

# Reflections of Early Career Researchers

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University of Arkansas

1

## Vision



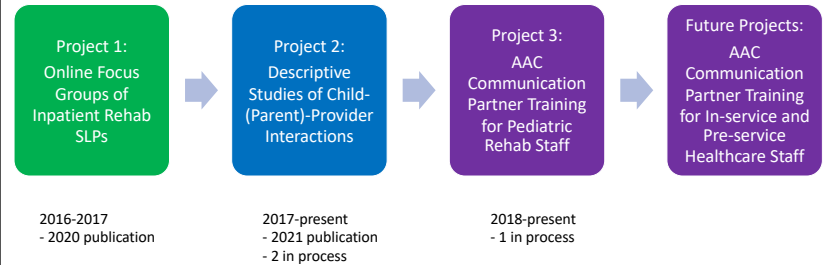
2

## Vision



3

## Gormley Plan – Think Tank 2019 Plans



2016-2017  
- 2020 publication

2017-present  
- 2021 publication  
- 2 in process

2018-present  
- 1 in process

4

### Gormley 5-Year Plan....

Table 1  
*Short Term Research Plan*

Year	Research Projects	Deliverables/Dissemination
1	<p><b>Project 1:</b> Refine just-in-time training of healthcare providers to support child communication of choices in the inpatient setting for additional field-testing</p> <p><b>Project 2:</b> Conceptualize and implement pilot studies to develop and field-test just-in-time training for healthcare providers to engage in developmentally-appropriate rounding routines</p>	<ul style="list-style-type: none"> <li>Establish lab, obtain ethics approvals, and initiate research collaborations with local healthcare agencies</li> <li>Complete data collection and analysis for Projects 1 and 2</li> <li>Submit grant proposal (e.g., UNL internal Layman grant; American Speech-Language-Hearing Foundation [ASH Foundation] New Investigators Research Grant) to support Project 3</li> <li>Submit manuscripts from prior completed doctoral research:                             <ul style="list-style-type: none"> <li>Study to investigate effects of just-in-time training to support child communication of choices</li> <li>Study to investigate inpatient interactions between children, family, and healthcare providers</li> <li>Study to evaluate a web-based module to train pre-service educators and healthcare professionals on alternative AAC access</li> </ul> </li> </ul>

5

### Gormley 5-Year Plan....

2	<p><b>Projects 1 and 2:</b> Refine just-in-time trainings from previous year for future large-scale evaluation and dissemination</p> <p><b>Project 3:</b> Conceptualize and implement pilot studies to develop and field-test just-in-time training for healthcare providers to use communication passports with children with CCN in the inpatient setting</p> <p><b>Project 4:</b> Conceptualize studies to evaluate and compare the effects of single component vs multi-component intervention packages of just-in-time healthcare trainings (e.g., rounding routines + communicating choices) on child-family-provider communication effectiveness in the inpatient setting</p>	<ul style="list-style-type: none"> <li>Complete data collection and analysis for Projects 2 and 3</li> <li>Submit grant proposal for a Planning and Proposal Generation grant through the University of Nebraska to build new collaboration with University of Nebraska Medical Center for future intervention development and future extramural funding applications for Project 4</li> <li>Submit 3 manuscripts related to Projects 1 and 2 (intervention development and field-testing work)</li> </ul>
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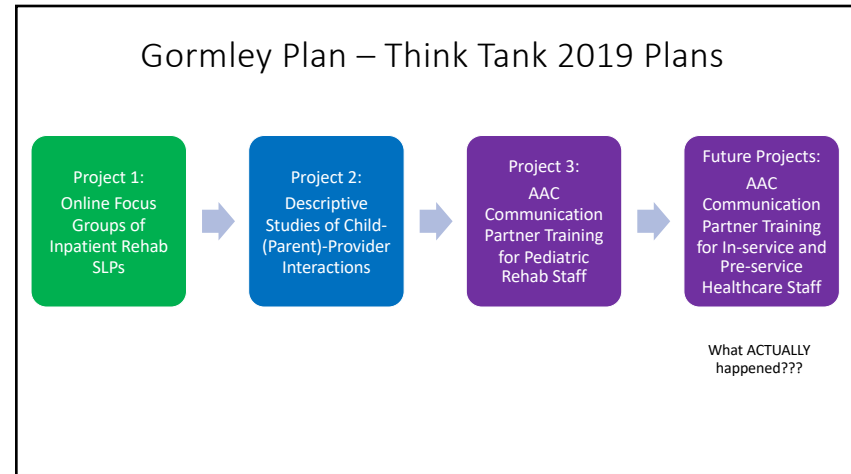
6

