

SCHOLARSHIP

Current Status

My research focuses on adult neurogenic communication disorders. I am particularly interested in discovering behavioral treatment techniques for people with aphasia that lead to improved transfer of therapy gains from the clinic to everyday communication. Currently, I have three strands of interest that converge to form my research program. My first strand of interest involves discovering behavioral adjuvants (e.g., emotional arousal, social engagement) to aphasia therapy. My second strand of interest is understanding how social and cognitive demands affect everyday communication for people with aphasia and identifying strategies that could help them cope with these demands. Third, I am interested in identifying ecologically valid targets and stimuli that could be used in aphasia assessment and intervention.

Strengths. My strengths in the area of scholarship include focusing on projects that will result in an academic product, self-discipline to see projects through to publication, and managing multiple projects that are in different phases of the research process. Within my first academic year as an assistant professor, I have had three manuscripts (two first-authored and one co-authored) accepted for publication in tier 1 journals. I recently submitted two additional first-authored manuscripts, have one manuscript in preparation, and am analyzing data for what could become one to two additional manuscripts. I have been working on carving out time to write every day and am well on my way to establishing writing as a daily habit. I have received internal funding for my next project, which has allowed me to begin collecting new data. All of this has allowed me to begin organizing my research in such a way that I have multiple projects that are in various stages from planning to publication so as to ensure continuous research productivity.

Weaknesses. My scholarship would benefit from improving in several areas including establishing (1) a clear long-term trajectory, (2) successful collaborations, and (3) effective student involvement. First, although I have identified areas of focus for my research, I sometimes get distracted by ideas or opportunities that diverge from my long-term research goals. In addition, I am still learning to discern which project will yield the greatest returns. In order to establish a strong line of research, I will need to focus my efforts on those projects and opportunities that align best with my long-term goals and result in publications. I also need to continue improving my skills at managing a research budget. Second, I have explored several collaboration opportunities during this first year at BYU, but have not yet established a strong working collaborative relationship with any other investigator. Finding the right collaborators will be an important step in moving my research forward. Third, I am thrilled with the opportunities available to involve students in my research. I have been building a team of undergraduate students to help with various projects, but am still learning how to best manage these students to ensure that they have opportunities to learn and contribute in appropriate and meaningful ways. I believe that establishing a self-sustaining system for student involvement will be critical in effectively moving my research program forward.

Goals

The long-term goal of my scholarship is to **establish and maintain a programmatic line of research that improves the quality of life for people with aphasia and provides valuable clinical and academic experience for students**. The following short-term goals will help me begin working in this direction. Plans are listed below each goal.

- 1. Establish mutually beneficial collaborations that lead to published research**
 - a. Continue planning distraction study with FDS mentor
 - b. Continue participating in Project Bridge discussions. Project Bridge is a collaborative, multi-site project that aims to understand factors that affect resiliency and quality of life in aphasia.
 - c. Be a proactive and helpful collaborator.
- 2. Submit 2-3 first authored manuscripts for publication annually**
 - a. Submit "SoChalNP" manuscript to AJSLP this Spring
 - b. Target Fall 2019 semester submission for "EverydayChallenge" manuscript
 - c. Explore collaborators for "SoChalLang" analysis and manuscript at the Clinical Aphasiology Conference (Spring 2019)
 - d. Analyze "SoChalLang" data during Fall 2019 and submit manuscript in Winter 2020
 - e. Target submission of first "AphasiaEmo" manuscript in Fall 2020
 - f. Always have at least one project in each of the following stages at any given time: data collection, data analysis, manuscript preparation
- 3. Submit an external research grant**
 - a. Meet with ____ to discuss external funding mechanisms (especially foundations)
 - b. Begin conceptualizing and preparing a project that could be submitted as an ASHA Foundation New Investigator Research Grant or NIH R15 in Spring of 2020 or 2021

Progress Monitoring. Every year, at the time of my annual review, I will take the time to reflect personally and with my chair on these three research goals. In doing so, I will ask myself the following questions: Who am I collaborating with in my research? Are these collaborations resulting in academic products that move forward my line of research? Have I submitted at least two first-authored manuscripts in the past year? Do I have projects in different stages of the research pipeline so as to allow continued productivity over coming years? Am I prepared to submit an external grant proposal? How would such a proposal move forward my research that would not be possible otherwise? In considering these questions, I will check to ensure that my efforts toward meeting these goals align with my long-term objective of improving the lives of people with aphasia and providing experiential learning opportunities for students.

Relationship to department/university goals. The university values scholars who are devoted to discovery, rigorous learning, and disseminating what is learned. My personal goals of scholarship would lead me to discoveries and learning that would enhance the quality of life for

people with aphasia and provide continued opportunities for student learning. These goals would also enhance my citizenship through collaborations and professional service.

