Service Learning: The Best We Have to Offer
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Disclosures
• Drs. Batson-Magnuson, Dillmuth-Miller, and Wolf are employed by East Stroudsburg University
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Objectives
Deepen your understanding of service learning
Encourage your participation in service learning projects as a student, community partner or faculty member
Network with others regarding service learning

What is Service Learning?
According to the National Service Learning Clearinghouse
“service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

Service Learning Checklist
University of Arkansas, Tennessee, Michigan Journal of Community Service

COURSE INTEGRATION
☐ Service supports attainment of one or more course learning objectives.
☐ Learning is both discipline specific knowledge and professional skills.

PARTNERS
☐ There must be service provided in the community that is both relevant and meaningful to all stakeholders.
☐ Service opportunity meets an established criteria for selection to meet course objectives.

ACADEMIC LEARNING & MEANINGFUL SERVICE WITH THE COMMUNITY
☐ Academic rigor is not compromised.
☐ Students are prepared for learning and interaction in the community.

ASSESSMENT
☐ Students reflect on their learning alone, with classmates and/or community partners.
☐ Assessment is tied to learning objectives.

Outcomes of Service Learning

<table>
<thead>
<tr>
<th>Academic</th>
<th>Soft Skills</th>
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</thead>
<tbody>
<tr>
<td>Higher levels of degree completion</td>
<td>Greater employability</td>
</tr>
<tr>
<td>Increased mastery of course content</td>
<td>Enhanced communication skills - individual and group</td>
</tr>
<tr>
<td>Ability to apply knowledge to real life situation</td>
<td>Increased confidence</td>
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<tr>
<td>Recognition of importance of field of study</td>
<td>More likely community engagement in the future</td>
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<tr>
<td>Enhanced critical thinking skills</td>
<td>Greater understanding of diversity</td>
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<tr>
<td>Identification of academic focus</td>
<td>Strengthened leadership skills</td>
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<tr>
<td>Stronger understanding of professional role</td>
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Development of Service Learning Projects

Course Integration
Learning Objectives and Outcomes
Establishing Community Partners
Preparing your Students
Reflection

Brainstorming

Faculty:
What knowledge and skills taught in your classes would be beneficial to the community?
What organizations are in your community that would benefit from a partnership?
Can they be linked together in a service-learning project?

Clinicians/Organizations:
What needs do you have or challenges do you face in your community and in your work?
Can those needs be filled through service learning?
Can the service learning benefit both students and your community?

Successful Service Learning Projects

- Aphasia Support Group
- Hearing Screening Program
- Head Start Screening Program

Aphasia/TBI Support Group

- Community Partner: Community Dwelling Adults with Aphasia or TBI
- Established in 2008
  - Based on evidence regarding the benefits of group therapy
    - Enhanced motivation and social/emotional status of patients
    - Improved carryover of skills
    - Enhanced communication skills

Student Reflection: Clinician Self Assessment

“Working with the Aphasia Support Group was crucial to my development as a clinician. It provided me with the opportunity to build critical clinical skills including observing and interacting with multiple clients with differing needs simultaneously; managing social dynamics and planning activities to meet each individual’s needs.

Engaging with the clients taught me the importance of being understood by peers and the incredible impact encouragement can have on one’s confidence and self-esteem. Most importantly, it taught me that each of the members of the group brought unique talents, knowledge, wisdom, and perspective to the group; things that they could teach me, too.”

Emily Doll M.S. CCC-SLP Graduating Class of 2016
### Course Objectives

- Write/comprehend/impliment treatment plans for acquired communication disorders (SPPA 550)
- Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others (SPPA 550)
- Collaborate with other professionals in case management (SPPA 550)
- Provide counseling regarding communication and swallowing disorders to clients/patients, family caregivers and relevant others (SPPA 550)
- Develop and implement setting-appropriate intervention plans for Cognitive-Communication and Acquired Language Disorders (SPPA 543)
- Select and use appropriate materials for Cognitive-Communication and Acquired Language Disorders (SPPA 543)

### Benefits for Students

- Deeper understanding of the impact of acquired communication disorders on the individual and the family
- Recognition of the wide differences between individuals
- Practice implementing therapeutic techniques and scaffolding for skill development
- Adult Treatment hours
- Collaboration with other clinicians, family members
- Increased flexibility, empathy, counseling skills, confidence

### Benefits to Community Partners

- A safe place to express frustrations and needs
- Opportunity to practice communication skills in a supportive environment
- Ability to engage with others with communication disorders, observe the variability in skills
- Opportunity to provide support and help to others
- A chance to socialize, laugh, and be themselves

### Challenges

- Meeting the needs of a very diverse group of individuals, clinicians and clients
- Ensuring and encouraging equal participation, clinicians and clients
- Finding strategies and activities to engage everyone regardless of degree of communication impact
- Working with interpersonal conflict among members of the group that may arise because of:
  - Political or social views
  - Feelings of insecurity among members
  - Feelings of superiority among members (real or imagined)
- Loss of group members