### Gormley 5-Year Plan....

Table 1 Continued

Year	Research Projects	Deliverables/Dissemination
3	<p><b>Project 3:</b> Refine just-in-time training from previous year for future large-scale evaluation and dissemination</p> <p><b>Project 4:</b> Implement studies to evaluate and compare the effectiveness of single component vs multi-component intervention packages of just-in-time healthcare trainings on child-family-provider communication effectiveness in the inpatient setting across professional roles (e.g., nurses)</p> <p><b>Project 5:</b> Conceptualize studies to develop and field-test web-based instructional modules adapted from just-in-time trainings for pre-service healthcare providers (e.g., nursing, allied health)</p>	<ul style="list-style-type: none"> <li>Initiate data collection and analysis for Project 4</li> <li>Submit grant proposal for (a) an Advancing Academic-Research Careers Award from ASHA and (b) an ASH Foundation Researcher-Practitioner Collaboration Grant to support Projects 5 and 6</li> <li>Submit 3 manuscripts related to Projects 2 and 3 (intervention development and field-testing)</li> </ul>

7



8

### What changed?

The screenshot shows the 'Patient-Provider Communication' website with a banner for 'FREE COVID-19 COMMUNICATION TOOLS & RESOURCES'. The banner lists four key features: FREE, READY TO USE, SINGLE PATIENT USE, and PATIENT DIGNITY. To the right is a 3D model of a coronavirus particle with red surface proteins and a grey core.

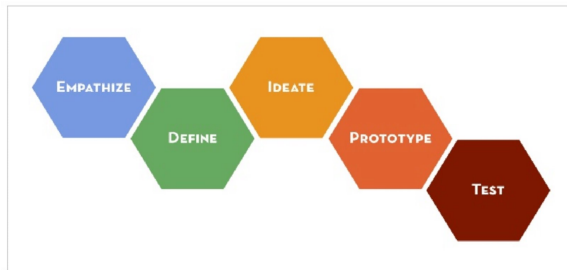
9

### Where did that go?

The slide features a world map with North America highlighted in blue. To the right is the cover of the journal 'Augmentative and Alternative Communication'. Below the map and journal cover is a citation for an article: 'Ensuring communication access for all during the COVID-19 pandemic and beyond: supporting patients, providers, and caregivers in hospitals' by Tami Altschuler, Rachel Santiago & Jessica Gornley.

10

### What Changed?



11

Ensuring the work in your career continues to reflect our priorities and vision



12

## Selecting a career based on our vision

### Jessica Gormley Workload

- 43% research
- 15% teaching & clinical training
- 20% program development
- 22% clinical care

### Christine Holyfield Workload

- 40% research
- 40% teaching
- 10% advising and mentoring
- 10% service

13

## Building relationships

14

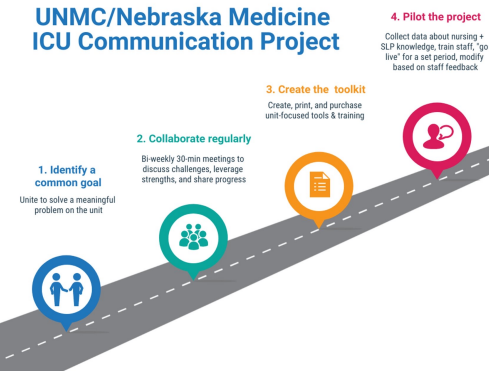
## Listening, Learning, Sharing

- Humble inquiry goes a long way!!!
- Possible questions:
  - What are the needs and goals of the stakeholders?
  - Is everyone involved that needs to be involved?
  - What do YOU need to learn to ensure that you are building and maintaining trust within this relationship?
  - What are we missing?
  - What are others up against?
  - What are you up against?



