increase by 20 fold with targeted social media promotion.(1)

Graphical abstracts and video abstracts as well as GIFs and infographics are good ways to be able to capture attention on social media and share your work. Some journals let you publish a graphical abstract (also called a visual abstract) along with your paper, and others also allow a video abstract. While some publishers offer this as a paid service, it is also easy to do it yourself.

- **Graphical abstracts**

The publishers [Elsevier](#) and [SpringerNature](#) both have guides to how to create a graphical abstract. Graphical abstracts drive an increase in people reading the papers.(2)

- **Video abstracts**

A one minute video abstract is useful to promote your article on social media too. Key tips are to use a whiteboard animation software like Doodly and to prepare a script.

- **GIFs or infographics for sharing on social media**

Infographics can be created for you by graphic designers or using tools such as Microsoft Powerpoint or Canvas.

GIFs are easy to prepare for social media using a tool like Microsoft Powerpoint. Each powerpoint slide becomes the next transition on the GIF. When you save your powerpoint, you can choose to export it to a GIF. You can choose the transition time between each slide to allow time to read the information.

## Measuring online attention of an individual article: Altmetrics

Altmetrics seems to be an early barometer to predict papers the number of citations that a paper will end up with. For other people, Altmetrics is a tool that measures the online attention that your paper receives. The second main tool that captures online attention is PlumX.

- Altmetrics Tips and tricks to promoting your research in an online context:

<https://www.altmetric.com/about-altmetrics/tips-tricks/>

Altmetric scores are contextualised by the platform for its comparative metric in online attention for all articles published and for that journal, and will often provide context for the paper's age or for all time. Altmetric scores and their corresponding context can be conceptualised as approximately equivalent to:

- Top 1% of online attention for all articles ever published: Altmetric score of 144
- Top 10% of online attention for all articles ever published: Altmetric score of 12
- Top 25% of online attention for all articles ever published: Altmetric score of 6

So how do you get an Altmetric score? It captures traditional media, policy documents, Wikipedia and social media. You can influence the attention that your paper gets by following through with promoting it in the mainstream and social media. The following give you some ideas.

- **Mainstream media stories**

Altmetric score contribution: A rough rule of thumb is that one media story is worth 6 points although different media outlets are weighted differently.

- **University press releases**

If your university does a press release for your paper, this will often be published on their website and captured as news, even if it doesn't get picked up as by the media.

The catch with doing a public press release is that it may mean that your story is no longer "new" and therefore holds less value with the media. It may be an option to do targeted media stories.

- **Pitching stories to journalists**

If you have a relationship with particular journalists, you can pitch the story directly to them. This may be of value to have a trusted outlet. The Conversation is a good site to pitch stories too about research. As it is syndicated, it is often picked up by multiple other media outlets too.

- **Wikipedia**

Altmetric score contribution: A Wikipedia citation is worth 3 points on Wikipedia. You do not get additional points for two or more mentions.

Anyone can edit Wikipedia. The caveat is that Wikipedia tends to shy away from academic articles as links, and can block IP addresses if it identifies that you are repeatedly only editing it for the sole purpose of adding in links rather than value adding.

## Q&A (Stack Overflow)

This one is worth doing if you're a regular contributor anyway. If you only post to share your research, you'll be marked as creating spam very quickly.

- **Social media and Altmetrics**

Social media is easier to have direct influence over.

- **Reddit**

There are some Reddit boards dedicated to sharing links to new research. Create a post on these boards the link and the title of your paper to Reddit.

- **X (Twitter)**

An original tweet is valued more highly than a retweet, but both add to your overall score. Tweets from accounts with higher number of followers are also weighted more highly. Similarly, accounts that tend to tweet a range of material rather than just a single source as these are seen to be less valuable as they are more self promotional.

Getting your tweet seen originally helps with getting people to retweet your posts. Remember to use hashtags. Using images such as graphical abstracts, GIFs and infographics also helps to capture people's attention. Tweets with more likes get seen more, but likes do not contribute to your Altmetrics score.

