

## C1: Your Innovation Project

Supervisory Groups and the Research Project – 24 January 2018

### Giving a talk to a lay audience

and

### How to write you innovation report



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## Giving a talk to a lay audience

## What will you need to do?

- Oral presentation (20 min + Q/A 10 min)
- Present research ideas and defend proposal to a panel – **scientific** and **clinical** experts and **lay representatives**
- A key skill acquired is the ability to present research ideas to a non-specialist audience.

*“It’s so easy to forget what it feels like to not know something.”*

- Prof. Laura Lindenfeld, Director of the Alda Center and professor in the School of Journalism at Stony Brook University

## How will you be assessed?

### **Quality and clarity of explanation of the innovation for a lay audience:**

- Is the innovation clearly explained?
- Is it clear how/why this innovation could benefit the healthcare sciences services?
- Has the relevant scientific evidence been synthesized?
- Is the language clear and understandable; awareness of the use of jargon, scientific language and acronyms?

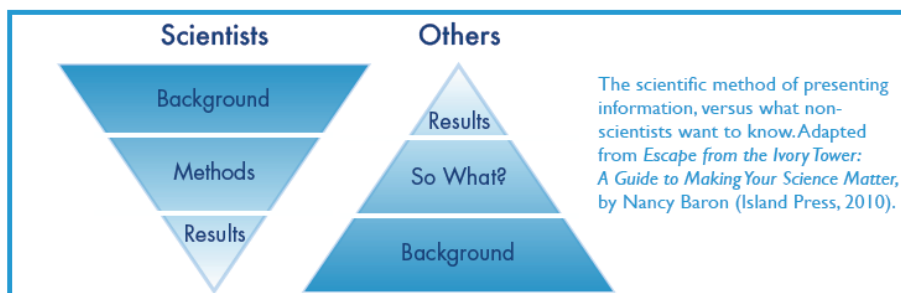
**Style of presentation** (slides, delivery; body language, eye contact, voice, confidence)

**Demonstrates values, attitudes and behaviours expected of a leader in clinical science**

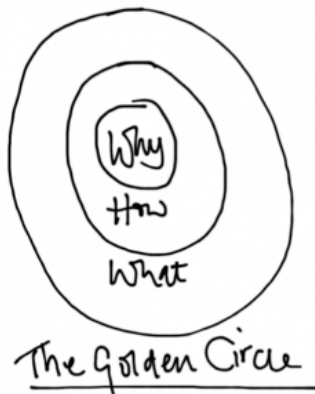


So why are **you** excited about your proposed innovation?

## Consider your approach...



## Consider your approach...



**What:** Most people are great at giving us this – often filled with detail & complexity

**How:** Some will spend lots of time explaining the how (e.g. methodology)

**Why:** But here's where the most interesting & inspiring communication happens - purpose, cause, belief. Making the invisible visible.

Simon Sinek "Start With Why: How Great Leaders Inspire Everyone to Take Action"

[www.startwithwhy.com](http://www.startwithwhy.com)

<https://www.youtube.com/watch?v=ISTw0PGcyN0>

## Some suggestions

- Where does your research innovation fit in the bigger picture?
- Why does the innovation matter? No why does it **really** matter?
- Distill your message – what do really want people to understand, remember and do with what you present?
- Simplify – the problem is not necessarily due to a difficult-to-explain concept or use of field-specific jargon, but to convoluted, ambiguous language
- Focus on the audience - what you want to present is not necessarily what your audience needs.

## Some suggestions

- Audience understanding depends on both content and structure (of the message).
- Improve audience understanding by changing your perspective – their interests, motivations, experience of the subject.
- People don't remember facts and figures, but they do remember a story.
- A balance of Ethos, Pathos, and Logos
- Bring the subject to life – analogies, concrete examples, visuals.
- Beginning, middle, end - seems obvious but ...!

## Consider an example

- [Nazira Albargothy](#)

What sticks and why?



## A final point

*“It is difficult to ‘wing it’ when trying to deliver a scientific message to an audience who are unfamiliar with the topic. What works for an audience of your peers will not work for a lay audience – or even an audience of scientists trained in other disciplines.”*

- Karen L. McKee Scientist Emeritus, U.S. Geological Survey

## How to write your innovation report

## Your innovation project

*Conceive an innovation within your healthcare science discipline that has the potential to make a positive, significant contribution to service delivery or patient experience or health economics.*

*Must be original, demonstrate critical thinking about a problem, identify a solution, and have the potential to create new knowledge.*

## What will you need to do?

**Innovation proposal\*** (5 x A4 pages + appendices if required)

- **Lay summary** (purpose, who will benefit, potential impact of innovation)
- **Context of innovation** (description of the idea, why it is innovative)
- Evidence of **stakeholder engagement** (e.g. focus groups, surveys, interviews, audits)
- **Business case** (the argument for implementation, benefits)
- **Implementation plan** (methodology and recognition of potential barriers)

\*The final form and structure of the innovation proposal is for you to decide.