15

## UNMC/Nebraska Medicine ICU Communication Project



16

## What were the SLP and Nursing priorities?

**Nurse's swallow screen tool: Part 2**

Offer communication board

17

## Reciprocity

LSHSS  
Research Article

### Comparative Effects of High-Tech Visual Scene Displays and Low-Tech Isolated Picture Symbols on Engagement From Students With Multiple Disabilities

Christine Holyfield,<sup>1</sup> Sydney Brooks,<sup>2</sup> and Allison Schuterman<sup>3</sup>

**Hagstrom and Holyfield Recently Awarded by State Association**

Nov. 19, 2021

In October, the program of Communication Sciences and Disorders had two faculty members recognized for their contributions to the field of speech-language pathology at the Arkansas Speech-Language-Hearing Association (ArkSHA) Conference. ArkSHA connects audiologists, speech-language pathologists and future professionals through advocacy, education, mentoring and networking.

**Abstract:** Augmentative and alternative communication (AAC) is an intervention approach that can promote communication and language in children with multiple disabilities who are beginning communicators. While a wide range of AAC technologies are available, little is known about the comparative effects of specific technology options. Given that engagement can be low for beginning communicators with multiple disabilities, the current study provides initial information about the comparative effects of 2 AAC technology options—high-tech visual scene displays (VSDs) and low-tech isolated picture symbols—on engagement. **Method:** Three elementary-age beginning communicators with multiple disabilities participated. The study used a single-subject, alternating treatment design with each technology serving as a condition. Participants interacted with their school speech-language pathologists using each of the 2 technologies across 5 sessions in a block randomized order. **Results:** According to visual analysis and nonoverlap of all pairs calculations, all 3 participants demonstrated more engagement with the high-tech VSDs than the low-tech isolated picture symbols as measured by three epochs of data for each technology option. Despite the difference in engagement observed, there was no clear difference across the 2 conditions in engagement toward the communication partner or use of the AAC. **Conclusions:** Clinicians can consider measuring engagement when evaluating AAC technology options for children with multiple disabilities and should consider evaluating high-tech VSDs as 1 technology option for them. Future research must explore the extent to which differences in engagement to particular AAC technologies result in differences in communication and language learning over time as might be expected.

18

## Dr. Beukelman on Career Mentorship

- Content mentor
- Process mentor
- Strategy mentor
- Safe mentor

**Becoming a Successful Faculty Member: Conversations with a Safe Mentor**  
by David Beukelman | Oct 7, 2014

★★★★★ 2

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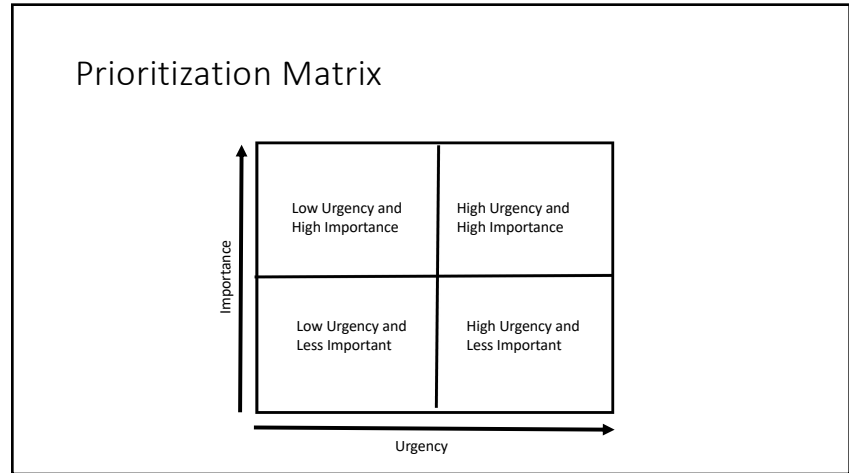
19

## Model Your Approach on Success

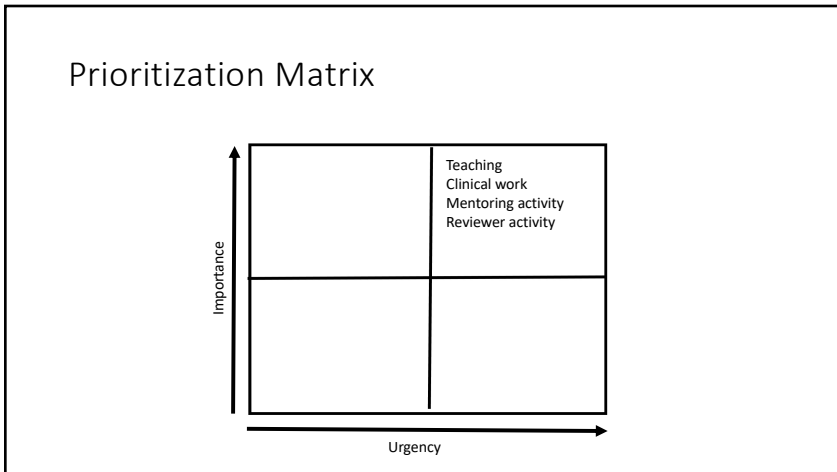
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Prioritizing in alignment with vision

