

LEND and Learn TA Series

LEND Rural Workgroup's Journal Club

Monday, January 22, 2024

3:00 PM-4:00 PM ET



INTERDISCIPLINARY TECHNICAL ASSISTANCE CENTER
ON AUTISM AND DEVELOPMENTAL DISABILITIES

- Ensure your name is displayed correctly in the participant list. You may also include the program name and state and preferred pronouns.
 - Example: Jeanette Cordova, AUCD, she/her
 - Hover over your name in the “Participants” box and select “More” → “Rename”
- Remain muted unless speaking
- State your name prior to speaking
- Captioning is available
- Recording is only available for attendees and upon request
- Use the chat box to introduce yourself!
 - Name, Role, Program
 - If you had an extra hour in your day, how would you spend it?



LEND and Learn TA Series

- 4th Monday of the month at 3 PM ET
 - May change due to availability of LEND program and/or holidays
- Opportunity for LEND leadership and faculty to discuss priority TA topics and to learn from each other
- Led by a different LEND program each month (15-minute presentation, followed by open conversation)



Save the Dates

- Monday, February 26 at 3 PM ET
- Monday, March 25 at 3 PM ET
- Monday, April 22 at 3 PM ET



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West Virginia University

LEND Rural Workgroup Interdisciplinary Journal Club



**Maternal and Child Health
Leadership Education in Neurodevelopmental Disabilities**

LEND Rural Workgroup

Aim: To serve as a forum for LEND leadership, faculty, and trainees to share and develop rural-specific strategies related to:

1. Increasing access to evidence-based direct clinical care for AS/DD
2. Leveraging information technology for direct care, training, and CE
3. Developing curriculum materials focused on cultural competence in working with rural populations
4. Increasing the workforce of providers with training in AS/DD in rural and underserved areas
5. Leadership and advocacy across a wide range of community sectors.

