# CLINICAL RESEARCH EDUCATION & TRAINING

## FULL-DAY & HALF-DAY COURSES,

## ONLINE LECTURES & BOOKS

### ALLAN GAW, MD, PhD, FRCPath, FFPM

## 2015-16

# MEETING THE CHALLENGES OF CLINICAL RESEARCH

Clinical research is important and exciting, but it's also challenging. To help understand this challenge we may view research as a pathway from initial idea to the dissemination and implementation of results.

Along the way, clinical researchers will discover they need to master a diverse set of skills and become familiar with a range of disciplines, few of which will have been taught as part of their core education. This may seem daunting, but the most important ingredients to successful research are enthusiasm and a desire to discover,

and these cannot be taught on any course. The rest, however, I can help you with.

The workshops and courses outlined in this brochure are designed to equip new researchers with this essential skill set. They have all been developed and delivered in either NHS, University or Commercial settings and, as you will see from the quotes taken from post course evaluation forms, they have been well received. The range of courses on offer is outlined below and further details of each are given on the following pages.

## COURSES CURRENTLY AVAILABLE

### Planning Clinical Research

- Introduction to Clinical Research (Half-day)

- Being Well Read— How to Read a Scientific Paper (Half-day)

- Thinking Like a Researcher (Half-day)

- Right from Wrong—Clinical Research Ethics in Practice (Half-day or Full-day)

- Blueprints—How to Write a Protocol (Half-day)

- Show me the money—Finding Funding for Clinical Research (Half-day)

- IRAS—Using the Integrated Research Application System (Half-day)

### Doing Clinical Research

- Introduction to Good Clinical Practice (Full day)

- GCP Update—A Refresher Course (Half day)

- Bandages to Brain Scanners—GCP for Medical Device Studies (Half-day)

- Recipes for Success—SOP Writing Workshop (Half-day)

- Finders, Keepers—Recruitment & Retention in Clinical Trials (Half-day)

- Informed Consent in Research—Legal and Ethical Issues in Adults (Half-day)

- Informed Consent in Research—Legal and Ethical Issues in Children (Half-day)

- Data Management in Research (Half-day)

- An Inspector Calls—How to Prepare for an MHRA GCP Inspection (Half-day)

### Communicating Research

- Abstract Expressions—Writing Effective Abstracts for Conferences & Papers (Half-day)

- The Big Picture—Writing an Effective Literature Review  (Half-day)

- Lecturing with Ease—A Guide to Giving an Effective Presentation (Half-day or Full-day)

- Poster Paints—How to Design an Effective Conference Poster (Half-day)

- How to Cook a Unicorn—Free Writing as a Strategy for Creativity (Half-day)

- The Write Stuff—Writing Workshops for Technical Writers (Three Half-days)

**Generic Professional Skills**

- Putting it Together—Project Management in Clinical Research (Half-day)

- The Road Less Travelled—Decision Making in Practice (Half-day)

- Tick, Tock—Successful Time Management for Researchers (Half-day)

**New for 2015/16**

- Good Research Practice for Non-Drug Studies (Half-day) **NEW**

- SWIPE—Effective Slide Design. (Half-day) **NEW**

- WriteEasy: Dissertation Writing for Postgraduate Students (Half-day) **NEW**

- WordEasy : Grammar & Punctuation for Technical Writers (Half-day) **NEW**

- Keeping it Short and Simple—How to Write Policy Briefs (Half-day) **NEW**

For further details of any these courses please see descriptions below.

# IN ADDITION…

If you or your team need training in one or more aspects of clinical research and you would prefer to have a course tailored to your specific needs, I also offer bespoke workshops and courses. These may be a combination of relevant sections of several of the workshops outlined above or may consist of unique content. In either case, please contact me to discuss your specific needs at **agaw42@gmail.com**

Full terms and conditions for these or any of the courses outlined in this brochure are available on request.

# ABOUT ME

After graduating in Medicine from Glasgow University, I trained in Clinical Biochemistry. On completion of my PhD, I spent two years post-doctoral study in the laboratories of the Nobel Laureates, Joseph Goldstein and Michael Brown in Dallas, Texas.

I returned to the UK to take up a position in Glasgow, and in 1997 was appointed Deputy Study Director of a major cardiovascular study, PROSPER. In 2000 I set up the Clinical Trials Unit at Glasgow Royal Infirmary.

In 2006, I was appointed as founding Director of the Glasgow Clinical Research Facility and in 2011 I became founding Director of the Wellcome Trust CRF in Northern Ireland, where I was Professor of Clinical Research at Queen's University Belfast. Now, I work as Associate Director for Education Quality Standards at the NIHR-CRN at Leeds University, and as a freelance medical educator & writer.

I have been working in clinical research for 30 years and teaching GCP for the last 12. I create and deliver workshops on various aspects of clinical research including its design, execution and communication. I am the author of over 150 original papers, reviews & book chapters and I have written or edited over 25 books on varied subjects. My books have been translated into several languages including French, Spanish, Italian, Portuguese, Chinese, Japanese, Greek and Albanian. You can find out more about me and my work at **www.allangaw.com**

# PLANNING CLINICAL RESEARCH

## Introduction to Clinical Research

**(Presented as a half-day workshop)**

Clinical research is at the heart of clinical practice, but it relies on the input from a wide range of professional groups for its success. This workshop is designed for those who are new to clinical research and especially those who do not have a health sciences background. It consists of a series of short lectures interspersed with practical activities, which will explore the world of clinical research, answering questions such as: What is clinical research? Why do we need research? What is a clinical trial? What roles do different professional groups play in clinical research? Overall, the workshop is designed as an introductory session for new staff and students, and may be used as a preliminary course for those wishing to go on to attend the courses on Good Clinical Practice, Informed Consent and Recruitment & Retention in Clinical Trials

After the workshop each participant will:
- Understand what is meant by clinical research
- Appreciate the need for regulation of clinical research
- Understand the roles of investigator, sponsor, funder and research team member
- Be familiar with the research cycle and the importance of publication
- Understand the importance of ethics in clinical research

**What previous participants have said about the course:**

**"Excellent teaching, interesting, appropriate and exactly what I was looking for."**
**'Very informative course"**
**"Encouraging for those thinking about research involvement"**
**"Very well presented, pace excellent, informative, interactive."**
**"Activities very informative"**

# Being Well Read:
# How to Read a Scientific Paper
**(Presented as a half-day workshop)**

An essential professional skill is being able to read the clinical and scientific literature in an efficient and critical way. Through a series of short presentations many examples and interactive practical sessions this workshop is designed to explain the importance of the scientific literature, discuss the range of different kinds of scientific paper, explore the structure and function of the different portions of a paper and develop an attack strategy for readers.