### Assessment and Reflection

- Students are assessed on course objectives using the CALIPSO rubric for clinical performance
- Reflections
  - Weekly group meetings
  - Three times a semester written reflections
  - Clinician Self-Assessment at the end of the semester
Student Reflection

- Classroom Knowledge Applied:
  - Acquired Language Disorders
  - Aphasia and Cognitive Communication
  - Adult language therapy
  - Scaffolding techniques
  - Cueing strategies

- Professional Skills Gained:
  - Inclusion
    - Encouraging participation from all members
  - Selecting appropriate treatment targets
  - Modifying activity to meet all levels
  - Various cueing strategies
  - Increasing carryover from individual sessions

- Externship Preparedness:
  - Confidence working with adults
  - Group management
  - Collaboration skills
  - Counseling skills
  - Leadership skills

- What surprised me:
  - Large variability in skill level
  - Clients cueing each other
  - Impact of aphasia across all aspects of life
  - Social impact of group

Hearing Screening Program

- Students develop an educational component regarding the impact of hearing loss and/or prevention of thereof.
- Students develop their own screening protocol based on research.
- Students schedule the screenings with the facility, organize materials, determine costs.
- Students develop their own paperwork (permission slips, announcements, screening worksheet, results sheet, brochures)
- Students interpret results to client or parent
- Deliver two presentations to the class with peers giving feedback.

Hearing Screening Program

Community Partners:
- Student Activity Association at ESU
- ESU Veteran’s Services
- Preschools
- Hunting Clubs
- Fire/EMT companies
- Senior living facilities
- Schools
- ESU Social Groups

Students choose group/facilities where people may have a higher incidence of hearing loss or who would be greatly impacted by hearing loss.

Student Reflections

- “Performing multiple hearing screenings on my college-aged peers was an enlightening experience. It helped build my confidence and comfort as a clinician. I enjoyed collaborating with my fellow classmates to provide a service to the student body”
  – Noel Vellekamp, Class of 2019

- “One thing I really loved about this assignment was the fact that we chose a population in which we were interested. At that point I had had personal experience with people with autism, so I felt like that past experience helped me when completing this assignment. Screening members of the social group was helpful because it was one of the first professional clinical experiences I had with this population that I had always dreamed of working with. As I continue in my school placement and my career as a school SLP, this experience served as one of the foundations of my clinical knowledge”
  – Erin Evans, Class of 2019

Course Objectives

- Assessment: Students will justify a screening program
- Assessment: Students will describe screening procedures across varying age groups and abilities
- Assessment: Students will apply the terms sensitivity, specificity, reliability, and validity to discuss screening effectiveness.
- Prevention: Students will explain ways to prevent recurrence of various types of disorders and losses and describe components of a hearing prevention program.

Course Objectives

- Evaluation: Students will conduct screenings for hearing disorders, impairments, and disability to persons across varying age groups and abilities
- Intervention: Students will discuss the negative effects of auditory disorders
- Intervention: Students will interpret, integrate, and synthesize all information to make appropriate recommendations and referrals for intervention.
Benefits for Students

- Increased understanding of the negative impact of hearing loss to various populations.
- An opportunity to apply classroom knowledge to clinical experience.
- Application of evidenced-based practice when developing protocols.
- Learn how to adjust approach, technique, and materials based on the clients’ needs.
- Increase confidence.
- Learn how to critically assess other’s projects and offer feedback.
- Collaboration with other students, families, and community members.

Community Partner Benefits

- Earlier identification of hearing loss to reduce negative impact of hearing loss.
- Increase awareness of excessive noise and how to protect one’s hearing.
- Follow up provided for any screenings requiring further testing.
- Credible information source for speech and hearing concerns.

Challenges

- Community partner cancellations.
- Coordination of students, professor, and community partner schedules.
- Finding a quiet environment for the screenings.
- Equal participation of all group members.

Assessment and Reflection

- Presentation 1: Students present their projects to the class for feedback from classmates and professor.
- First draft of paper: Justifying screening, implementation.
- Screening and Educational Program Implemented: Professor supervises screening and discusses strengths and challenges with group.
- Presentation 2: Student present the outcome of their screening to the class and discuss what they learned and discuss components that went well and what they would do differently.
- Final draft of paper: Paper will include any changes implemented as well as a reflection of strengths, challenges, and outcome of screening (how many passed/referred).

Head Start Preschool Screening Program

Community Partner: Pocono Services for Family and Children in East Stroudsburg, PA, which oversees Monroe County Head Start programs.