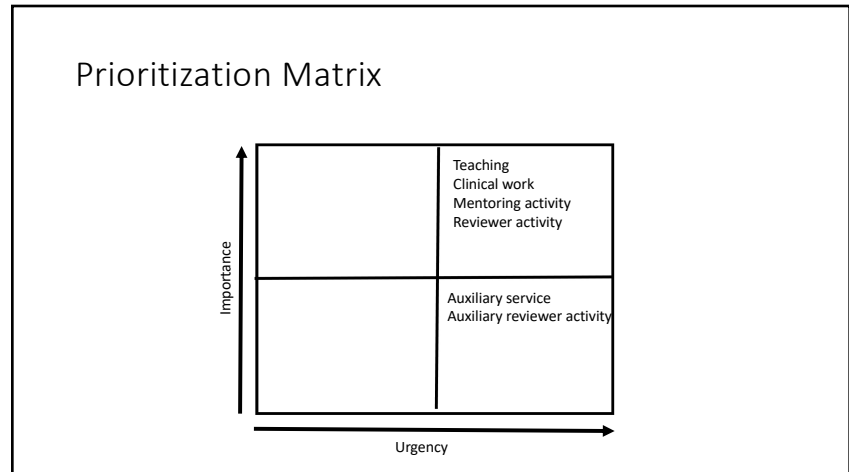
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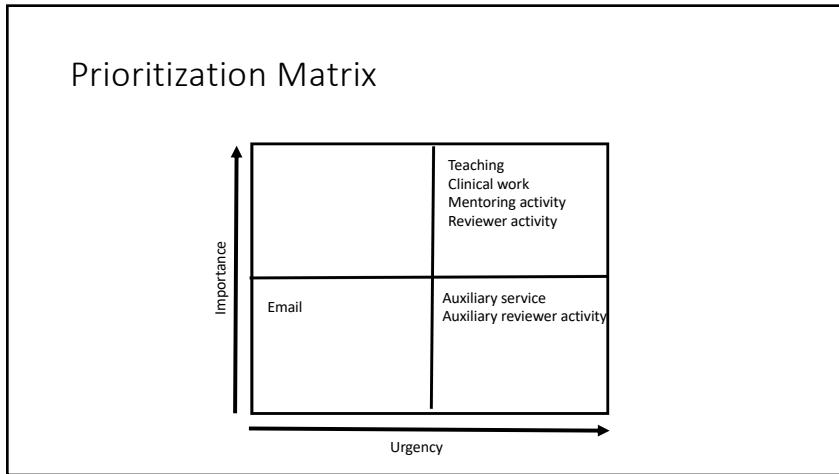
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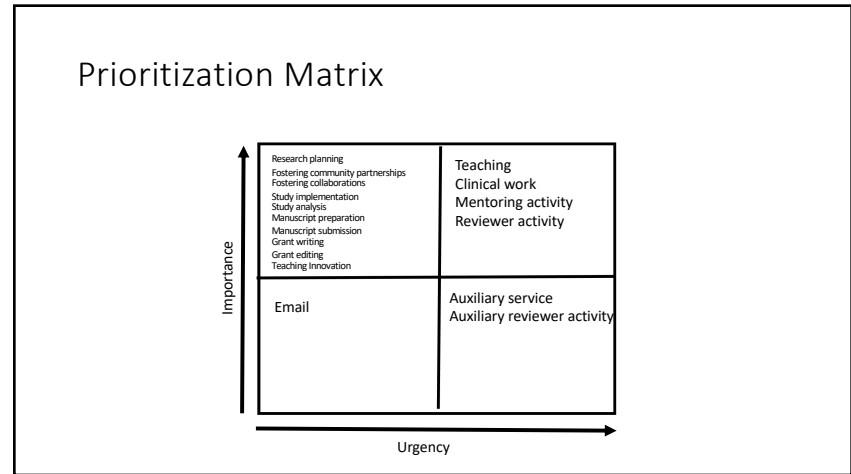
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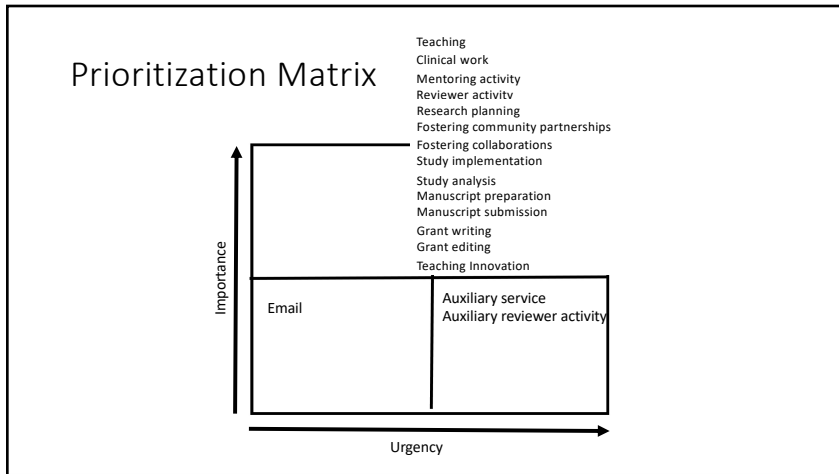
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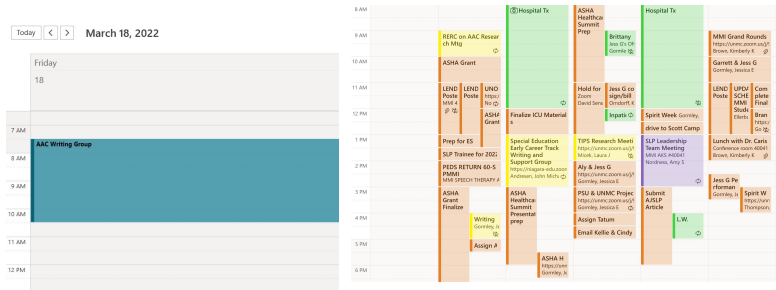