Supported by a **Literature Review** (4000 words +/-10%)

## How will you be assessed?

### Clinical relevance

Is the proposed innovation convincing as 'An idea, service or product, new to the NHS or to be applied in a way that is new to the NHS, which has the potential to significantly improve the quality of health and care wherever it might be applied?'

### Academic standard

Is the appropriate literature critically reviewed at a level consistent with doctoral standards?

- Does the student demonstrate a deep level of understanding of the topic?
- Have a range of appropriate sources, including peer reviewed primary sources, been used?
- Is the literature analysed and interpreted, with limitations in current knowledge and practice highlighted?

## How will you be assessed?

### The innovation

Has the business case for implementation and any barriers for implementation been clearly articulated?

Does the business case convince (either for or against) the innovation?

### Clarity and accessibility

Is the proposal clearly written and understandable and is the executive summary accessible to non-experts



## How not to write a lay summary

- Use the scientific summary with a few word changes
- Work from the scientific abstract towards the lay summary
- Use '.....' whenever you use an alternative term to the scientifically correct/acknowledged term
- Provide the whole scientific story. It's a short summary – what are the 'take home messages'?
- Have discipline-specific peers review them.
- Rush the process – lay summaries are hard to write, so build in dwell and feedback time.

## Tips for the lay summary

- What's the wow factor? Does it inspire?
- The first sentence is crucial – a concise introduction
- Make every sentence count. Average sentence length of 15 to 20 words is most readable. Mix shorter sentences with longer ones.
- Set the research in context and what is the point? Get to it.
- Give concrete, every day examples to help paint a picture

## Tips for the lay summary

- Cut the jargon – avoid technical and scientific terms, if you have use them, explain them.
- Avoid acronyms and abbrev. (see above)
- Short, simple words – use plain language, use everyday words
- Use person centred language - ‘a person has cerebral palsy’ rather than ‘is a victim /sufferer of cerebral palsy’
- Avoid reporting phrases (moreover, therefore) and nominalisations (‘utilisation’ > ‘using’ ‘provision’ > ‘provide’)

## Get feedback, perspectives and insights

Ask critical friends [outside](#) your field.

Give them guidance on what you want to find out:

- Did they understand it? Does it make sense to them?
- Did they find it easy to read?
- Did they find anything confusing – logical flow, language, detail?
- Was it interesting? Did they learn anything? Did it make them curious to find out more?
- Did they appreciate the context, implications, limitations?
- Did they understand and remember the main points?
- Do they feel able to explain the research to someone else?

## Elements of a literature review

- **Relevant literature:** Your review should contain references to the literature that has assisted you on our journey in your enquiry. The literature that you select should meet the purposes of the review as identified earlier.
- **Key authors:** Comparing and contrasting the views of different authors on the 'issue' will bring discussion into your review. You can group authors who draw similar conclusions into your writing to set the context for your research and opinions so you become a part of the discussion.
- **Seminal literature:** It is important that your review includes the literature that has set the foundations of the theories or methodologies related to your review.
- **Defined scope of review:** Your review should include the parameters of your review. This would include thinking about the years that you might be searching across and how you will search. It should also include the reasoning why you have made these decisions.

Source: Dissertations: The A-Z of literature reviews

<http://www.library.manchester.ac.uk/using-the-library/staff/research/support/my-research-essentials/>

## Elements of a literature review

- **Key debates:** Your review should be objective and include the details of the debates and challenges that exist in your field of enquiry as have been highlighted by researchers in the field.
- **Synthesised themes:** Your literature review should indicate the common themes that you have identified during the review.
- **Major/key debates:** Highlight the areas in which the key authors are in disagreement and oppose each other. This can often lead to a space where there is room for you to add your voice to the discussion.
- **Summary of known/unknown:** There should be a summary to conclude your review. This should include what is known from the literature and what is not known. This is vital if the literature is a part of a bigger piece of work such as a dissertation.

Source: Dissertations: The A-Z of literature reviews

<http://www.library.manchester.ac.uk/using-the-library/staff/research/support/my-research-essentials/>

## Resources

**Canvas** (online learning environment) – resources to enhance your research skills.

Includes material to support you with:

- Research methods
- Qualitative research methods
- Academic writing
- Presentation skills
- Statistics: key concepts
- SPSS
- Plagiarism prevention resource
- Intellectual property awareness resource

**My Research Essentials** - programme of training workshops, information sessions and online resources relevant to researchers at all career stages. The topics covered range from resources to use during the research process to recent developments, scholarly communications tools and research funder policy requirements.

See: <http://www.library.manchester.ac.uk/using-the-library/staff/research/support/my-research-essentials/>