

Preparing for Learning Visits



A Guide from Project BRIDGE

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Introduction

Congratulations!

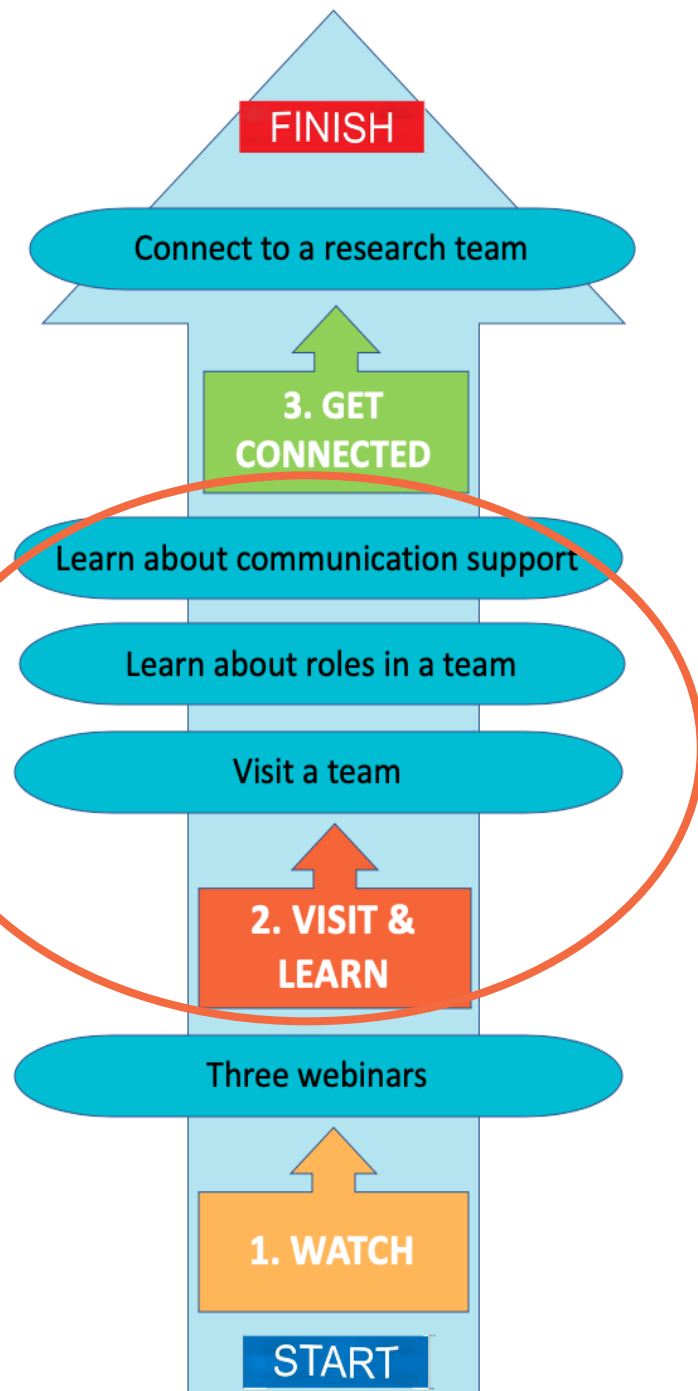
If you are reading this guide, you have begun Step 2 of our Training Guide- Learning Visits. We are glad to have you with us!

You watched the webinars, now it is time to visit research teams.



The purpose of this booklet is to help:

- Guides and newcomers work together.
- Regional centers prepare new team members.