After the workshop each participant will:

- be able to discern the different kinds of scientific literature
- understand the structure of a typical scientific paper
- understand the importance of the abstract
- know how to read graphs and tables
- have a working strategy for reading and critically evaluating a paper.

**What previous participants have said about the course:**

**"Very informative, well presented, brilliant!"**
**"Course was well designed to appeal to people from different backgrounds/roles."**
**"Clearly spoken, clear slides with relevant examples. Perfect timing."**

# Thinking like a Researcher: How to Ask the Right Question
**(Presented as a half-day workshop)**

Research is about questions. These may arise in our day-to-day work, our studies or unexpectedly, apparently out of the blue. But, there is a difference between an idle thought and a meaningful research question. This workshop is about this difference and takes participants through those important first steps in the research process, helping them develop their own research questions and to begin thinking like a researcher.

After the workshop each participant will:

- be familiar with the history of the research process
- understand the range of different types of questions and be able to identify those that may be defined as research questions
- be familiar with examples of good and bad research questions
- understand the importance of an hypothesis
- have a working strategy for developing their own research question.

**What previous participants have said about the course:**

**"Excellent overall"**
**"Fantastic content and delivery by trainer"**
**"Programme structured well and activities led to lots of thought provoking discussion"**
**"Was able to apply the knowledge learned to my specific research topic"**
**"Opportunity to put theory into practice and write research questions"**

# Right from Wrong: Clinical Research Ethics in Practice
**(Presented as a half-day, two half-days, or a full-day workshop)**

When conducting clinical research we must be aware of the laws and regulations that control our actions, but equally we must be aware of the ethics of research. Breaches of ethics have in the past led to the formulation of many of the regulations that now control research. But, what makes something right or wrong? How are ethical decisions made? What do Research Ethics Committees think about when evaluating a project? The half-day workshop will explore these questions and give participants an opportunity to review their own research practices. The full-day version allows for greater depth and discussion. In each, the workshops consist of a series of short, interactive lectures, interspersed with practical exercises and structured discussion sessions.

After the workshop each participant will:

- be familiar with different moral frameworks that drive ethical decision making
- appreciate the impact of past breaches of research ethics on the development of modern research regulation
- be familiar with modern research ethics guidelines
- understand the interaction between the law and ethics
- understand the workings of a Research Ethics Committee.

**What previous participants have said about the course:**

**"Very good knowledge of subject, and good at relaying it."**
**"Really clear advice given"**
**"This course should be compulsory for everyone considering research"**
**"Very well presented"**
**"Kept the audience entertained and engaged"**
**"Super day"**

# Blueprints:
# Protocol Writing Workshop
**(Presented as a half-day workshop)**

All scientific research must be planned carefully. In clinical research, we must document our experimental plans in the form of a protocol. This document forms the basis of any submission to a research ethics committee and other regulatory authorities. It is also the blueprint for how the study will be conducted, analysed and reported.

Being able to write a protocol is a specific professional writing skill like any other that can be taught. In this workshop, the participants will be taken through the elements of a good protocol, and, using a mixture of short lecture presentations and practical activities, you will develop an effective and efficient strategy for writing a protocol.

After this workshop each delegate should:

- Understand the function and importance of a clinical research protocol
- Know the key elements of a good protocol
- Understand the regulatory and statutory requirements of a protocol
- Be aware of the common problems in protocol writing
- Have a simple strategy for writing an effective protocol.

**What previous participants have said about the course:**

**"Helped me understand what a good protocol should include"**
**"Very valuable"**
**"A really useful course"**
**"Thoroughly recommended"**

# Show Me the Money: Finding Funding for Clinical Research
**(Presented as a half-day workshop)**

Research costs money. If you are contemplating conducting any form of research you need to think how it will be funded. There are many sources of potential funding, but not all are appropriate either for certain projects or certain investigators. This workshop will initially focus on examining the current funding landscape, helping researchers to identify the most promising sources of funding for their research. In the second part we will look at funding applications, highlighting the most important mistakes researcher make and defining a strategy for applying that will produce the greatest success.

After the workshop each participant will:

- be aware of the different sources of research funding
- know how to evaluate these and identify those that are most relevant
- understand the requirements of research funders and their different agendas
- be familiar with the most common reasons why grant applications fail
- have a working strategy for successful grant application.

**What previous participants have said about the course:**

**"Today's talk gave me enough detail to proceed to write an actual grant application. It was very useful."**
**"Concrete advice. Clear. Very useful"**
**"Clear, concise, organized"**
**"Very comprehensive"**

# IRAS:  Using the Integrated Research Application System

**(Presented as a half-day workshop)**

The Integrated Research Application System (IRAS) is an online tool that allows you to input data about your clinical research project once, in order to complete a range of applications for approval and authorization.  These include NHS Research Ethics, MHRA and NHS R&D.  This workshop consists of a series of short presentations with plenty of opportunity to ask questions followed by an online, live demonstration of the program.

After the workshop each participant will:

- know what IRAS is and when to use it
- understand what IRAS can be used for
- know how to access and use the IRAS portal
- understand the importance of the Project Filter and Full Set of Project Data
- know how to submit forms
- know how to get help.

