SCHOLARSHIP OF ENGAGEMENT: A PRACTICAL EXAMPLE

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Clinical Professor

Speech, Language, and Hearing Sciences

Acknowledgements

- Community partners

- Individuals and families we worked with

- Student participants (Purdue and abroad)

- Center for Intercultural Learning, Mentorship, Assessment & Research (CILMAR)

- Center for Instructional Excellence (CIE)

- Study abroad co-leaders:
  - *Jennifer Simpson, Christi Masters, Ravi Krishnan*

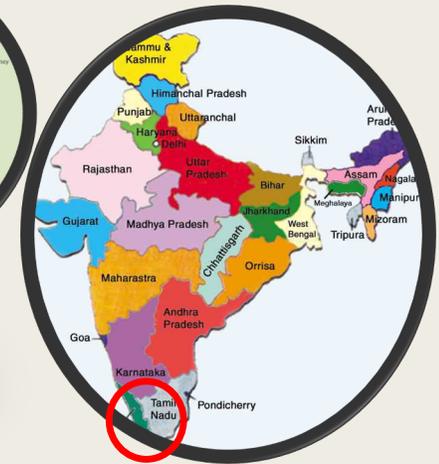- Purdue University (SAIL grants, SL grants, CILMAR grant)
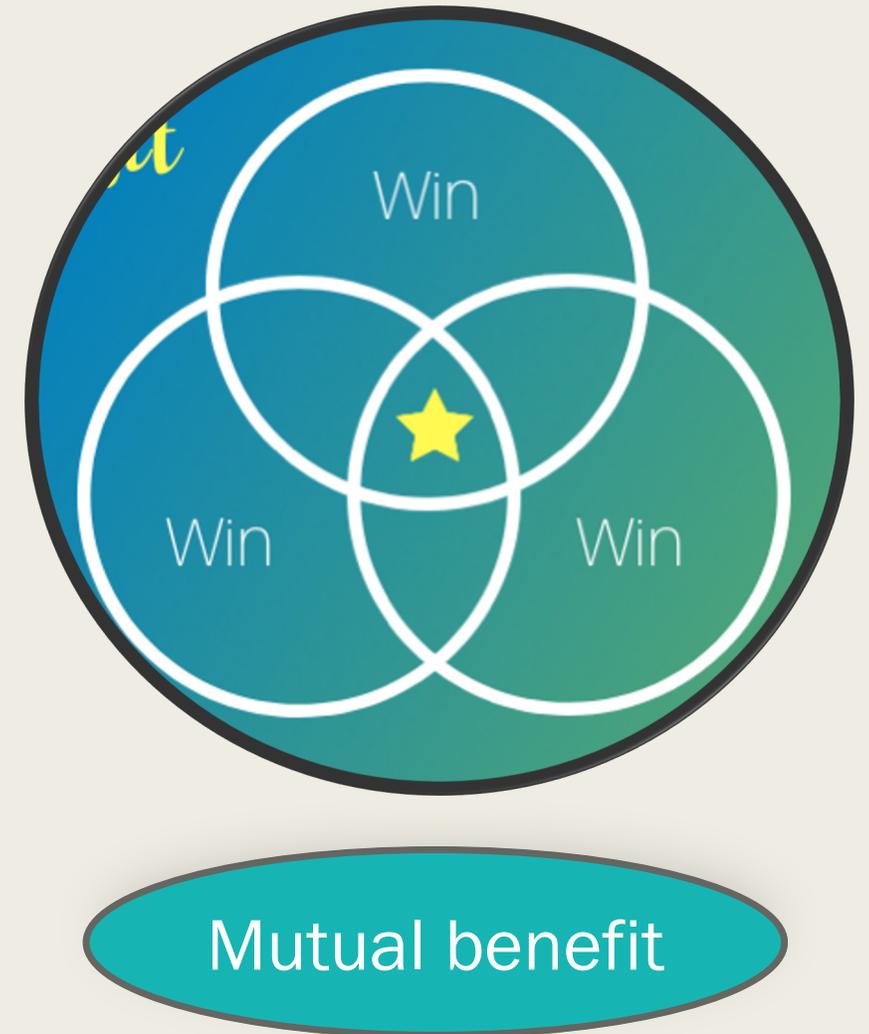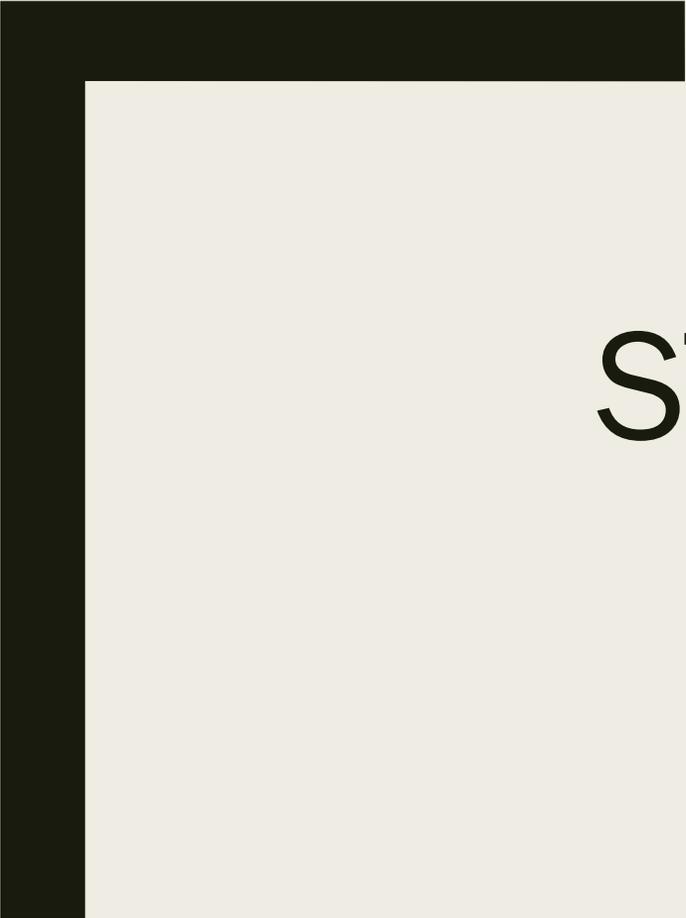
Background