BRIDGE Leadership Team

Project BRIDGE Contact Information:

- **Website:** projectbridge.online
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Project Lead:

- **Dr. Jackie Hinckley**, Associate Professor at Nova Southeastern University

Project Consultant:

- **Dr. Audrey Holland**, Professor Emerita at University of Arizona

Graduate Assistant:

- **Ms. Clarisse El Khouri**, Graduate Student at Nova Southeastern University

Regional Coordinators:

- **Dr. Amy Engelhoven**, Director of Aphasia House at University of Central Florida
- **Ms. Gretchen Szabo**, Research Speech-Language Pathologist at Adler Aphasia Center
- **Ms. Chantelle Walker**, Executive Director of Adler Aphasia Center
- **Dr. Tami Brancamp**, Associate Professor at University of Nevada
- **Dr. Katie Strong**, Assistant Professor at Central Michigan University
- **Dr. Lauren Bislick**, Assistant Professor at University of Central Florida

Leadership Team:

- **Dr. Michelle Bourgeois**, Professor at University of South Florida
- **Ms. Cheryl Paul**, Clinical Instructor at University of South Florida
- **Dr. Donna Pollele**, Instructor at University of South Florida
- **Dr. Anthony Kong**, Associate Professor at University of Central Florida
- **Mr. Mike Caputo**, Co-Founder of Voices of Hope for Aphasia
- **Mrs. Kathy Caputo**, Co-Founder of Voices of Hope for Aphasia
- **Mr. Tom Boyle**, Co-Founder of Suncoast Aphasia Support Group
- **Mrs. Erika Boyle**, Co-Founder of Suncoast Aphasia Support Group
- **Dr. Suma Devanga**, Assistant Professor at Western Michigan University
- **Ms. Carol Dow-Richards**, Co-Founder of Aphasia Recovery Connection
- **Mr. Michael Hornbostel**, Member of the Adler Aphasia Center
- **Ms. Suzanne Johnson**, Participant, University of Central Florida Aphasia House
- **Ms. Angela Ziegler**, Speech-Language Pathologist at University of Central Florida

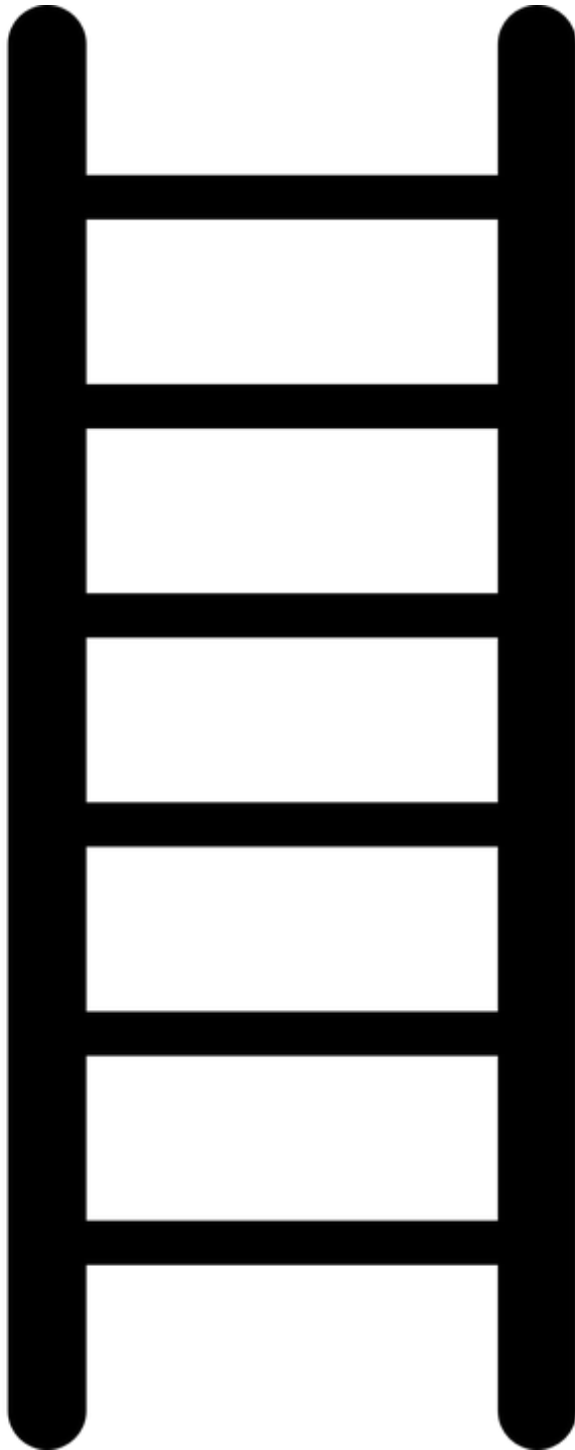


Regional Centers

- Each of the 4 regional centers serves as a connection point to help recruit and train new research team members.
- The Main Hub of our network is located in:
 - Nova Southeastern University in Fort Lauderdale, FL.
- Our Regional Centers are located in:
 - The University of Nevada in Reno.
 - Central Michigan University in Mt. Pleasant, MI.
 - The University of Central Florida in Orlando, FL.
 - Adler Aphasias Center in Maywood, NJ.