**What previous participants have said about the course:**

**"Good clear introduction to IRAS."**
**"Clarified exactly what IRAS does and does not."**
**"Well organized and practical."**
**"I wish I had attended before my first encounter with IRAS."**

# DOING CLINICAL RESEARCH

## Introduction to Good Clinical Practice (GCP)
**(Presented as a full-day workshop)**

This core GCP course, which is compliant with Transcelerate requirements, is a full-day workshop style course running from 09.30-16.30. It consists of a series of short lectures interspersed with practical activities, culminating in a monitoring workshop where delegates are asked to work in small groups and review trial paperwork in the role of the monitor. This activity allows a lot of the more abstract concepts that have been discussed throughout the day to be brought to life.

This workshop is intended for people who have not been taught GCP before or who have been trained more than two years previously. While the principles of GCP that are covered in the course are common to a wide range of different types of clinical research, the workshop does focus of some of the drug trial specific legislation. That said, it also tries to instil the 'GCP-mindset' needed to satisfy inspectors and auditors and would therefore be useful for all researchers.

After the workshop each participant will:

- Appreciate the need for regulation of clinical research
- Understand the UK legislative framework for CTIMPs
- Be familiar with the principles and conditions of Good Clinical Practice
- Understand the practicalities of demonstrating GCP compliance

**What previous participants have said about the course:**

**"Best GCP course I have ever attended."**
**"Clear, straightforward—pitched just at the right level."**
**"Great presentations"**
**"The history section was fascinating."**
**"Great mix of lectures, and activities, with lots of time for questions."**

## Update on Good Clinical Practice (GCP)
**(Presented as a half-day workshop)**

This is a half-day workshop style course that is designed for those who have already been trained in GCP and need a refresher. Most institutions require that staff actively working on trials have regular GCP training. This course reminds delegates of the principles of GCP and spends some time looking at anything new that has come in during the last two years. It also focuses on some of the practical details of demonstrating GCP compliance.

After the workshop each participant will:

- Be familiar with the principles and conditions of Good Clinical Practice
- Understand the practicalities of demonstrating GCP compliance
- Understand the importance of trial paperwork
- Appreciate the need for good documentation
- Be aware of any recent developments in the legislation or its interpretation

**What previous participants have said about the course:**

**"Clear, concise and easy to understand."**
**"Updated, informative presentations."**
**"Interesting—made me realize what I need to do."**
**"All presentations excellent."**

# Bandages to Brain Scanners:
# 'GCP' for Medical Device Studies
**(Presented as a half-day workshop)**

The UK NHS Research Governance Framework requires that all clinical research must be conducted in accordance with the principles of Good Clinical Practice (GCP). GCP has traditionally been the remit of those conducting drug trials, but those conducting research involving medical devices also need to be aware of this important set of research standards and understand their implications for practice. In addition, specific legislation relating to medical devices must be understood and the clinical testing of any device must be carried in accordance with a range of regulation and legislation

After the workshop each participant will:

- understand the range of products that fall under the definition of medical devices
- be familiar with the regulation of medical devices in the UK by the MHRA
- understand the implications of the NHS Research Governance Framework
- be aware of the principles and conditions of Good Clinical Practice
- know how to put these principles into practice.

**What previous participants have said about the course:**

**"Third medical devices course I've been on—first one that made sense!"**
**"Well delivered, good presentation."**
**"He made a potentially dull subject very interesting and memorable."**
**"This was really excellent."**

# Recipes for Success:
# SOP Writing Workshop
**(Presented as a half-day workshop)**

This interactive workshop aims to equip research personnel with the skills they need to write and manage Standard Operating Procedures (SOPs). It is suitable for those who have no previous experience in writing SOPs and for those who would like to improve their skills in this area. The workshop consists of a mixture of short lectures and practical exercises.

After the workshop participants will:
- understand the importance of SOPs
- know how to use an SOP
- have a clear strategy for writing an SOP
- know how to manage an SOP

**What previous participants have said about the course:**

**"Excellent presentation, humorous and interesting"**
**"Lots of useful information for a novice SOP writer"**
**"Speaker delivery excellent"**
**"Liked practical exercises"**
**"Well paced and good activities"**
**"It did not seem to be rushed as so many of these things often are"**

# Finders, Keepers:
# Recruitment & Retention in Clinical Trials
**(Presented as a half-day workshop)**

The biggest challenge to the successful delivery of a clinical trial is recruitment. Failure to identify appropriate individuals, to enrol them and to retain them throughout a study is not only costly, but may seriously compromise a study's power and overall scientific integrity. This workshop is designed for all those involved in the design and conduct of clinical trials. We will review the relevant literature relating to different recruitment methods and look at practical solutions to the problem of successful recruitment and retention. The workshop will consist of a series of short, interactive lectures, interspersed with practical exercises.

After the workshop each participant will:

- be familiar with the factors that determine clinical trial recruitment rates
- appreciate the need for an individualised approach to recruitment
- be able to identify and suggest possible solutions to potential recruitment bottlenecks
- understand the importance of an active and early approach to recruit retention
- be able to design a relevant recruit retention programme for a clinical trial.

**What previous participants have said about the course:**

**"Course should be mandatory for all researchers"**
**"Concise and well delivered…thought provoking"**
**"Gave me ideas for current trials"**
**"Good presenter.  Raised issues not previously thought of."**


# Informed Consent in Research:
# Legal & Ethical Issues in Consent (Adults)
**(Presented as a half-day workshop)**

Informed consent is the foundation of all ethical research. This workshop will focus on the ethical, legal and practical issues around obtaining informed consent from adult individuals participating in clinical research projects. It will also cover consent issues relating to the use of human tissue and data in research. The workshop will consist of a mixture of short presentations, case studies and practical exercises. It is designed for anyone who is involved in clinical research, but especially for those who are involved in the informed consent process.

