

## C1: The Innovation Proposal

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### Your extended innovation proposal & Giving a lay presentation



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## The extended innovation proposal

***'An idea, service or product, new to the NHS or applied in a way that is new to the NHS, which significantly improves the quality of health and care wherever it is applied.'***

*(Improvement & Efficiency Directorate, Innovation and Service Improvement (2011, p9). Innovation, Health and Wealth: Accelerating Adoption and Diffusion in the NHS. Department of Health.*

- 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, or any aspect of healthcare.
- Must be original, demonstrate critical thinking about a problem, identify a solution, and have the potential to create new knowledge

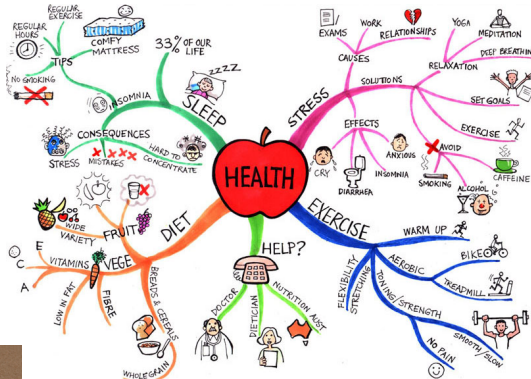
## What does innovation mean for you?

- An original innovation within your healthcare science discipline that has potential to improve:
- Service delivery
- Patient experience
- Patient outcomes
- Health economics
- Any other aspect of healthcare



## Techniques to help you with overall structure

- Mind maps
- Concept maps
- Brainstorming
- Post it notes
- Index cards



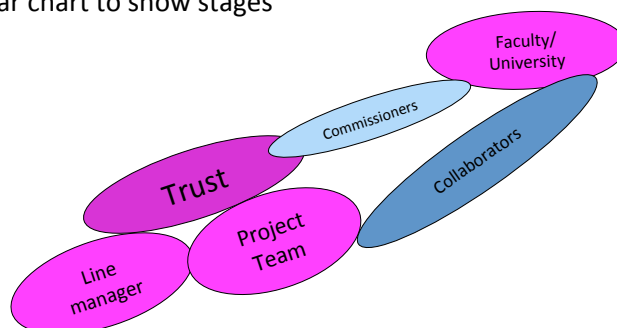
## What will you need to do?

- Write an Extended Innovation Proposal
  - Literature Report
  - Innovation Proposal
- Deliver an Oral Lay Presentation

You must pass both in order to pass Section C of the programme and be eligible for the Higher Specialist Scientist Register (HSSR).

## What will you need to do to think about in your proposal?

- Why is it an important area?
- What is the innovation?
- Who will benefit?
- Who are the stakeholders?
- What is required-Bar chart to show stages
- Costings
- Timescales
- SWOT analysis



## What will you need to do: Literature Report

### **Literature Report** (4000 words +/-10%)

- Review the literature providing the background to the research area
- Identify the importance of the research area and what is controversial
- Formulate a hypothesis based on the literature reviewed
- Detail the aims of the proposal and relate them to the literature review
- Critically evaluate the various experimental approaches that could be used to address the aims and why specific approaches have been chosen
- Outline the relevance of the proposed proposal to the research area

## What will you need to do: Innovation Proposal

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

- **Executive / Lay summary**
  - Purpose, who will benefit, why is it important, how might this innovation make a difference i.e. potential impact)
- **Context of innovation**
  - Description of the idea, explain why it is innovative
- **Evidence of stakeholder engagement**
  - Will your innovation be important to patients e.g. focus groups, surveys, interviews, audits)
- **Business case**
  - Argument for implementation.
  - May contain finances (details in an appendix) but does not have to if the argument for your innovation can be made in some other way.
  - Does not need to contain every step of your methodology to implementation
  - Describe how your innovation could be implemented and what barriers there would be to this.

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

## Innovation Proposal: Good practice tips for the lay summary

### Context

- Avoid telling the whole scientific story. It's a short summary – what are the 'take home messages'?
- The summary should provide answers to the essential questions: Who, What, Where, When, Why and How?
- Set the research in context.
- Give concrete, every day examples to help paint a picture.
- Can you use an analogy to help create understanding?
- Give the reader a reason to care about what you do - address the "so what?" Focus on the relevance, the application of the benefits of your research.