Goals of the Learning Visit



Develop communication approaches to support collaborative research.

Discuss roles in a research team.

Connect to a research team.

Encourage exchange of ideas between participants.

Observe a research team meeting.

People

Some people who will be involved in your Learning Visit experience include:

- **Guides** are those who:
 - Have participated in the BRIDGE 2018 Conference.
 - Are willing to offer your time and expertise to help train a Newcomer.
- **Newcomers** are those who:
 - Show current interest in multi-stakeholder, collaborative research.
 - Are interested in working together with clinicians, researchers, and people affected by communication disabilities.
- **Regional Coordinators:**
 - Are part of the Project Leadership Team.
 - Organize local activities and events.
 - Encourage local members to participate In Project BRIDGE.
 - Support regional research team members every step of the way!
- **Other Team Members**
 - Researchers or Team Leaders.
 - Other Research Team Members.

People- Sample People Form

NAME	ROLE	PICTURE
Dr. Aimee Dietz	Project Lead/Researcher	
Dr. Susan Duncan	Co-Lead Researcher	
Dr. Lauren Bislick	Co-Lead Researcher	
Chase Rushlow	Survivor	
Deanna Rushlow	Co-Survivor	
Stephanie Van Allan	Clinician	

Team Member Descriptions

Research teams may consist of:

- **Team Leaders:**
 - The Team Leader helps the team move forward towards its goal.
- **Research Advisors:**
 - The Research Advisor helps plan and design research.
- **Research Co-Presenters:**
 - The Research Co-Presenter helps to present the team's work.
- **Research Communicators:**
 - The Research Communicator writes emails to each member to remind them of:
 - Dates for future meetings.
 - Upcoming events.
 - Research deadlines.



Overview of the Learning Visit

There are three (3) parts:

1. BEFORE

- Plan with regional coordinators, Guides, Newcomers, and team members.

2. DURING

- Observe how a research team collaborates.

3. AFTER

- Reflect and discuss what you observed during your visit.



Before the Visit

1. Plan:

- **Regional coordinators, Guides, Newcomers, and other team members will co-develop a plan to:**
 - Visit members of a research team.
 - Observe roles within the research team.
 - Discuss goal(s) for moving the team forward.
- **The following questions should guide your planning process:**
 - Where will the visit take place (online or in-person)?
 - What should be included in the agenda for the visit?
 - How many visits should be made?
 - Is a follow-up visit necessary?

Before the Visit- Sample Planning Form

Goal(s) of Visit (sample)	Plan of Action (sample)
#1: Identify strategies that helped all members of the team contribute.	<ul style="list-style-type: none"> Take notes. Discuss observations with Guide.
#2: Describe the type of contributions that each team member made.	<ul style="list-style-type: none"> Take notes. Gather together after the meeting and discuss these contributions.
#3: Find ways that I can contribute to the team.	<ul style="list-style-type: none"> Take notes of roles observed. Ask team members about what they could need help within the research.

Questions to Answer Before the Visit:

- Where will the visit take place (online or in-person)?
In-person.
- What should be included in the agenda for the visit?
Get the contact information of each team member.
- How many visits should be made?
1-3 visits depending on how many agenda items are met in each meeting.
- Is a follow-up visit necessary? Why?
Yes! We may not be able to finish all our goals in one visit.