Remember to tag all of your coauthors and any organisations they're affiliated with. They're much more likely to retweet a tweet that you've done than write their own tweet. It's an easy way to get mentions.

- **Facebook**

You'll have to make sure that the Facebook page is public and it is indexed by Altmetrics. Groups, personal profiles and private pages are never indexed. Original posts and shares by curated Facebook pages are captured. Facebook doesn't support GIFs, so make sure you have a still image (graphical abstract or infographic) or a video abstract ready to go.

- **YouTube**

You'll have to create that video abstract first. YouTube only captures curated accounts, so be sure to tell Altmetrics that your account is a source first. The mention is identified only through the written text – the hyperlink – appearing in the video description.

Table 2: Social media accounts and Altmetrics

	Reddit	X (twitter)	Facebook	Youtube
Which accounts?	All Redditor accounts are captured	All twitter accounts are captured	A curated list of public pages Submit your public page (not a group or personal profile) to Altmetrics for indexing	A curated list of public accounts Submit your public page (not a group or personal profile) to Altmetrics for indexing
How many points per mention on average?	0.25 per account Score is rounded up to the nearest whole number	0.25 per account Score is rounded up to the nearest whole number	0.25 per account Score is rounded up to the nearest whole number	0.25 per account Score is rounded up to the nearest whole number
Getting attention	Post link and title.	Graphical abstracts and GIFs do well.	Graphical abstracts and video abstracts do well.  Cannot post GIFS	Video abstracts are needed.

## 6. Online researcher profiles and identification

It's also important to make sure that your work can be linked back to you. The unique identifiers and the researcher web presence are for collating and connecting your overall researcher output.

### UNIQUE IDENTIFIERS

**Unique identifiers** allow researchers to manage your publication lists and to track your citations. They distinguish you from other researchers with the same (or very similar) name to facilitate author identification (and avoid misidentification). These identifiers, and the relationships among them, can be linked to the researcher's output to enhance the scientific discovery process and to improve the efficiency of research funding and collaboration within the research community (Table 1).

### ORCID ID

ORCID aims to solve the name ambiguity problem in research and scholarly communication by creating a central registry of unique identifiers for individual researchers and an open and transparent linking mechanism between ORCID and other current researcher ID schemes. An ORCID identifier is a persistent, unique, numeric identifier for individual researchers and creators.

### Scopus Author ID

Any journals that are indexed by Scopus will appear in the Scopus database and be linked to individual authors. Scopus Author IDs are only created when an initial publication is identified in the scopus database. All your Scopus-indexed publications will automatically be assigned to your Scopus Author ID. Occasionally, Scopus creates duplicate Author IDs so you may end up with two or more profiles. You can manually request Scopus to merge any duplicates.

### ResearcherID

Any papers published in a journal indexed by Web of Science will be indexed in the database and linked to your ResearchID. It will automatically be created when an initial publication is identified for a new author. If you have more than one ResearcherID, you can manually request Web of Science to merge duplicate IDs.

Your ResearcherID is useful when you start undertaking peer reviews for academic journals or become a journal editor. It can be used to track any peer reviews you do for journals. Similarly, it can track papers you handle as a journal editor. You will want these data later when you're going for fellowships and grants.

Table 1: Unique Author Identifiers

	<b>ORCID ID</b>	<b>Scopus Author ID</b>	<b>ResearcherID</b>
<b>Platform</b>	Platform-agnostic ORCID is a non-profit organization funded by institutional memberships, grant-making organizations, and a wide variety of research organizations and publishers.	Scopus proprietary system	Web of Science proprietary system
<b>How does it work</b>	It supports automated linkages between you and your research activities across platforms.	Papers published in journals indexed by Scopus will appear in the Scopus database. These papers will be matched to and associated with unique Scopus Author IDs.	Papers published in journals indexed by Web of Science will appear in the Web of Science database. These papers will be matched to and associated with unique ResearcherIDs.
<b>Data included</b>	name organization research activities education history (optional) employment history (optional) email address (optional)	name organization publications ORCID ID	name organization publications ORCID ID email address (optional)
<b>How to create it</b>	Anyone can create a free ORCID ID.	Scopus Author IDs are created when a new author is detected by the Scopus platform. You cannot request a Scopus Author ID.	ResearcherIDs are created when a new author is detected by the Web of Science platform. You cannot request a ResearcherID.
<b>Linked platforms</b>	University academic profiles Scopus Web of Science	University academic profiles ORCID	University academic profiles ORCID