Resources needed. The McKay School of Education has awarded me an MSE research grant that has provided an important kickstart to my research. This has allowed me to start networking with the hospital clinicians, build up a pool of potential aphasia participants, and begin data collection. With these funds, I am completing a project that I hope will lead to an external research grant proposal. Taking advantage of the support provided by MSE Grant Development Specialist (Jaynie Mitchell) will be important in helping me compete for the external funding I need to move my work forward. I am grateful for this resource. Because my work involves recruiting a specialized population and administering many standardized tests as well as experimental protocols, I will also need continued funding to employ students as research assistants.

SCHOLARSHIP STRATEGIES PROJECT

RESEARCH PROGRAM AND GOALS

My research focuses on adult neurogenic communication disorders. I am particularly interested in discovering behavioral treatment techniques for people with aphasia that lead to improved transfer of therapy gains from the clinic to everyday communication. Currently, I have three strands of interest that converge to form my research program. My first strand of interest involves discovering behavioral adjuvants (e.g., emotional arousal, social engagement) to aphasia therapy. My second strand of interest is understanding how social and cognitive demands affect everyday communication for people with aphasia and identifying strategies that could help them cope with these demands. Third, I am interested in identifying ecologically valid targets and stimuli that could be used in aphasia assessment and intervention.

The long-term goal of my scholarship is to **establish and maintain a programmatic line of research that improves the quality of life for people with aphasia and provides valuable clinical and academic experience for students**. My specific short-term goals for the next year are listed below.

- 1. Begin 2 collaborative projects**
 - a. Aphasia distraction study with FDS mentor (Christopher Dromey)
 - b. Project Bridge with multi-site team.
- 2. Submit 3 first authored manuscripts for publication**
 - a. *How responsiveness from a communication partner affects story retell in aphasia: Quantitative and qualitative findings* manuscript to AJSLP (Spring-Summer 2019)
 - b. *Coping with everyday communication challenges in aphasia: A qualitative descriptive study* manuscript to Aphasiology (Fall 2019)
 - c. *Dual task effects on linguistic structure in Aphasia* manuscript to Journal of Speech, Language, and Hearing Research (Winter 2019)
- 3. Begin preparing an external research grant**
 - a. Identify funding source and begin preparing proposal

STRATEGIES FOR SCHOLARLY PRODUCTIVITY AND EVALUATION

- Set aside 30-60 minutes of writing time per day (M-F). Experiment with completing writing time away from my office to diminish distractions. Track this with a writing log.
- Designate time every month to review literature.
- Integrate key parts of my research in my classroom teaching.
- Work on integrating students into research dissemination. Track student authorship on presentations and manuscripts.

TEACHING

CURRENT STATUS

Because I recently graduated with my Ph.D., this past year has been my first opportunity to independently develop and teach both undergraduate and graduate level courses. I enjoy teaching and feel blessed to be at an institution that values both spiritual and secular learning. In my first year at BYU, I have team-taught COMD 133 (Introduction to Communication Disorders) during both Fall (158 undergraduate students) and Winter (67 undergraduate students) semesters. In Fall of 2019, I will take this course over as the sole instructor. This Winter semester, I taught COMD 676 (Aphasia) for the first time (20 graduate students). During the Spring term, I will teach COMD 658 (Fluency Disorders). Along with teaching these courses, I have been involved in mentoring students. Last fall, I accepted two thesis students and plan to take on at least two additional students this coming Fall. I enjoy mentoring students as they develop and complete research projects. In addition to my graduate students, I have integrated several undergraduate students into my research.

Strengths. My strengths in the area of teaching include genuine care for the students, a passion for my field of study (speech-language pathology), and determination to continually improve. So far, I have received good student ratings (4.6 and above). Many students have commented that they felt I was personally interested in them. I hope that my students know that I am invested in helping them learn and be successful. My students have also mentioned that they can sense my passion for the field when I teach. In addition to these attributes, I have a genuine desire to improve my teaching. Over the past two semesters, I have already begun to work closely with our CTL consultant, Ken Plummer. With his help, I have developed a decision-based learning module for my graduate level aphasia course. I have also consulted with him about how to incorporate more interactive learning with my large undergraduate course.

Weaknesses. While I have enjoyed my experiences teaching during these first two semesters, I also have much to improve. During these past two semesters, I have often struggled to balance content with interactive learning. I found that I would try to cram too much content into my lectures, which would leave too little time for interactive learning. Developing appropriate and meaningful out-of-class learning materials has also been challenging. For my graduate course, I implemented a participation survey that required students to report whether or not they read the chapter. I would like to take this one step further and find ways to help students engage with reading materials outside of class. Finally, although my teaching style leans towards discussion, I am still learning how to facilitate effective discussions that engender meaningful learning; I am also learning to explain concepts more concisely and clearly and integrate spiritual insights in meaningful and appropriate ways.