After this workshop you should be aware of and understand:

- the ethical principles behind informed consent
- the regulations and laws relating to consent in clinical research
- the special provisions made for adults with incapacity
- the consent issues of using data and human tissue.

Please note this course overlaps with the corresponding course on Informed Consent in Research in Children and participants are recommended to choose one or the other depending on your needs.

**What previous participants have said about the course:**

**"Very much enjoyed the course, very informative, clear and concise – a must for researchers!"**
**"Interesting and informative – excellently delivered"**
**"Preferred it to previous online course"**
**"Should be mandatory"**

# Informed Consent in Research:
# Legal & Ethical Issues in Consent (Children)

**(Presented as a half-day workshop)**

Informed consent is the foundation of all ethical research. This workshop will focus on the ethical, legal and practical issues around obtaining informed consent from young individuals (under 16 years of age) participating in clinical research projects. It will also cover consent issues relating to the use of human tissue and data in research. The workshop will consist of a mixture of short presentations, case studies and practical exercises. It is designed for anyone who is involved in clinical research, but especially for those who are involved in the informed consent process.

After this workshop you should be aware of and understand:

•        the ethical principles behind informed consent
•        the regulations and laws relating to consent in clinical research
•        the special provisions made for children
•        the consent issues of using data and human tissue.

Please note this course overlaps with the corresponding course on Informed Consent in Research in Adults and participants are recommended to choose one or the other depending on your needs.

**What previous participants have said about the course:**

**"This course was extremely helpful"**
**"Kept your attention throughout"**
**"Clearly expert lecturer"**

# Data Management for Researchers
**(Presented as a half-day workshop)**

The collection, processing and analysis of data are at the heart of all research. For our research to be meaningful we must ensure that the data we collect are complete and accurate, recorded carefully and processed appropriately before they can be analysed.

In this workshop, Allan Gaw will take delegates through the general principles of data management as they apply to research and will, through a series of examples, show how to put these principles into practice. Importantly, please note that this workshop will not cover any aspect of statistical analysis of research data and it will focus primarily on the collection and processing of quantitative data.

After this workshop, attendees should:

•    Be aware of different data capture tools in research
•    Understand how to design and construct an appropriate database
•    Know how to process data and produce a final data set
•    Understand the principles of Good Research Practice including the need for good documentation
•    Be aware of the main forms of research misconduct including fabrication and falsification of data, plagiarism and improper attribution.

**What previous participants have said about the course:**

**"Very clear and organized"**
**"Overall an excellent and informative day"**
**"Material presented with enthusiasm and at a good pace"**
**"A well prepared talk delivered by someone clearly knowledgable in the field"**
**"Good mix of activities and theory"**
**"Covered the different aspects at the right depth and length"**

# An Inspector Calls:
# Preparing for an MHRA GCP Inspection
**(Presented as a half-day workshop)**

The highly regulated world we operate in as clinical researchers means we must be ready for audit and inspection at any time. The Medicines and Healthcare products Regulatory Agency (MHRA) is the competent authority in the UK that oversees the licensing of new drugs and the conduct of clinical trials of both drugs and devices. As part of their statutory remit they conduct compulsory inspections of sites and institutions on a regular basis. One important aspect of these inspections is ensuring that a study is being conducted in compliance with the legislation and in accordance with the principles of GCP.

Thus, being prepared for a GCP inspection is an essential part of good research conduct. In this workshop, Allan Gaw, will take delegates through the elements of a GCP inspection, and, using a mixture of short lecture presentations and practical activities, he will help them develop an effective strategy for preparing for such a visit.

After this workshop each delegate should:

- Understand the role of the MHRA in ensuring public safety
- Be aware of the different kinds of MHRA inspections
- Understand how a GCP inspection will be initiated and conducted
- Be aware of the common findings at such inspections
- Have a strategy for preparing for a GCP inspection

**What previous participants have said about the course:**

**"Very engaging trainer—easy to listen to"**
**"Excellent course"**
 **"An enjoyable course"**
 **"I would recommend the course"**

# COMMUNICATING RESEARCH

## Abstract Expressions:
## Writing Effective Abstracts for
## Conferences & Papers
**(Presented as a half-day workshop)**

Writing a winning abstract is an essential academic skill, but it is not a straightforward task. Good abstract writing requires a clear, cohesive and above all concise approach. This workshop will combine short interactive lectures with a series of practical writing and editing exercises. Anyone who is planning on preparing an abstract for submission to a conference or who is working on an abstract for a manuscript would benefit from this workshop.

Topics covered include:

* the structure and main components of the abstract
* strategies for writing an effective abstract
* the conference abstract selection process and why abstracts are not accepted
* evaluation and discussion of good/bad abstracts and strategies for improvement

**What previous participants have said about the course:**

**"Interesting and engaging speaker"**
**"Pithy, to the point and lots of useful stuff"**
**"Interactive and good range of teaching styles used"**
**"A talented and passionate presenter—very engaging."**
**"Animated, engaging presentation. Interesting examples and anecdotes."**
**"Gave me confidence.  Excellent."**

# The Big Picture:
# Writing an Effective Literature Review
**(Presented as a half-day workshop)**

Whether you are writing a Masters Dissertation, a PhD Thesis, a Grant Application or a Paper you will be required to produce a literature review. This aspect of academic writing presents many problems to those new, and sometimes not so new, to the task. Some mistakenly think that a simple, and often exhaustive, catalogue of past research is what is required. But, or course, a good literature review is much more than that. This half-day workshop will consist of a mixture of short interactive lectures interspersed with reading and writing activities that will guide the participants through a carefully plotted route, helping them to produce a winning strategy for writing their next literature review.

After the workshop each participant will:

* understand the key elements of a good literature review and its purpose
* be able to formulate a literature review writing plan
* possess the necessary critical skills to evaluate, summarise & synthesise iterature
* understand the use of different referencing systems
* appreciate the need for editing and review of the written work.