## RESEARCHER PROFILES

Researcher profiles online are an opportunity to curate your publications and output. It's an opportunity to showcase your work and collate it all in one place.

- [Your own website](#)

Some researchers create their own website that they use to profile their work.

- [University profile](#)

Universities have a researcher profile for each academic associated with the university. These profiles allow researchers to write a short biography and link all pertinent documents. You can link your publications, conference presentations and any other relevant information.

- [Google Scholar profile](#)

A Google Scholar profile is a very simple way of collating your publications (and citations to them) so that others can find your work and often find an accessible copy that they can read. Once you have set up the profile, you can choose automatic updates so you don't need to spend a lot of time updating your publications list. If you create a Google Scholar profile, your profile will come high up the page rankings if people are searching for your work. It will identify citations for all of your papers. It provides researcher metrics such as H-index and the i10-index.

- [ResearchGate](#)

ResearchGate is the professional network for scientists and researchers. Over 15 million members from all over the world use it to share, discover, and discuss research. It is another site that helps researchers curate all of their articles in one place. It has discussion boards and a news feed to highlight new publications from people you follow. ResearchGate allows other researchers to request full text copies of papers that you've authored.

- [Kudos account](#)

Kudos was developed to help researchers ensure their publications get found, read and cited in a world of information overload. It gives researchers the opportunity to summarise and promote each new research article. A recent study has shown that explaining and sharing via Kudos takes on average 10 minutes and leads to 23% higher growth in full-text downloads.(3)

## 7. Extra Resources

- Rogers, J. (2019). "The use of social media and its impact for research," *BioRes.* 14(3), 5022-5024.  
<https://bioresources.cnr.ncsu.edu/resources/the-use-of-social-media-and-its-impact-for-research/>
- University of York – Social media guidelines for researchers  
<https://www.york.ac.uk/staff/research/governance/research-policies/social-media/>
- University of Sheffield – Toolkit for using social media and websites for impact  
[https://www.sheffield.ac.uk/rs/impact/social\\_media](https://www.sheffield.ac.uk/rs/impact/social_media)
- University of Birmingham – Why use social media for Research Impact?  
<https://blog.bham.ac.uk/thinkresearch/2017/03/why-use-social-media-for-research-impact/>
- University of WA – Keeping your Research Current: Social Media  
<https://guides.library.uwa.edu.au/keepingresearchcurrent/social-media>
- Inside Higher Ed – Amplifying Research Engagement with Social Media  
<https://www.insidehighered.com/blogs/student-affairs-and-technology/amplifying-research-engagement-social-media>
- Knowledge Translation Australia – Top 4 social platforms for researchers  
<https://www.ktaustralia.com/top-4-social-platforms-for-researchers/>
- Science Mag – Building your Personal Brand  
<https://www.sciencemag.org/careers/2016/09/building-your-personal-brand>
- Science Mag – A scientist's guide to social media  
<https://www.sciencemag.org/features/2014/02/scientists-guide-social-media>
- Nature index – 10 tips for tweeting research  
<https://www.natureindex.com/news-blog/ten-tips-tweeting-research-academic>

## 8. Other

### Research Skills Seminar Series

<https://www.cahs.health.wa.gov.au/Research/For-researchers/Research-Education-Program>

