

## Advanced Engagement Subcommittee Meeting Notes September 18, 2023

*Attendance: Taylor (Student), Missy (Grant Staff), Nancy (Older Adult), Elizabeth (Older Adult), Lisa (Older Adult), Alice (Older Adult), Linda (Older Adult), Phil (Older Adult), Michael (Older Adult)*

### Welcome, Review of Agenda & Materials

Taylor reviewed the agenda and explained that the Focus Group Report and the Facilitation Guide were shared as part of meeting materials for reference. The Subcommittee will not be reviewing these documents during the meeting, but we will discuss the relevant findings later in this conversation.

Taylor reminded members to please complete Bios and let him know if we have permission to share this information on our project website and/or the Aging Research Network.

### Feedback Session Design

Volunteers from this group will be participating in “Feedback Sessions” to review research projects and provide feedback during live meetings with researchers and students, lending the older adult perspective to their projects. To distinguish these meetings from Subcommittee meetings, we will refer to them as Feedback Sessions. Feedback Sessions occur outside of normally scheduled Subcommittee meetings and are voluntary. Linda mentioned she would like to participate in this group. Taylor will add Linda to the list of volunteers.

### Managing a Large Group

There are approximately 10 volunteers for Feedback Sessions, which is a relatively large group. Subcommittee members discussed strategies that will allow for a productive, inclusive meeting, including:

- Provide the opportunity to submit written comments after meeting with the researcher
- Supply ground rules for participants (raising hand, waiting to be called on, in addition to existing guidelines)
- Use a timekeeper
- Limit the number of participants (while we understand how this would be helpful, we would rather not turn away any interested participants)
- Strategies for the researcher/presenter
  - Limit the researcher’s presentation time to allow for more discussion time
  - Instruct the presenter to only present what is necessary
  - Remind members and presenters to be conscious of the time they are speaking so others have time to speak as well
  - Send a summary of the project and what they would like to know in advance to prepare questions ahead of time (this is part of the current process)

### *Student Presentation Design*

Taylor explained we may be able to connect with Gerontology PhD students who are in their second year of school and are in the process of choosing research topics. The students would likely not have as much detail about their proposed project as a researcher would (they may just have an idea for a research topic), so their presentations may be shorter. The group discussed what they would need from the student to prepare for a meaningful discussion and how the process could be designed.

What we need from students:

- Ask students what you want from us (e.g., ask for 3 specific ideas)
- Create a “Hot-Sheet” that outlines the main points of the student’s project along with questions for members
- Students could provide more than just the topic, if they have ideas (e.g., hypotheses, audience, anticipated methods) so members could look for weaknesses in projects

Process:

- Feedback Session members could help validate student’s research topics
- Break students into multiple sessions (no more than 3 in a session)
- Give students a transcript and/or recording of the conversation after the meeting
- Allow students to join as listeners

The group liked the idea of a one-page overview or “Hot Sheet” of the student’s project and suggested the following elements to include:

- Background
  - What prompted them to pursue this research question
  - Why they are doing the research
  - The current environment surrounding the research topic
  - If a member wants to know more about a certain area, they can investigate independently for time purposes
- The problem they are trying to solve
- What stage of the research process they are in
- What are their expectations from this group; what would they like to get from members
- Outline of their dissertation (hypotheses, purpose, why they want to do this)
- Challenges, but also what’s going well
- Is this theoretical or functional research

### *Feedback Session Survey Design*

After each Feedback Session, members and the presenter will complete a survey to help us understand their experience and improve our process. Members discussed what we would like to learn from the surveys, including:

- What was meaningful in the process

- What questions do you still have after the meeting
- What did the researcher get out of the process
- What will the researcher do with the information

### Focus Group Findings

We conducted focus groups in May to understand how to improve our existing educational video series and to get ideas for new products. One finding from the focus groups is that our characters could use more diversity across ethnicities, cultures, and abilities. Taylor shared a [visual](#) that shows the current characters we use for reference (not all in this meeting were part of developing the videos). Members discussed how we can respectfully address this finding as outlined below.

### Diversity of Characters

- Careful not to be patronizing in how we represent people; don't get lost in details of having 1 of everyone
- How to represent different cultures
  - Native American - dress, braided long hair
  - Arab - Hijab, sari
  - Different types of head dress is a way to address diversity - tends to be symbolic
- Physical characteristics of older adults missing
  - Blond hair, long hair, ponytails
  - No wrinkles
  - Current characters look educated, not poor
  - Hearing aids, communication devices
  - Everyone looks independent; include caregivers
- Issue with animation
  - Characters we are using does not allow for nuance like a pencil drawing may; hard to portray diseases
  - Could use humans instead of cartoons
- Issues related to setting
  - Settings don't reflect the poverty many people live in
  - Backgrounds can be more realistic settings – set context/environment
  - Show older adults in beds
  - Add grandchildren
  - Show an older person with a caregiver

### Challenges Identified

- In order to allow more time for the important discussion around diversity, we were unable to get through the final slide (focus group findings related to audience and future topics).

### Solutions Identified

- We will share the final discussion topics via email and obtain feedback (either respond via email or call Taylor)

## Next Steps

- All Members please complete Bios and let Taylor know if we have permission to share this information on our project website and/or the Aging Research Network
- Taylor will add Linda to the list for Feedback Sessions.
- Missy will share final slide for feedback.