During the Visit

2. Observe:

- **Suggestions for Success:**
 - Keep a record of what you observe.
 - Find collaboration opportunities.
 - Connect with research team members.
- **The following page includes an Observation Form to be filled out during your visit.**



During the Visit- Sample Observation Form

Date of Visit: September 20, 2020

Goals	Observations
#1: Identify strategies that helped all members of the team contribute.	<ul style="list-style-type: none">● Each person was asked for their opinion.● I wrote down keywords I heard throughout the meeting.
#2: Describe the type of contributions that each team member made.	<ul style="list-style-type: none">● The Team Leader assigned different tasks to each member.● One member was assigned to write the agenda for the meeting.
#3: Find ways that I can contribute to the team.	<ul style="list-style-type: none">● I wrote down different possible roles present within the group.

During the Visit- Activity Ideas for Guides & Regional Center

1. Extend invitations to sit in on a regularly scheduled research team meeting.



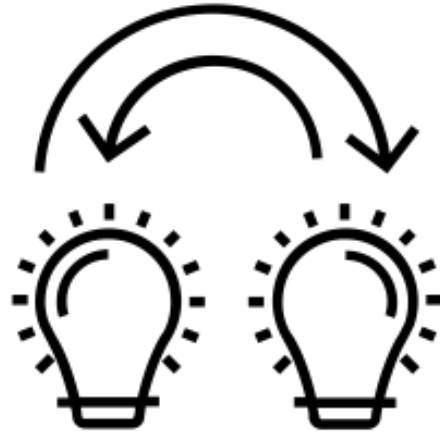
2. Organize a discussion about patient-centered outcomes research.

- What is it? Here is a definition:
<https://www.pcori.org/research-results/about-our-research/patient-centered-outcomes-research>
- How do you do it? Here is a fact sheet to discuss:
<https://www.pcori.org/sites/default/files/PCORI-Improving-the-Science-and-Methods-of-PCOR.pdf>



3. Create a Research Exchange or Research Roundup.

- Invite representatives from more than one research team in your area to speak for a few minutes about their project and its current status. Anywhere in the process is OK!
- Ask each presenting team to prepare some key words, or key points for attendees.
- Facilitate a discussion about each team's report.
- Optional: You could use this as a working meeting to craft an aphasia-friendly update for each presenting team. This would be a great activity, especially with student or another partner support.



4. Research Roundtable: A panel comprised of different stakeholders each talk about their experience on a multi-stakeholder research team.

- The emphasis here is on how different members contribute different types of knowledge and experience.
- Use the “Team Member Roles” page to help attendees track which panelist is doing what kind of role.



5. Journal Club: Select an article, summarize it, and discuss how the project represents the input of different stakeholder groups.

- This might work well with student or other support to help prepare an easy-to-read summary and video about the article.
- Use a “Book Club” approach, with keywords, key points, or other relevant activities.
- Please see the resource page for article suggestions that have to do with Patient-Centered Outcomes Research in aphasia. You can also choose your own that is relevant.



6. Invite a PCORI Ambassador to speak to your group or center.

- You can find PCORI Ambassadors in your state by searching here:
<https://www.pcori.org/engagement/engage-us/pcori-ambassador-program>
- Make sure to prepare them on aphasia-friendly speaker guidelines (see handout in the Appendix).



After the Visit

3. Reflect and Discuss:

- There are 4 steps that should be completed in this phase:
 1. **Reflect** on the goal(s) you created before the visit and discuss if the goal(s) were achieved.
 2. **Discuss** your observations of the research team with other members and your Guide.
 3. **Complete** the Post-Visit Evaluation Form.
 4. **Send** a Thank You Letter/Email.



After the Visit- Sample Post-Visit Evaluation Form

Date of Visit: September 20, 2020

Research Team: Caregiver Training

Goal(s) of the Visit: #1: Identify strategies that helped all members of the team contribute, #2: Describe the type of contributions that each team member made, #3: Find ways that I can contribute to the team

Strengths of the Team	Challenges of the Team
Good communication- The team leader communicated well the tasks each member should work on.	Roles are not clear- Each team member, other than the team leader, does not have clear role titles.
Motivation- Each team member is passionate about the project. They are eager to work together and share ideas.	Time management- The team has trouble managing certain tasks at a time. This could be due to unclear role titles.