<b>16 August</b>	<b>Media and Communications in Research</b>	Peta O'Sullivan CAHS
	Watch the most recent recording <a href="https://tinyurl.com/MediaCommswatch">https://tinyurl.com/MediaCommswatch</a>	
<b>8 Sep</b>	<b>Knowledge Translation</b>	Prof Fenella Gill CAHS/ Curtin University
	Watch the most recent recording <a href="https://tinyurl.com/KnowledgeTranslationwatch">https://tinyurl.com/KnowledgeTranslationwatch</a>	

Register at: <https://www.trybooking.com/eventlist/cahsresearcheducationprogram>

### WA Department of Health Guidelines

- CAHS Websites and social media guidelines (*internal site*)  
<https://healthpoint.hdwa.health.wa.gov.au/policies/Policies/CAHS/CAHS.PM.SocialMedia.pdf>
- WA Health Social Media Guidelines (*internal site*)  
<https://healthpoint.hdwa.health.wa.gov.au/news/Documents/wa-health-social-media-guidelines-version-2.5-small.pdf>



# 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.

### Introduction to Good Clinical Practice

22nd March 2024

12.30 - 1.30pm



#### *Responsibilities and processes*

Good Clinical Practice (GCP) provides the ethical and scientific standards and guidelines by which all research is conducted, and is a requirement for all researchers to know and apply. This seminar covers key components of GCP including responsibilities, approvals, informed consent, document and data management, and reporting of adverse effects.



#### Meet the presenter

**Alexandra Robertson**

**Director of Research Operations, CAHS Research Department**

Ali has joined CAHS from The Royal Children's Hospital (RCH), Melbourne where she was the Director of Research Operations. She has a wealth of experience in health service management, research governance and operations at tertiary academic hospitals, both paediatric and adult. Ali's primary focus is to support clinicians of all disciplines to conduct research by breaking down barriers and developing enablers.

#### Perth Children's Hospital Auditorium

Level 5, 15 Hospital Ave Nedlands  
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or

Access online via Teams or  
Watch from a hosted video-conferencing site

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A light lunch is provided for  
our in-person attendees.  
Bookings are essential.





# CAHS Research Education Program

## Research Skills Seminar Series

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### Research Governance

19th April 2024

12.30 - 1.30pm



#### *Introduction to the concepts and review pathways*

All new research project applications must cover requirements for both ethics and governance. This seminar focuses on the general principles and responsibilities related to research governance, and provide practical tips for preparation of governance applications.



#### Meet the presenter

**Tracy Chapman**

Manager Clinical Trials Governance, CAHS Research Department

Tracy has worked within Clinical Research for more than 22 years, with 17 of those years as a Study Coordinator within the Oncology and Haematology department at PMH/PCH responsible for all ethics and governance submissions.

For the last 5+ years Tracy has developed her ethics and governance knowledge whilst working within the Research Ethics and Governance offices at the Child and Adolescent Health Service and the Department of Health prior to recently re-joining the Research Governance team at CAHS.

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Interactive in pdf format  
Last updated 29/2/24