GOALS

The long-term goal of my teaching is to **develop a course culture for each of my classes that increases students' academic knowledge, moral character, and spirituality through an appropriate balance of lecture and active learning during class and content and experiential**

learning outside of class. To this end, I have identified two short-term goals to help me improve my teaching. Plans are listed below each goal.

1. Increase levels of active learning in both undergraduate and graduate courses

- a. Read *McKeachie's Teaching Tips and Tools for Teaching* to learn and experiment with new active learning strategies
- b. Seek out advice and counsel from other faculty in my department about active learning strategies that work for them
- c. Prepare active learning material to accompany each 20 minutes of lecture material
- d. Take 5-10 minutes after each class period to reflect on learning activities (What worked well? What didn't? Was class time managed effectively? What can I do better next time?)
- e. Elicit student feedback (both formal and informal) about the balance between lecture and active learning and the usefulness of active learning strategies

2. Improve the out-of-class learning experience for my undergraduate and graduate students

- a. Transition from a textbook to online readings for my "Introduction to Communication Disorders" course. So far, the feedback that I have received from students and TAs is that they rarely use the book and many do not even buy it. Transitioning to online sources (e.g., ASHA practice portal) would provide students with the content knowledge they need while also familiarizing them with sources that will prove useful in their future studies and family life.
- b. Make reading assignments for graduate courses more focused
- c. Refer to content from the readings in class to facilitate discussions and activities instead of re-teaching what should have been learned through assigned readings.
- d. Work with Ken Plummer to identify new strategies for facilitating out of class learning of content
- e. Explore different strategies for making content learning outside of class more meaningful for graduate students (e.g., discussion questions, reading quizzes, service learning, etc.). Try out lots of ideas and keep the ones that work.

Progress monitoring. I believe that the best information about my progress towards these teaching goals will come through my student evaluations. With this in mind, I will incentivize students to complete evaluations by providing 1-2 extra credit points. I will then work with Ken Plummer to thematically organize students' subjective comments. Doing this annually over the next several years, I hope to see evidence in students' comments that the quantity and quality of active learning and is improving and that out-of-class time is being better spent.

Relationship to department/university goals. The university views teaching as "the most important activity of Brigham Young University faculty." My goals will help me improve the use of class time and allow me to center my teaching on "lifelong learning and service."

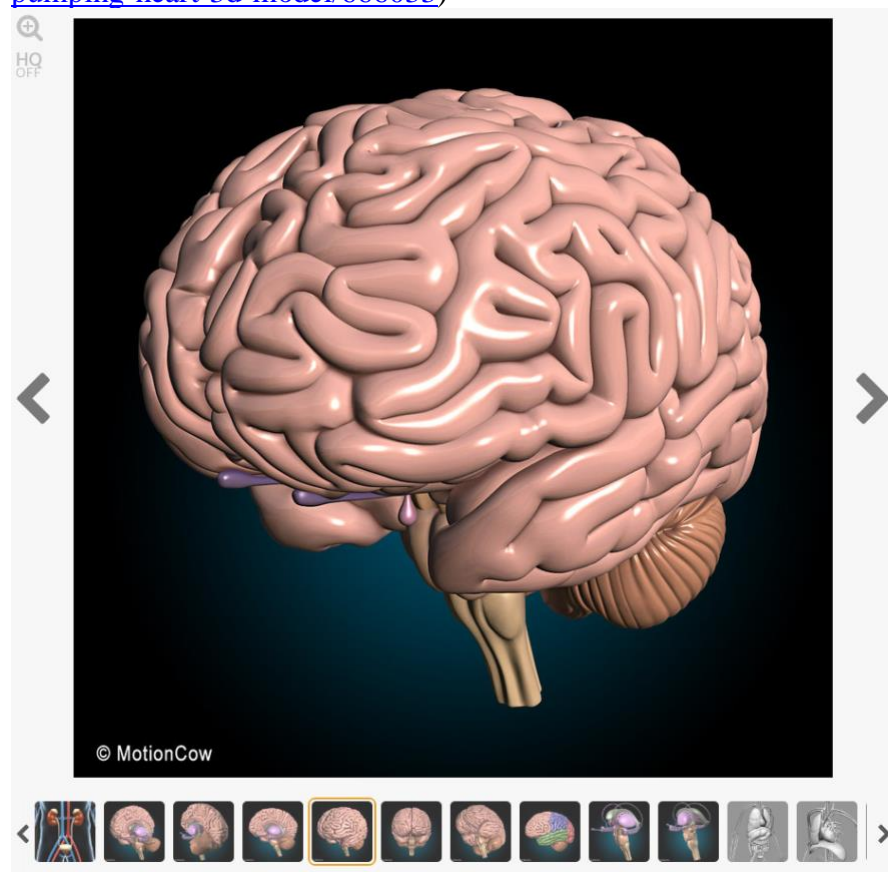
Resources needed. The department of Communication Disorders has been generous in providing TAs for my courses as needed. As I make efforts towards continuing to improve the learning experience for my students, continued TA support will be necessary. The addition of several standardized tests to the Materials Room would also be helpful in improving instruction in my graduate level Aphasia course (e.g., the *Cognitive Linguistic Quick Test* and *Communication Activities of Daily Living-third edition*). In addition, software that can assist in helping me teach students neurophysiology and cerebral blood flow would be beneficial.