**What previous participants have said about the course:**

**"I wish I had attended this workshop much earlier in my academic life—simply great!"**
**"An excellent presenter with an in-depth knowledge of his subject."**
**"Helped me not feel overwhelmed."**
**"Good lecturer, good handouts, informative."**

# Lecturing with Ease:
# Guide to Giving Effective Presentations
**(Presented as a half-day or a full-day workshop)**

Whatever your professional role and whatever stage you are at, being able to give a clear, effective and informative presentation is an important skill. This course, which mixes short interactive lectures, videos and discussion, teaches you the basic rules of giving presentations. This course is relevant for individuals from any discipline who have no previous lecturing experience, and for those who wish to improve their skills. The full-day version of the course allows participants to deliver a five-minute presentation and to have this critiqued.

After the workshop each participant will:

- understand the importance of preparation – avoiding distant elephants
- know how to design a presentation – beginnings, middles and end
- be aware of the effective use of PowerPoint – less is more
- know how to deal with questions – side-stepping banana skins.
- be able to apply the seven Es to lecture with ease.

**What previous participants have said about the course:**

**"Most entertaining course ever attended"**
**"Educational, entertaining and engaging"**
**"Demonstrated what he was saying by delivering an excellent presentation"**
**"Thoroughly enjoyed today very appropriate, fantastically presented—practices what is preached"**
**"Really useful and enjoyable. Very motivational too"**
**"Really well explained, empowered me to undertake presentations with more confidence"**
**"I was a primary school teacher for 15 years and would have liked this as part of teacher training, excellent"**

# Poster Paints:
# How to Design a Conference Poster
**(Presented as a half-day workshop)**

In research we are often called upon to present our work in the form of a poster at a conference. The design and layout of these posters is important, if we are to show our work in the best possible light. Many posters are, however, poorly thought out and badly designed. This workshop, using a series of short presentations and practical sessions will examine in detail the features of good poster design, will look at the relative importance of pictures versus words, and will equip the participants to play an active role in the design of their future conference posters.

After the workshop each participant will:

- understand the purpose of the conference poster
- be familiar with the basic rules for poster design
- understand the importance of words, pictures and flow
- know how deliver a conference poster
- have a working strategy for designing a winning poster.

**What previous participants have said about the course:**

**"Presenter covered the material clearly and with enthusiasm."**
**"I now know what I should not do as well as what I should do."**
**"Easy layout to follow, practical information, informative, attention catching."**

# How to Cook a Unicorn:
# Using Freewriting as a Strategy for Creativity
## (Presented as either a half-day or quarter-day workshop)

If you find writing a challenge, you are not alone. There are a number of difficulties, but many writers find that their biggest problem is simply getting started.

In this workshop, Allan Gaw will take delegates through a mixture of short presentations, discussions and practical activities. These will introduce a strategy for producing our early drafts called freewriting and will focus of how we might use this technique, not only to generate text, but also to generate ideas.

After this workshop, attendees should:

- understand the importance of being able to write effectively
- understand the challenges of technical writing
- know how to freewrite
- understand how to use freewriting to develop new ideas

**What previous participants have said about the course:**

**"A tour-de-force"**
**"I even discovered a new approach to my research while doing one of the activities"**
**"Really stimulating—I've just used parts of my brain I haven't for a very long time"**
**"This was an amazing session—I learned a lot"**
**"I loved the activities"**
**"Such an enjoyable talk, and really useful"**

# The Write Stuff:
# A Short Scientific Writing Course
## (Presented as a series of three half-day workshops)

This short course consists of three half days spread over three weeks. During the time we have together we will develop and try out different strategies to help us write and we will look in detail at some of the specific writing tasks that we face in science. In particular, we will spend time on developing a strategy for writing a scientific paper.

Because the course is over three weeks each participant will be invited after each session to prepare some short pieces of writing that will be individually critiqued by the course presenter Allan Gaw.

The course will be limited to 10 participants to ensure that there is maximum interaction and personalized tuition.

After this course each participant will:

- understand the importance of being able to write well in science
- appreciate the common difficulties faced by writers and how to overcome them
- understand what is meant by freewriting
- develop a personal strategy for writing
- know how to edit and revise your texts
- know how to avoid the commonest grammatical errors in English
- understand the need to develop a professional, scientific style.

**This course is linked to the eBooks "WordEasy: The Commonest Grammatical Mistakes in Formal Writing & How to Avoid Them" SA Press 2013 & "WriteEasy: A Strategy for More Effective Scientific Writing" SA Press 2014.**

# GENERIC PROFESSIONAL SKILLS

## Putting it Together: Successful Project Management in Research
**(Presented as a half-day workshop)**

A successful research project does not solely depend on an important research question and a well-designed protocol, but also on the efficient execution of the project. Many research projects fail to complete on time and on budget and some struggle even to get off the ground. In this half-day workshop we will apply the principles of project management to clinical research and show how by applying some simple tools and techniques we can solve many of the common problems we face and avoid others altogether. The workshop will consist of a series of short, interactive lectures, interspersed with practical exercises.

After the workshop each participant will:

- be able to define the different component parts of a research project
- understand the common challenges that arise when managing a research project
- be familiar with project management tools and techniques
- be able to put these into practice
- understand how to avoid the commonest problems that arise in management of research

**What previous participants have said about the course:**

**"Great presentations.  Excellent communication skills."**
**"Enjoyable lectures and interactive workshops."**
**"Very practical.  Wish I knew about it earlier."**

# The Road Less Travelled: Decision Making in Practice
**(Presented as a half-day workshop)**

We all make decisions every day. However, that doesn't mean we all find it easy. Indeed, the ability to make good decisions may make the difference between success and failure in many aspects of life. What influences our decision-making? What is a good decision? How can we arrive at the best possible decision? How do we think about risk? During this half-day workshop we will address these, and other questions, using a mixture of short interactive lectures interspersed with activities that will allow you to discover what kind of decision-maker you are, and to put your decision making into practice.