Please answer the following:

1. Were you able to accomplish your goal(s)? How?

Yes. We were able to follow our agenda and make sure that we stayed on task during the visit.

2. How could a future visit be improved?

We would create a more thorough plan of action that includes possible scenarios we can encounter. This will help prepare us for unplanned situations.

After the Visit- Sample Thank You Note

Send a thank-you email to the research team. A sample can be found below:

Dear [Team Name],

Thank you for giving us the opportunity to visit your team and taking the time to share your experiences of collaborating with us. We learned [mention what you learned here]. We hope to reconnect with [Team Name] soon.

Sincerely,

[Your Name]

Appendix- Blank Forms

1. Planning Form:

Goal(s) of Visit	Plan of Action

Questions to Answer Before the Visit:

1. Where will the visit take place (online or in-person)?

2. What should be included in the agenda for the visit?

3. How many visits should be made?

4. Is a follow-up visit necessary? Why?

2. Observation Form:

Date of Visit: _____

Goals	Observations

3. Post-Visit Evaluation Form:

Date of Visit: _____

Research Team: _____

Goal(s) of the Visit: _____

Strengths of the Team	Challenges of the Team

Please answer the following:

1. Were you able to accomplish your goal(s)? How?

2. How could a future visit be improved?

4. People Form:

NAME	ROLE	PICTURE
1.		
2.		
3.		
4.		
5.		
1.		

Resources

1. Article Suggestions for Journal Club:

- Cohen, M. L., & Hula, W. D. (2020). Patient-Reported Outcomes and Evidence-Based Practice in Speech-Language Pathology. *American Journal of Speech-Language Pathology*, 1, 357. https://doi-org.ezproxy.lib.usf.edu/10.1044/2019_AJSLP-19-00076.
- Hinckley, J., Boyle, E., Lombard, D., & Bartels-Tobin, L. (2014). Towards a consumer-informed research agenda for aphasia: preliminary work. *Disability & Rehabilitation*, 36(12), 1042.

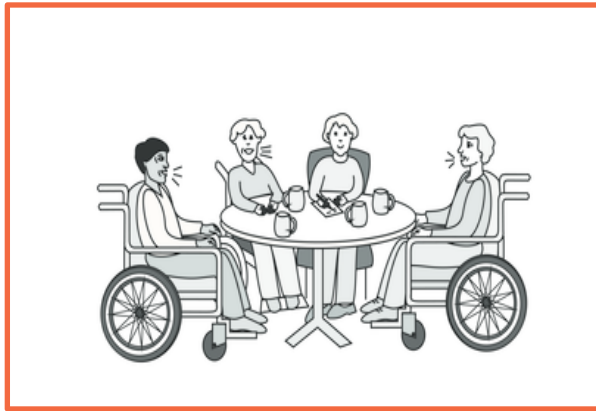
2. Using Zoom for Learning Visits:

- To sign up, go to:
 - <https://zoom.us/signup>
- Joining a Meeting:
 - <https://youtu.be/hlkCmbvAHQQ>
- Scheduling a Meeting:
 - <https://youtu.be/XhZW3iyXV9U>
- Using Closed Captioning:
 - <https://youtu.be/a06O8JmpPZA>
- For more information on getting started, go to <https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac>

3. Using Pictographics to Improve Communication:

- Pictographic Images Database:

- Link to database:
<https://www.participics.ca/>
- Type in a word and get an illustrated image of the word.
- **Example 1:**
 - Type in: “group discussion”
 - Results:




- **Example 2:**
 - Type in “research”
 - Results:





4. Aphasia-Friendly Templates:


- Link to templates:
<https://www.participics.ca/resources>
- Example:
 - Event Flyer Template:

(title here)


**What:** (event here) Image Here


**Where:** (address here) Image Here


**When:** (date here) Image Here


**Time:** (time here) Image Here


Page Number


**Cost:** (cost here)


**Remember:**


 (reminder here) Image Here

 (reminder here) Image Here

 (reminder here) Image Here

**Contact:** (contact name here)

 Image Here (additional contact info)

 Image Here (additional contact info)

Page Number