COURSE DEVELOPMENT PROJECT

GRANT PROPOSAL

As part of the graduate level aphasia course, students are taught about blood flow from the heart to the brain, structures and functions of the brain that account for speech and language, and the effects of damage to different brain regions. One challenge for students is visualizing anatomical structures. Quality anatomical images that are not under copyright are difficult to find. To this end, I propose the purchase of a royalty free license for a digital 3D brain model (\$249), which will allow me to download and use 3D images of the brain and cardiovascular system in my course. In addition, I propose the purchase of a one-year educator subscription to Complete Anatomy 2019 (\$50). This will allow me to use Complete Anatomy 2019 in my course and evaluate whether it adds anything above and beyond the digital 3D model and warrants use in future years. The total cost of the digital 3D model and Complete Anatomy 2019 subscription is \$299.

Image depicting digital 3D model (<https://www.turbosquid.com/3d-models/human-anatomy-pumping-heart-3d-model/666033>)



CITIZENSHIP

CURRENT STATUS

I am grateful to be a member of such a vibrant, supportive, and service-oriented community. I believe in the good that can come as members of the campus community synergistically seek for continual progress and improvement. During my first two semesters at BYU, my citizenship responsibilities within my department and school have been intentionally kept light. This has allowed me to focus on preparing my courses and establishing my research program. I have, nonetheless, had the opportunity to begin to contribute to my department and the broader community in meaningful ways. I have served on two search committees (for CFS and adjunct faculty members), the graduate admissions committee, various thesis committees, and have participated in department and school meetings. I also serve as a board member for the Utah Valley Stroke Association and an ad-hoc reviewer for *Aphasiology* and *Journal of Speech, Language, and Hearing Research*.

Strengths. I have felt very welcomed into my department and supported by fellow faculty. This has made it easier to become engaged in service within the department. I have been grateful to have several faculty members within the department that I can turn to for mentorship. I have been blessed to make connections with rehabilitation professionals throughout Utah Valley, which has also given me the opportunity to serve the stroke community at large. I like people and enjoy the fulfilling relationships that result from serving together.

Weaknesses. So far, all of the committees that I have served on have been at the departmental level. Over the next years, I should look for opportunities to serve on committees that will extend my service to the McKay School, but still allow me to move forward my research and improve my teaching. I also need to seek out further opportunities to serve within professional organizations, specifically in reviewing scholarly works.

GOALS

The long-term goal of my citizenship is to **consecrate my knowledge, talents, and abilities to contribute towards a better department, school, university, and society**. To begin working towards this goal, I have identified two short-term goals that will be my immediate focus:

- 1. Begin serving as an ad-hoc reviewer for at least two additional journals**
 - a. Ask my dissertation advisor to recommend me as a reviewer to appropriate journals
 - b. Consider contacting the editors for *American Journal of Speech-Language Pathology* and *Topics in Stroke Rehabilitation* to request serving as an ad-hoc reviewer
- 2. Identify an appropriate capacity in which to serve at the school-wide level**
- 3. Find ways to share my research with people with aphasia and speech-language pathologists**

Relationship to department/university goals. Departmental and university standards encourage proactive participation in university and community service. Working towards these goals will help me increase my service in the profession and at the university.

Resources needed. Travel funds to continue to network with other researchers and professionals throughout the country and time to continue serving on the board for the Utah Valley Stroke Association.

CITIZENSHIP PROJECT

I value the professional relationships I have with colleagues within my department and within my subfield of aphasiology. My interactions with these colleagues are enriching and rewarding. I believe that the most important end-goal of my work is to improve lives of people with aphasia and other communication disorders and help speech-pathologists better serve this population. The aim of my citizenship project is to help me focus on ways that I can increase my service to the department, professional, and aphasia communities in the coming months. To this end, I have listed one to two specific goals in each category.

1. Department
 - a. Work with my department chair to take on an appropriate committee assignment
2. Professional
 - a. Serve as an ad-hoc reviewer for two additional journals
 - b. Invite colleagues in aphasiology to provide feedback on my manuscript drafts prior to submission; offer to look at their drafts as well
3. Aphasia Community
 - a. Create a lab website that facilitates the sharing of resources for people with aphasia and their families
 - b. Share my research at an aphasia support group meeting