27

## Practical Strategies to Stay on Course

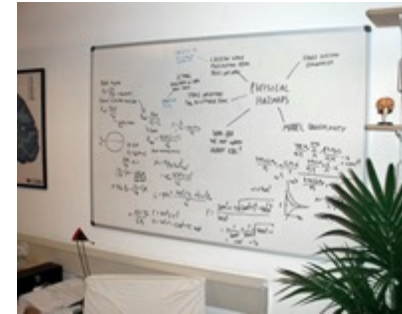
28

### Block & Protect Time



29

### Know When to Say No



30

### Know When to Say Yes



31

### Be Intentional about Reflection

Year 5	
<b>Research</b>	<ul style="list-style-type: none"> <li>Goals: Improve outcomes for people with IDD who use AAC through innovative, high-quality research                             <ul style="list-style-type: none"> <li>Submit a minimum of three manuscripts for publication</li> <li>Submit a minimum of one grant</li> <li>Involve undergraduate and graduate students in research</li> </ul> </li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>Goals: Improve outcomes for people with communication impairments through effective preparation of future clinicians                             <ul style="list-style-type: none"> <li>Incorporate student feedback and update courses</li> <li>Expand non-traditional approaches</li> </ul> </li> </ul>
<b>Service/Outreach</b>	<ul style="list-style-type: none"> <li>Goals: Maintain service activities within the department, community, and profession                             <ul style="list-style-type: none"> <li>Advise students in research projects</li> <li>Join 3-5 service committees that further the strategic plan of the department</li> <li>Continue ISAC conference proposal reviewing</li> <li>Continue ASHA conference proposal reviewing</li> <li>Expand journal reviewing opportunities (e.g., JSLP, JSLN)</li> <li>Provide at least 1 in-service to the community</li> <li>Continue involvement in AAC-related local, state, and federal issues</li> </ul> </li> </ul>

32



### Hold Yourself Accountable to Your Priorities



33

### We Can Be a Resource

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- Christine Holyfield: [ceholyfi@uark.edu](mailto:ceholyfi@uark.edu)

34

### Leverage Tools

35

### Leverage Tools

36