## Innovation Proposal: Good practice tips for the lay summary

### Language and tone

- Use person centered language rather than focusing on the circumstance, illness or disability.
- Avoid reporting phrases (moreover, therefore)
- Cut out nominalisations (e.g 'utilisation' > 'using'; 'provision' > 'provide')
- Use active, not passive voice.

### Word level

- Minimize the use of jargon, scientific and technical terms and acronyms. If unavoidable, provide explanations.
- Avoid complex terms and phrases and use plain English.
- Use simple words and cut out unnecessary words (e.g. For the purpose of > to; With reference to / with regard to – about)

## Innovation Proposal: Good practice tips for the lay summary

### Sentence level

- The first sentence is crucial – a concise introduction
- Make every sentence count. Average sentence length of 15 - 20 words is most readable. Mix shorter sentences with longer ones. Avoid long complex sentences
- Phrase positively
- Use connectives to develop links between ideas (e.g. although, however)

### Readability

Think about using a readability tool e.g. <https://readable.io/>

- Gunning Fog index is a readability test for English writing.
- The Flesch readability score uses the sentence length, number of syllables per word to calculate the reading ease.

## Innovation Proposal: 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

### 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?'

## Innovation Proposal: How will you be assessed?

### 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?

## What will you need to do: Oral Lay Presentation

### Oral Lay Presentation (20 min + Q/A 10 min)

- Present research ideas and defend proposal to a panel:
  - An academic from the University at which the student is registered (in the Chair)
  - An external examiner / clinical assessor appointed by NSHCS
  - A lay person appointed by MAHSE
- The ability to present research ideas to a non-specialist audience is a key skill for all academic and healthcare professionals.

*"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:

### Lay Presentation

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

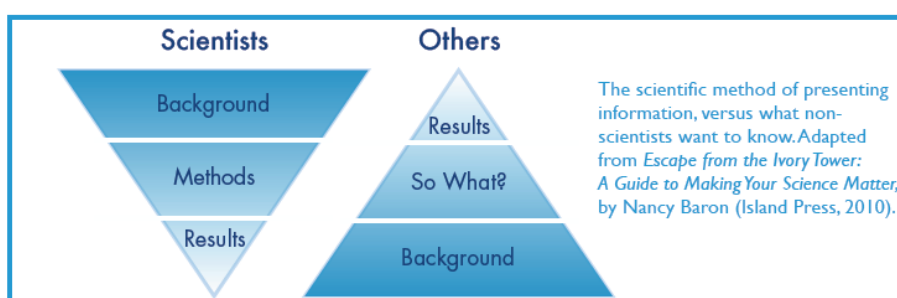
- Is the research clearly explained?
- Is it clear how/why this research could benefit the healthcare sciences services?
- Has the relevant scientific evidence been synthesized?
- Is the language clear and understandable; awareness of the use of jargon, scientific language and acronyms?

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

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

## Lay Presentation:

Consider your approach...





## Lay Presentation: Good practice tips...

- Where does your research fit in the bigger picture?
- Why does the research matter? No why does it **really** matter?
- Distill your message – what do you 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
- Use everyday language and familiar examples.
- Focus on the audience – what you want to present is not necessarily what your audience needs.

## Lay Presentations: Good practice tips...

- Use visuals – a single image of something particularly relevant to your work is more engaging and has the potential to convey more information than words.
- Keep scientific visuals simple – e.g. an image of a single cell or pathway. If you use graphs to show comparisons or results, indicate what the axes represent and which variables (ideally, not more than two or three) you're displaying.
- Facts can't speak for themselves – provide context, pull out the important analysis.
- Consider a balance of Ethos, Pathos, and Logos
- Still needs to provide the science
- Beginning, middle, end - seems obvious but ...!

## Lay Presentations: 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 listen to?
- 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?

## Lay Presentations: And finally...the importance of practice

*“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

## 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/>