Grant Support: Blue Ribbon Foundation 2014

Student Reflection

- Integrated classroom knowledge and skills to develop appropriate screening protocol.
  - Types of hearing loss.
  - Screening procedures and protocols.
  - Impact of hearing loss.
- Professional Skills Gained.
  - Development and implementation of screening procedures.
  - Teaching about prevention/negative effects of hearing loss.
  - Presentation skills.
  - Community outreach.
  - Self-reflection.
- Externship Preparation.
  - Communication with individuals.
  - Hands-on experience with various populations.
  - Identify individuals at risk for hearing loss.
  - Impact on communication.
- What surprised me.
  - Results.
  - Hesitation to pursue further evaluation.
## Course Objectives: Preschool Language Disorders and Diagnostic Methods

Students will:
- demonstrate knowledge of communication disorders and differences
- demonstrate current knowledge of the principles and methods of prevention, assessment including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
- conduct screening and prevention procedures (including prevention activities)
- adapt evaluation procedures to meet client/patient needs
- interpret, integrate, and synthesize all recommendations for intervention
- complete administrative and reporting functions necessary to support evaluation
- present alternate means of determining client status when traditional/commercial materials are ineffective
- refer clients/patients for appropriate services

## Procedures

Speech and Language Screenings are conducted by 1st and 2nd year graduate students from the Department of Communication Sciences and Disorders at East Stroudsburg University under the direct supervision of a licensed speech-language pathologists.

Initial screens are combination of 1st and 2nd year mentors. Transition to all 1st year students begins once exposed to relevant content in the classroom. Pairing allows for matching of results.

Participation in screenings is a requirement for Diagnostic Methods class. Students have opportunities to collaborate with classroom teachers prior to test administration then perform testing protocol including:
- Hearing screening (pure tone testing, visual inspection with otoscope, tympanometry*, OAE*)
- Speech-language screening (PLS-5 screener or Fluharty)*
- Informal assessment of oral-motor skills, behavioral observations, pragmatics, voice, speech clarity

* when applicable

## Results

Screening results are reported on a pass/fail basis.

Students are paired up and encouraged to take individual data for comparison purposes.

Parents of students failing the screening criteria are referred for complete speech-language assessment or re-screening of hearing in a sound proof environment, along with any other medical referrals identified.

Parents are provided with information on locations for completion of evaluations including state run early intervention services and the East Stroudsburg University Speech and Hearing Center.

## Benefits to Students

- Collaborating in interdisciplinary practice
- Adapting assessment to meet cultural and linguistic distinctions
- Developing behavior management strategies
- Administering and scoring tests
- Exposure to the continuum of care/prevention
- Interacting with At-risk populations
- Gaining skills combining informal and formal assessment measures
- Making recommendation and referrals
- Mentoring opportunities

## Benefits to Community Partners

- Screenings are used to identify children at risk for or currently presenting with speech-language delays and hearing loss.
- Screening is not standard practice for most children during the early developmental and preschool years, as early education is not state mandated.
- Head Start programs do require all students to receive developmental screening.
- Many individuals from low-income families or those without insurance benefits are often unable or unaware of services which allow for early detection of deficits.
- Early intervention and remediation of speech/language deficits is essential to literacy, academic, and psycho/social development which all impact long term health care outcomes.

## Challenges

- Adapting screening protocols to account for cultural and linguistic diversity (many of the students are from bilingual homes)
- Preschool student absences and illnesses which require return visits to screen/rescreen
- Finding quiet space to get accurate results
- Making time to collaborate and get input from teachers prior to assessment
- Preschool student compliance / behavior management
Assessment and Reflection

- **Assessment**
  - Students are required to participate in at least one session of speech-language and hearing screenings
  - A grade for participation and performance are included as part of overall semester grade for Diagnostic Methods class

- **Reflection**
  - Following supervisor’s review of scoring and recommendations, a meeting is held with students to discuss findings.
  - Any deficiencies or questions about interpretation of results are discussed

Student Reflection

- Students who participated in the week’s screening share their experiences with the whole Diagnostic Methods class and discuss successes, modifications, and challenges

- Feedback is provided from classmates on situations and questions raised

Student Reflection

- Classroom Knowledge Applied:
  - Screening and prevention procedures & protocols
  - Multicultural considerations
  - Speech and language differences and disorders

- Hands-On Learning:
  - Flexibility
  - Interdisciplinary cooperation
  - Importance of rapport
  - Ability to adapt to the individual child
  - Real-time interpretation of responses
  - When to refer

- What Surprised Me:
  - The appreciation
  - The responses

- How it Prepared Me:
  - First hands-on experience in my graduate Career
  - Confidence

Additional Service Learning Initiatives

- Autism Social Groups
- Parkinson’s Group
- Career Independent Living and Learning Studies (CILLS) Group
- Hear for You

Brainstorm

What other opportunities are available for service learning collaborations?

Graduate students? Undergraduates?

Medical settings? School Settings?

Questions?

[https://buzznigeria.com/fun-trivia/questions-answers/](https://buzznigeria.com/fun-trivia/questions-answers/)