Slide Credit - UVA

LEND Rural Workgroup Current Program Locations

Alaska LEND



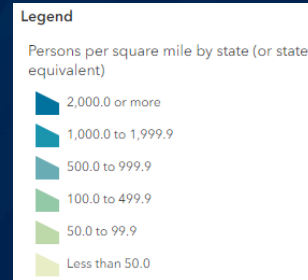
Missouri LEND



West Virginia LEND



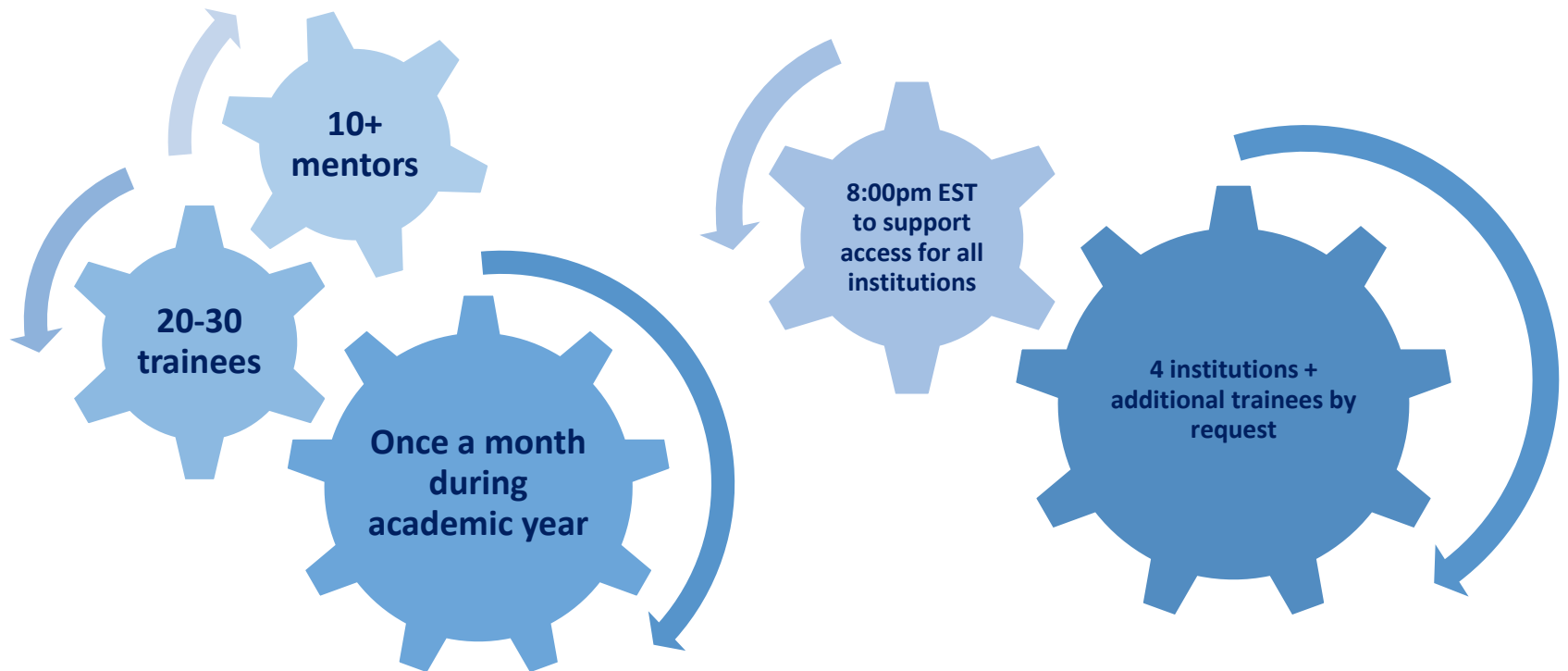
Blue Ridge LEND



Journal Club Foundations



Journal Club by Numbers



Guidelines & Outcomes

- Institutions within Rural Network take turns leading
 - Schedule created during summer meeting
 - Trainee participation requirements vary per institution
- ITAC
 - Supports technology components
 - Creates repository of articles and session recordings
- **Mentors**
 - Approve Article
 - Review rubric with student
 - Guide discussion if needed
- **Trainees**
 - Choose article
 - Use rubric
 - Lead with a partner
 - Develop discussion points
 - Gain experience facilitating peers and mentors
 - Regulate constructive questioning
 - Learning to effectively use pausing
 - Observe participants for engagement cues
 - Work through *awkward silence*

**LEND Rural Consortium
Journal Club Instructions and Template**

Purpose:

To promote the development of skills needed for evidence-based practice related to children with neurodevelopmental disorders by improving the ability to consume and report on research, and most importantly, to apply rigorous research findings to patient-centered care.

25 points (5 points each)

Learning Objectives:

Through this process, trainees will be able to:

1. Recognize high quality research within their field.
2. Critically evaluate published research
3. Effectively and efficiently communicate the results of research to trainees from other disciplines.
4. Identify key information that would be useful to share with families, and when/how sharing this research is appropriate.
5. Participate in scholarly discussion of research with trainees from other disciplines.

Core Competencies Addressed:

1. Autism & Neurodevelopmental Disabilities
2. Interdisciplinary Model
3. Family-Centered, Culturally Competent, Community-Based Care

Method:

For trainees facilitating discussion:

1. Choose a topic of interest related to the needs of families living in rural areas.
2. Identify a research article for your topic that meets criteria for rigor as indicated in the journal club rubric.
3. Complete the provided *Journal Club Worksheet*.
4. **At least 2 weeks** prior to your discussion date, share your article and completed Journal Club Worksheet with your faculty mentor for approval.
5. Once approved, your faculty mentor will distribute the article to iTAC **at least 1 week** prior to the discussion date so that it is available to participants in the zoom invite.
6. Present the article and facilitate a discussion about the topic.
 - o Plan to speak for approximately 10 minutes about the article. Include some thoughts to share with the other trainees about how this article applies to working with children with neurodevelopmental disorders/special health care needs and generate some discussion questions to facilitate a conversation with your fellow trainees.
 - o Connect the discussion to the LEND core competencies.
 - o You should plan on enough questions to help facilitate a discussion lasting approximately 10 minutes.

For non-presenting trainees:

1. Trainees not presenting are expected to read the article(s) prior to Journal Club in order to participate in the discussion.
2. Trainees meet at the designated time and participate in discussion of the assigned article(s).

Updated August 2023

Journal Club Worksheet

Who are the authors?	
Have the authors published other articles on this subject?	
Journal	
Year published	
How do you know this is a quality journal?	
What is/are the research question(s)? What is the purpose of the article?	
What methods did they use to collect the data? Do these methods match up with what you know about quality research? <i>(If you are unfamiliar with research methods, consult with your faculty supervisor to discuss this prior to your discussion)</i>	
What are the main takeaways from this article?	
How would this information benefit our families? (In family-friendly language) What are the takeaways that you would share with families? When/how would it be appropriate to share this information with caregivers?	

Updated August 2023

Journal Club Rubric

Component	Exemplary	Appropriate	Unacceptable
Journal Club Facilitation	Student shows exemplary journal club facilitation by preparing discussion-provoking questions to enrich group discussion, provides a succinct, yet thorough overview of article being presented, AND demonstrates ability to appropriately answer questions about article.	Student shows appropriate journal club facilitation by preparing discussion-provoking questions to enrich group discussion and demonstrates ability to appropriate answer questions about article, though overview of article may lack in thoroughness or brevity.	Student shows unacceptable journal club facilitation by not being prepared with discussion questions and cannot answer questions about article appropriately, in addition to the overview of article lacking thoroughness and brevity.
Article Selection	Student shows exemplary article selection by finding an article that is relevant for members of the group AND is from a peer-reviewed journal with strong theoretical foundations.	Student shows appropriate article selection by finding an article that is relevant for only some members of the group AND is from a peer-reviewed journal with strong theoretical foundations.	Student shows unacceptable article selection by finding an article that either isn't relevant to the group OR chooses an article with questionable empirical support.
General Preparation	Student shows exemplary preparation for journal clubs by reviewing all articles prior to presentation day and preparing questions and comments for group discussions on each article.	Student shows appropriate preparation for journal clubs by reviewing all articles prior to presentation day.	Student shows unacceptable preparation for journal clubs by neglecting to review all articles prior to presentation day.
General Participation	Student shows exemplary participation by actively contributing to group discussions while being respectful of differing viewpoints. In addition, student seeks out the opinion of peers in discussion.	Student shows appropriate participation by actively contributing to group discussions while being respectful of differing viewpoints.	Student shows unacceptable participation by disengaging from group discussions, disrespecting or discrediting the viewpoints of others, and/or dominating the conversation.
Total:			

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Thank You!

*Please share feedback on today's sessions and ideas for
future LEND and Learn sessions*



<https://www.surveymonkey.com/r/Jan-Journal>

Full Team Email: itac@aucd.org