## 2024 Seminar Schedule

#	DATE	TOPIC	PRESENTER	ENROL	WATCH
1	9 Feb	<b>Research Fundamentals</b>	Dr Kenneth Lee, UWA	<a href="#">REGISTER</a>	<a href="#">2023</a>
2	16 Feb	<b>Introductory Biostatistics</b>	Michael Dymock, TKI	<a href="#">REGISTER</a>	<a href="#">2023</a>
3	8 Mar	<b>Social Media in Research</b>	Dr Amy Page, UWA	<a href="#">REGISTER</a>	<a href="#">2023</a>
4	22 Mar	<b>Introduction to Good Clinical Practice</b>	Alexandra Robertson, CAHS	<a href="#">REGISTER</a>	<a href="#">2023</a>
5	19 Apr	<b>Research Governance</b>	Tracy Chapman CAHS	<a href="#">REGISTER</a>	<a href="#">2023</a>
6	3 May	<b>Scientific Writing</b>	A/Prof Tony Kemp, UWA	<a href="#">REGISTER</a>	<a href="#">2023</a>
7	17 May	<b>Project Management</b>	Melanie Wright, SMHS	<a href="#">REGISTER</a>	<a href="#">2023</a>
8	24 May	<b>REDCap for Data Capture and Management</b>	Dr Giulia Peacock, CAHS	<a href="#">REGISTER</a>	<a href="#">2023</a>
9	7 Jun	<b>Research Impact</b>	Dr Tamika Heiden, Vic	<a href="#">REGISTER</a>	<a href="#">2023</a>
10	14 Jun	<b>Consent and Participant Recruitment</b>	Prof Daniel Fatovich and Mark Woodman, EMHS	REGISTER	2024
11	21 Jun	<b>Consumer &amp; Community Involvement in Research</b>	Belinda Frank, TKI	REGISTER	<a href="#">2023</a>
12	19 Jul	<b>Getting the Most out of Research Supervision</b>	A/Prof Sunalene Devadason, UWA/CAHS	REGISTER	<a href="#">2022</a>
13	26 Jul	<b>Oral Presentation of Research Results</b>	Dr Giulia Peacock, CAHS	REGISTER	<a href="#">2023</a>
14	2 Aug	<b>Sample Size Calculations</b>	Michael Dymock, TKI	REGISTER	<a href="#">2023</a>
15	9 Aug	<b>Rapid Critical Appraisal of Scientific Literature</b>	Dr Natalie Strobel, ECU	REGISTER	<a href="#">2023</a>
16	16 Aug	<b>Media and Communications in Research</b>	Peta O'Sullivan, CAHS	REGISTER	<a href="#">2023</a>
17	23 Aug	<b>Knowledge Translation</b>	Prof Fenella Gill, Curtin/CAHS	REGISTER	<a href="#">2023</a>
18	30 Aug	<b>Conducting Systematic Reviews</b>	Prof Sonya Girdler, Curtin Uni	REGISTER	<a href="#">2023</a>
19	6 Sep	<b>Involving Aboriginal Communities in Research</b>	Cheryl Bridge, TKI and co.	REGISTER	<a href="#">2023</a>
20	11 Oct	<b>Data Collection and Management</b>	Dr Giulia Peacock, CAHS	REGISTER	<a href="#">2023</a>
21	18 Oct	<b>Grant Applications and Finding Funding</b>	Dr Tegan McNab, TKI	REGISTER	<a href="#">2023</a>
22	25 Oct	<b>Statistical Tips for Interpreting Scientific Claims</b>	Michael Dymock, TKI	REGISTER	<a href="#">2023</a>
23	1 Nov	<b>Survey Design &amp; Techniques</b>	Dr Giulia Peacock. CAHS	REGISTER	<a href="#">2023</a>
24	15 Nov	<b>Ethics Processes for Clinical Research in WA</b>	Dr Natalie Giles, CAHS	REGISTER	<a href="#">2023</a>
25	22 Nov	<b>Qualitative Research Methods</b>	Dr Lorna Davin, Notre Dame	REGISTER	<a href="#">2023</a>
26	29 Nov	<b>Innovation and Commercialisation</b>	Dr Helga Mikkelsen (Brandon BioCatalyst) & Ashley Schoof (TKI)	REGISTER	<a href="#">2022</a>



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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

## 2024 Research Skills Workshop Series

### Navigating Research Ethics and Governance in WA



23rd April 2024

2.00 - 4.00pm

If you are undertaking a research project or are thinking about becoming involved in research, understanding the review and approval requirements for your research project may appear intimidating. This workshop is to help you understand the process of ethical and governance review for research approvals at WA Health sites.

The Ethics and Governance team will provide an overview of the review processes in WA Health and explain the most common issues that cause delays or queries in relation to research submissions. We welcome your feedback and interaction throughout the workshop as we discuss issues that are relevant to you and your project.

The session allows you to meet the ethics and governance team at CAHS and ask questions in an open and supportive environment to help you understand and navigate the process.