After the workshop each participant will:

- understand the factors—economic, psychological and social—that influence your own decision making and that of others
- be able to define an important decision and an effective decision
- be able to use these insights to make more effective personal decisions
- be able to understand the decision making of others and how you may influence it
- appreciate how individuals think and decide about risk.

**What previous participants have said about the course:**

**"A topic applicable to both work life and personal life."**
**"Very thought provoking.  Good presentation and content."**
**"Excellent speaker and fun activities."**

# Tick, Tock:
# Effective Time Management in Research
**(Presented as a half-day workshop)**

The conduct of research requires us to assume many roles – administrator, manager, technician, IT specialist, statistician, writer – all of which are often piled on top of other tasks, maybe even a whole other job. How can we manage this process effectively and bring a research project to a successful conclusion? With the clock ticking, we only have one choice and that is to get organised. However, that's easier said than done, especially if you are new to research. This workshop will teach the basics of effective time management and will apply these principles throughout to the conduct of research.

After the workshop each participant will:

- understand the importance of time management to the conduct of successful research
- know the principles of time management
- appreciate how to apply these principles to the different aspects of the research process
- be aware of the commonest pitfalls in research management and know how to avoid them
- have a working strategy for effective personal time management.

**What previous participants have said about the course:**

"Excellent course—normally only say good/very good."
"Structured, practical tips—workable and will definitely help."
"Interesting, engaging, informative.  Worth it."
"Really enjoyable and fulfilling."

# NEW COURSES FOR 2015-16

## Good Research Practice for Non-Drug Studies
**(Presented as a half-day workshop)**

Many Good Clinical Practice (GCP) Courses are geared towards those working on drug studies, but what if you are involved in clinical research but are not working with drugs? This short course is designed for anyone who needs to understand the modern regulatory and legislative landscape of clinical research and presents the principles of Good Clinical Practice and Good Research Practice in a relevant context.

The workshop will consist of a series of short, interactive lectures, interspersed with practical exercises.

After this course each participant will:

- realise modern clinical research places obligations on researchers—moral, legal & professional
- know that different frameworks & regulations exist but all have common features—to ensure safety, quality & respect
- be aware that modern research is collaborative and a number of stakeholders must be involved
- know that GCP has its origins in the pharmaceutical world but is now universally applied to clinical research
- know that Good Research Practice extends to all who are research active.

## WordEasy :
## Grammar & Punctuation for Technical Writers
**(Presented as a half-day workshop)**

Grammar should be like the background music in a film. If it's good you hardly notice it. If it's bad, it jars and distracts you, and does not allow you to focus on what's important. We write to communicate our ideas, opinions and discoveries. If the way we write obscures these goals in any way, then we have to rethink our approach. Some people think grammar is unimportant, being a secondary issue to the main thrust of their writing. However, if your use, or misuse, of grammar leads your reader to stumble over your meaning, you have failed. Grammar is important.

In this workshop, which consists of a series of short presentations, activities and discussion, we will look at the most common problems faced by technical writers when it comes to grammar and punctuation.

After this course each participant will:

- understand the importance of being able to write well in science
- appreciate the common difficulties faced by writers and how to overcome them
- know how to avoid the commonest grammatical errors in English
- know how to avoid the commonest punctuation mistakes in English
- understand the need to develop a professional, scientific style.

**This course is linked to the eBook "WordEasy: The Commonest Grammatical Mistakes in Formal Writing & How to Avoid Them" SA Press 2013.**

# Write Easy: Dissertation Writing for Postgraduate Students
**(Presented as a half-day workshop)**

A dissertation is an extended piece of writing—often the longest a person has ever been asked to write and, as such, it is often daunting. This short course is designed for the daunted. Through a series of short lectures, practical activities and discussion we will look at the dissertation writing process as a project to be managed like any other. We will look at the importance of incorporating writing into your daily schedule rather than leaving it to the end; we will look at strategies for getting started; and we will develop an understanding of what it means to write at a postgraduate level.

After this course each participant will:

- know what makes postgraduate writing different
- understand the importance of planning and project management
- appreciate the uses of revision and editing
- be aware of the commonest problems and how to avoid them
- develop a strategy for writing a postgraduate dissertation.

**This course is linked to the eBook "WriteEasy: A Strategy for More Effective Scientific Writing" SA Press 2014.**


# Keeping it Short & Simple: How to Write Policy Briefs
**(Presented as a half-day workshop)**

A policy brief is a concise summary of a particular issue, the policy options to deal with it, and some recommendations on the best option. It is aimed at government policymakers and others who are interested in formulating or influencing policy. Many professionals will be required to write these briefs and just how well they are written may have significant consequences for policy.

In this workshop, which consists of a series of short presentations, activities and discussion, we will look at the challenges faced by policy brief writers, especially understanding your audience, using appropriate language and style and thinking about impact. We will also look at some strategies to get started with our writing and to project manage it.

After this course each participant will:

- know what a policy brief is, who it's for and what it looks like
- appreciate the challenges of writing for a non-technical reader
- understand what is meant by freewriting
- develop a personal strategy for writing
- know how to edit and revise your texts
- know how to project manage your writing.

# SWIPE:
# Designing Effective Slides
**(Presented as a half-day workshop)**

Most of us use slides in our presentations, whether these are for short departmental meetings or major presentations at international conferences. However, one of the commonest features of all presentations is poor slide design. Our slides are visual aids to help our audience understand and follow what we are saying. Unfortunately, the slides presenters use are often overcrowded, difficult to see and badly designed. As visual aids they fail both visually and as aids for the audience.

Using lots of examples, the workshop facilitator, Allan Gaw, will introduce delegates to the acronym SWIPE and show how its component parts can be used to help us design clean, simple slides that will serve us best as great visual aids.

If you are completely new to making slides, or if you feel that that slides you have been making for the last twenty years could be better, you will find this workshop useful and relevant to your work.

