<table>
<thead>
<tr>
<th>Title</th>
<th>Narrowing the &quot;digital divide&quot; - facilitating access to computer technology to enhance the lives of those with aphasia: a feasibility study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
<td>Kelly, Helen; Kennedy, Fiona; Britton, Hannah; McGuire, Graham; Law, James</td>
</tr>
<tr>
<td>Publication date</td>
<td>2015-08-21</td>
</tr>
<tr>
<td>Type of publication</td>
<td>Article (peer-reviewed)</td>
</tr>
<tr>
<td>Link to publisher's version</td>
<td><a href="http://dx.doi.org/10.1080/02687038.2015.1077926">http://dx.doi.org/10.1080/02687038.2015.1077926</a></td>
</tr>
<tr>
<td>Access to the full text of the published version may require a subscription.</td>
<td></td>
</tr>
<tr>
<td>Rights</td>
<td>© 2015, Taylor &amp; Francis Group. This is an Accepted Manuscript of an article published by Taylor &amp; Francis in Aphasiology on 21 August 2015, available online: <a href="http://www.tandfonline.com/10.1080/02687038.2015.1077926">http://www.tandfonline.com/10.1080/02687038.2015.1077926</a></td>
</tr>
<tr>
<td>Item downloaded from</td>
<td><a href="http://hdl.handle.net/10468/7336">http://hdl.handle.net/10468/7336</a></td>
</tr>
<tr>
<td>Downloaded on</td>
<td>2021-05-09T04:01:06Z</td>
</tr>
</tbody>
</table>
### Appendix

**Topic Guide – Focus Groups**

<table>
<thead>
<tr>
<th>Post-Course Focus Groups</th>
<th>Refresher Class Focus Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Objectives:</strong></td>
<td><strong>Key Objectives:</strong></td>
</tr>
<tr>
<td>• Establishing prior experience of ICT before their stroke and before classes</td>
<td>• Establishing individual experiences of the course (to include those few participants who did not attend immediate post-course focus groups)</td>
</tr>
<tr>
<td>• Establishing individual experiences of the course</td>
<td>• Establishing ICT use and change since the course</td>
</tr>
<tr>
<td>• Establishing how individuals envisage future computer use</td>
<td>• Establishing impact in everyday lives</td>
</tr>
<tr>
<td>• Establish how ICT can help them with post-stroke communication difficulties</td>
<td>• Establish usefulness of Refresher Class</td>
</tr>
<tr>
<td>• Establish how ICT can help them with post-stroke communication difficulties</td>
<td>• Establish how ICT can help them with post-stroke communication difficulties</td>
</tr>
</tbody>
</table>

1. **Introductions**
   - Purpose of discussion
   - Explain emphasis on ICT rather than their broader experiences of stroke
   - Ensure each member included and given opportunity to have their voice heard

2. **ICT use before their stroke and before the classes**
   - PROBE: distinguish between ICT high users/very experienced before stroke (i.e. relearning lost knowledge) and ICT inexperienced (learning for first time)
   - Relate their experiences of the course
   - PROBE: what wanted to learn; what achieved; did it meet expectations; what helped most; method of delivery (talk, student mentoring etc.); length of course, useful/irrelevant; focus on contact with people e.g. grandchildren, relatives abroad, shopping rather than keyboard use etc.

3. **Relate their experiences of the course**
   - PROBE: what wanted to learn; what achieved; did it meet expectations; what helped most; method of delivery (talk, student mentoring etc.); length of course, useful/irrelevant; focus on contact with people e.g. grandchildren, relatives abroad, shopping rather than keyboard use etc.
   - How much have they used ICT at home since the course? Is it different than before the course
   - PROBE: distinguish between ICT high users/very experienced before stroke (i.e. relearning lost knowledge) and ICT inexperienced (learning for first time) and changes since the course

4. **Relate how they are expecting to use computers in the future**
   - PROBE: link to what they said originally and their expectations; do they need additional help and are there people there to provide it (spouses/children etc.); optimism future computer use and what for, e.g. connectivity and networking using computers – can it reduce experience of isolation felt by many?
   - What are they using the computer for since the course
   - PROBE: functional use i.e. using for things like Facebook or emails to keep in touch with people; finding out information on the Internet; online shopping etc. what impact is this making on their lives?

5. **More general discussion about how much computers can help them cope with difficulties they experience following stroke**
   - PROBE: needs of people with aphasia; potential for ICT training to help people re-establish networks; get back into employment; take control of their lives or do they think computers are mainly for entertainment (e.g. films). How should such training be offered? Is this a question of SLT due to communication needs? Should we be developing the course further and looking for funding or should a
   - Usefulness of Refresher Class
   - PROBE: how has this helped e.g. more practice, help remember things forgotten, enjoyed meeting people again/new people etc. ask for specifics & examples. Briefly probe how important the lunchtime break was in getting the opportunity to chat with other people who have aphasia
<table>
<thead>
<tr>
<th></th>
<th>wider range of people offer this locally?</th>
</tr>
</thead>
</table>
| 6. | Relate how they are expecting to use computers in the future  

PROBE: link to what they said originally and their expectations; do they need additional help and are there people there to provide it (spouses/children etc.); optimism future computer use and what for, e.g. connectivity and networking using computers – can it reduce experience of isolation felt by many? |
| 7. | More general discussion about how much computers can help them cope with difficulties they experience following stroke  

PROBE: needs of people with aphasia; potential for ICT training to help people re-establish networks; get back into employment; take control of their lives or do they think computers are mainly for entertainment (e.g. films). How should such training be offered? Is this a question of SLT due to communication needs? Should we be developing the course further and looking for funding or should a wider range of people offer this locally? |