#### Meet the presenters

**Tracy Chapman**  
Manager,  
Clinical Trials Governance,  
CAHS

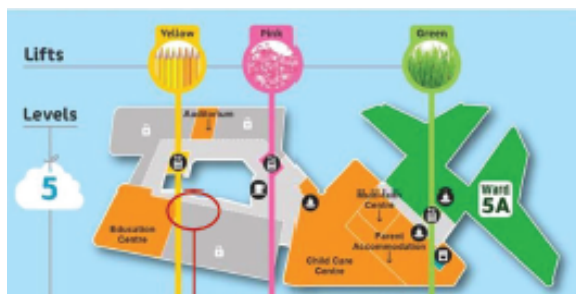


**Dr Natalie Giles**  
Manager, Research  
Ethics and Governance  
CAHS

Tracy has worked within Clinical Research for more than 22 years, with 17 of those years as a Study Coordinator within the Oncology and Haematology department at PMH/PCH responsible for all ethics and governance submissions.

Natalie has a background as researcher prior to moving into research ethics. She initially worked in the field of immunology and later completed a PhD in biomedical science from Murdoch University.

#### PCH, TKI Level 5 Seminar Room



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The CAHS Research Education Program REDCap Workshops are proudly supported by the Perth Children's Hospital Foundation and Telethon Kids Institute.





# CAHS Research Education Program

## 2024 Research Skills Workshop Series





The Research Education Program (REP) Research Skills Workshop Series, supported by the Perth Children's Hospital Foundation and the Telethon Kids Institute, offers a series of interactive workshops that focus on building the most fundamental research skills required to undertake clinical research projects.



Workshops aim to directly build user skills and knowledge in a guided environment, with time to ask questions specific to your own project.

**Presented by:** CAHS Research Department and invited guests

**Location:** PCH, TKI Seminar Room, Level 5 (W)

Topic	Day	Date	Time	Max (in-person)
<b>Workshop 4 - Navigating Research Ethics and Governance in WA</b> If you are undertaking a research project or are thinking about becoming involved in research, understanding the review and approval requirements for your research project may appear intimidating. This workshop aims to help you understand the process of ethical and governance review for research approvals at CAHS - includes PCH, CACHS, CAHMS and Neonatology.	Tue	23 April	2.00pm - 4:00pm	40 <a href="#">Register</a> 
<b>Workshop 1 - Setting up Clinical Trials</b> Clinical trials are the benchmark for testing interventions in healthcare. This workshop aims to provide practical advice to clinical researchers who want to gain insight on how to develop and complete their clinical trial on time and within budget. Come learn practical aspects of the steps involved in developing a clinical trial from the research idea to protocol development and execution.	Mon	20 May	12.00 noon - 2.00pm  PCH Auditorium	100 <a href="#">Register</a> 
<b>Workshop 2 - Manuscript Writing</b> Journal publications are an integral part of dissemination of research findings. However, it can be overwhelming to convert several months of research into a succinct manuscript that will be loved by peer-reviewers and attract readers. This workshop is designed to give those who have completed their research projects, practical skills to transform their research data into publishable peer-reviewed literature.	Tue	11 June	2.00pm - 4:00pm	40 Register
<b>Workshop 3 - Oral Presentation of Research Results</b> Dissemination of research findings is integral in knowledge translation and clinical practice change. Oral presentations provide rapid dissemination of research findings to a target audience. We invite you to a practical session that will provide useful tips, practice sessions and personalised feedback to help deliver an adequate depth of your research findings to various research stakeholders.	Tue	13 Aug	2.00pm - 4:00pm	40 Register

### IMPORTANT

Places are strictly limited and offered on a first-come, first-serve, basis. If you are not able to attend a workshop for which you have registered, please contact Research Education Program support via phone or email to cancel your reservation and/or be placed on the waitlist.

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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.

### Using Social Media in Research

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The session was well structured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation style retained my interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The speaker communicated clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The material extended my knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The additional resources were helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 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](https://cahs.health.wa.gov.au/ResearchEducationProgram)