After this workshop each delegate should:

- understand what slides are for and what they are not
- be aware of the main problems in slide design
- be familiar with the concept of SWIPE in slide design
- understand how to make your slides both visually appealing and useful to your audience
- have a simple strategy for producing effective slides for any presentation

# Online One-hour Courses

As the number of students and staff who work off-site is growing there is a need for more flexible training. These are the first of my series of one-hour sessions developed for delivery on your local online platform, such as Collaborate.

Each on-hour short course involves a presentation interspersed with discussion, questions or activities.

In each case, the session is self-contained, would be delivered live and can be attended by any number of participants synchronously.

## Who's Afraid of the Big Blank Page — Getting Started with Your Scientific Writing

If you find writing a challenge, you are not alone. There are a number of difficulties, but many writers find that their biggest problem is simply getting started. In this online session we will focus on strategies we can use to help us get over that fear of the big blank page. We will look at freewriting and how this can help us generate text and, also, help us think on paper. By the end of this one-hour interactive online session, you will have a better understanding of what free writing is and how it can help you in your scientific writing and your scientific thinking. During this session, you will have the opportunity to do some freewriting, so make sure you have some paper and a pen handy.

## Putting it Together—Project Planning in Practice

All successful projects need to be planned, and while some of us are natural planners most of us need a little help. In this online session we will apply some simple tools and techniques to help us solve many of the common problems we face and avoid others altogether. We will focus particularly on where and how to begin planning a project and consider the three related aspects of time, budget and quality. As well as listening and watching, participants will also get the chance to do two practical activities to help them put some of the ideas presented into practice. By the end of this one-hour interactive online session, you will have a clearer idea of the importance of good planning and how it will help make a difference to your projects.

## Preparing for an MHRA GCP Inspection

This online lecture is designed for those preparing for a visit from the Medicines and Healthcare Products Regulatory Agency (MHRA) Good Clinical Practice (GCP) Inspectorate. It covers topics such as: who are the MHRA; what does an inspection involve; what purpose does it serve; and how should I prepare?

## History and Development of GCP

Good Clinical Practice (GCP) has become the gold standard for the conduct of clinical research involving human participants, but where did it all come from? This presentation traces the development of clinical research and highlights how contemporary regulations have their origins in the past. Through a series of fascinating stories we begin to understand the need for our highly regulated research environment.

## Principles of Informed Consent

At the centre of ethical clinical research is the need for valid informed consent. This presentation poses the related questions: what is informed consent and why do we need it? By answering these questions we can start to

appreciate what "informed consent" will look like in practice. This presentation is designed for anyone who is involved in clinical research, especially those new to the field.

## Practicalities of Informed Consent

Related to the previous presentation, this session takes the subject further by looking at the practicalities of obtaining and documenting informed consent in clinical research. In particular, we will ask: who can give it; who can take it; and how do we get it?

## Event Management—Safety Reporting in Drug Trials

If you are conducting a clinical trial of an investigational medicinal product or CTIMP you need to be aware of what will be expected of you under the law in the UK when it comes to safety reporting. This very practical session will give the attendees an opportunity to look at possible adverse events and decide how they should be dealt with.

## Serious Breaches of GCP

It is one thing to be aware of the principles of Good Clinical Practice (GCP), but another to know how they are applied in action. This interactive session on allows the attendees to learn what constitutes a Serious Breach by considering a range of real-life scenarios.
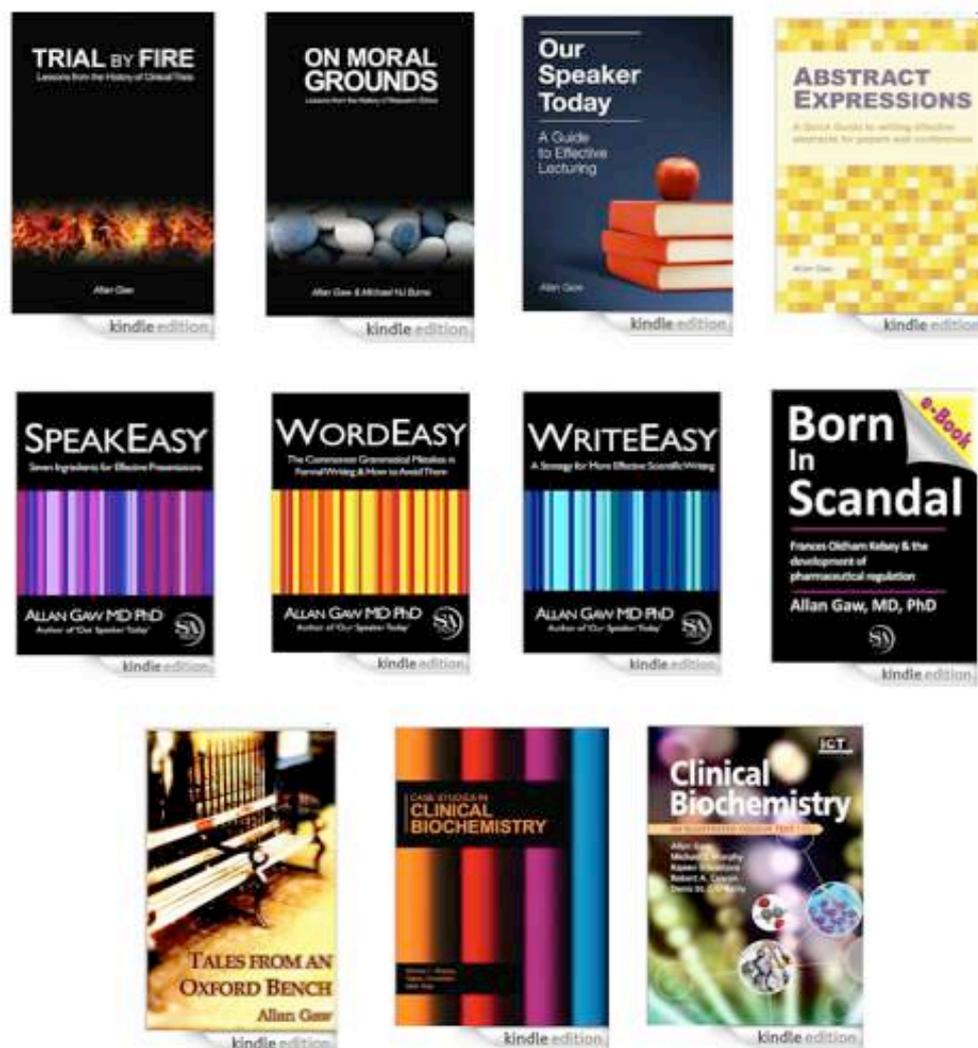
## More in the pipeline...

If you don't see what you are looking for here in the form of online lectures, please ask as I am regularly developing new topics to be delivered in this format.

# BOOKS

A number of the courses and workshops outlined here are supported by publications—all of which are available as e-books and in some cases as paperbacks.

### WriteEasy: A Strategy for More Effective Scientific Writing (2014)

It is an essential professional skill to be able to write well. All scientists have to communicate their work through papers, reports and abstracts and they need to acquire funding through carefully written grant applications. However, many scientists feel daunted by the prospect of writing. They do not know where or how to begin and they struggle to keep going to the task is complete. This book is for the daunted. It begins by emphasising the importance of being able to write effectively and addresses the commonest problems encountered by writers. It offers strategies to get started and to overcome any fear of the blank page. It goes on to provide strategies for generating text, editing it and considering its style. The book is packed with useful advice and tips to help any writer overcome his or her fear and dislike of writing and to become more effective. The book also includes an extensive list of useful further reading, viewing and browsing.

### WordEasy: The Commonest Grammatical Mistakes in Formal Writing & How to Avoid Them (2013)

Many people find writing a daunting experience, even if they are required to write a lot in their professional lives. Often the reason for this is their lack of confidence when it comes to basic grammar and punctuation. It's not that

they think they cannot write, but they fear they cannot write properly. The author of this e-book has been teaching professional writing skills for many years and has developed here a short, highly accessible guide to the main problems that trouble would-be writers.

## Born in Scandal (2013)

It has been said that modern pharmaceutical regulation was 'Born in Scandal'. Frances Oldham Kelsey, a Canadian born pharmacologist and physician, found herself at the centre of the two greatest drug scandals in the United States in 1937 and 1961. These scandals gave birth to major reforms of the US legislation controlling pharmaceutical development and strongly influenced the statute books of every other country on the globe. This e-Book tells the fascinating story of these scandals, traces their development and describes Kelsey's role in each. The text is fully referenced and is illustrated throughout. If you believe that we have anything to learn from history, or if you merely wish to follow the path that has led us to the present, you will find this short book both interesting and enjoyable.

## SpeakEasy: 7 Ingredients for Effective Presentations (2012)

How should you deliver a presentation? With ease, or at least with 'Es'. There are seven key ingredients to any effective presentation and conveniently they all start with the letter 'E'. If you use these ingredients when designing your presentation and when you are delivering it, you will go a long way towards your goal of giving an effective presentation. This e-book will take you through these seven Es and provide you with an effective recipe for success.

## Abstract Expressions: A Quick Guide to Writing Effective Abstracts for Papers and Conferences (2011)

Writing a winning abstract is an essential professional skill, but it is not a straightforward task. Good abstract writing requires a clear, cohesive and, above all, concise approach. This *Quick Guide* combines a set of simple strategies for abstract writing with a series of practical writing and editing exercises. Anyone who is planning on preparing an abstract for submission to a conference or who is working on an abstract for a manuscript would benefit from reading this guide.

## On Moral Grounds: Lessons from the History of Research Ethics (2011)

What can we learn from the past that may be relevant to modern clinical research ethics? In this book Allan Gaw & Michael Burns show us how the past can illuminate the present and help us understand where we are and how we have come to be here. The authors present a series of intriguing stories that take us from a ship in the Royal Navy in the mid 18th century to a backwater in the US in the early 19th century and on to Cuba at the dawn on the 20th century, by way of the offices of a Harvard academic and a courtroom in Nuremberg. On this journey through the history of research ethics we are shown examples of the best and the worst. In each case the theme is one that is relevant today and one, which, if we are involved in clinical research in any capacity, we must address.

## Our Speaker Today (2010)

Dr Allan Gaw has been lecturing and giving presentations for over 25 years and thinks that by now he might have learned a few secrets about how it should be done. Having been to Medical School in the early 1980s he certainly gained a very good grounding on how it should not be done. In the last two and half decades he has, through observing the best and by sometimes painful trial and error, developed a simple and foolproof system for the preparation and delivery of a good lecture. This book presents a distillation of that experience and will be invaluable to anyone having to prepare their first 'talks' as well as those who may have been lecturing for years but are still struggling to find it an enjoyable experience. This is a book packed with practical advice and as the, often simple, secrets are revealed the reader will become convinced that it will never be so daunting again.

## Trial by Fire: Lessons from the History of Clinical Trials (2009)

What can we learn from the past that may be relevant to modern clinical research? In this book Dr Allan Gaw draws on the experience of two decades working in clinical trials to show how the past can illuminate the present and help us understand our current position. In a series of intriguing stories that take us from Babylon and Ancient Egypt, to Europe in the 17th and 18th Centuries, and on to the concentration camps of Nazi Germany, and the US in the 60s and 70s, he demonstrates the origins of randomisation and blinding in clinical trials; the importance of consent, trust and codes of ethical practice; and the crucial importance of publication. And he shows us where it may have all begun.

## And coming soon....

# Testing the Waters: Lessons from the History of Drug Research

**Speaking at the 2012 UK CRF Annual Conference in Dublin.**