2012-2016

2013-2015

2017-2019

- **My engagement work**
  - *Primarily international with study abroad*
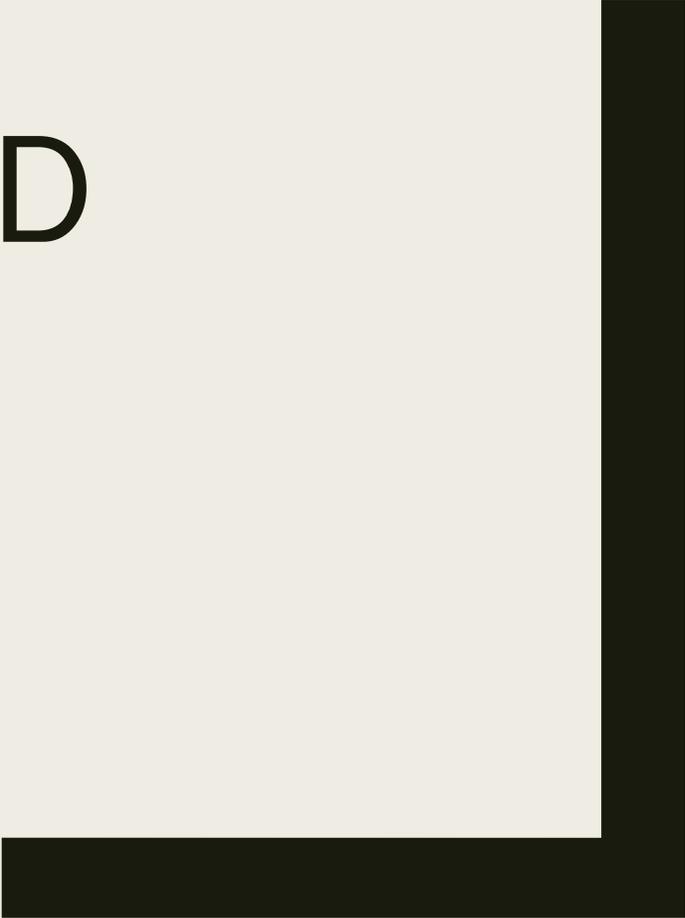 - *Much smaller locally*

The First Step: Planning

- Have clear objectives for...
  - *The students*
  - *The community / partner*
    - Based on need

- Measurable - what metrics/tools?
  - *Numbers*
  - *Quantitative tools*
  - *Pre- and post-surveys/scales*
  - *Qualitative data*

Win

Win

Win

Mutual benefit

STUDY ABROAD EXAMPLE

Study Abroad Objectives: Students

- Development of
  - *Intercultural competence*
  - *Clinical skills*

- Measures used:
  - *Intercultural Development Inventory (IDI)*
  - *Qualitative reflections*

Pre-IDI®

Intercultural learning activities

Daily journals

Post-IDI®

Final reflection paper

Activities in country
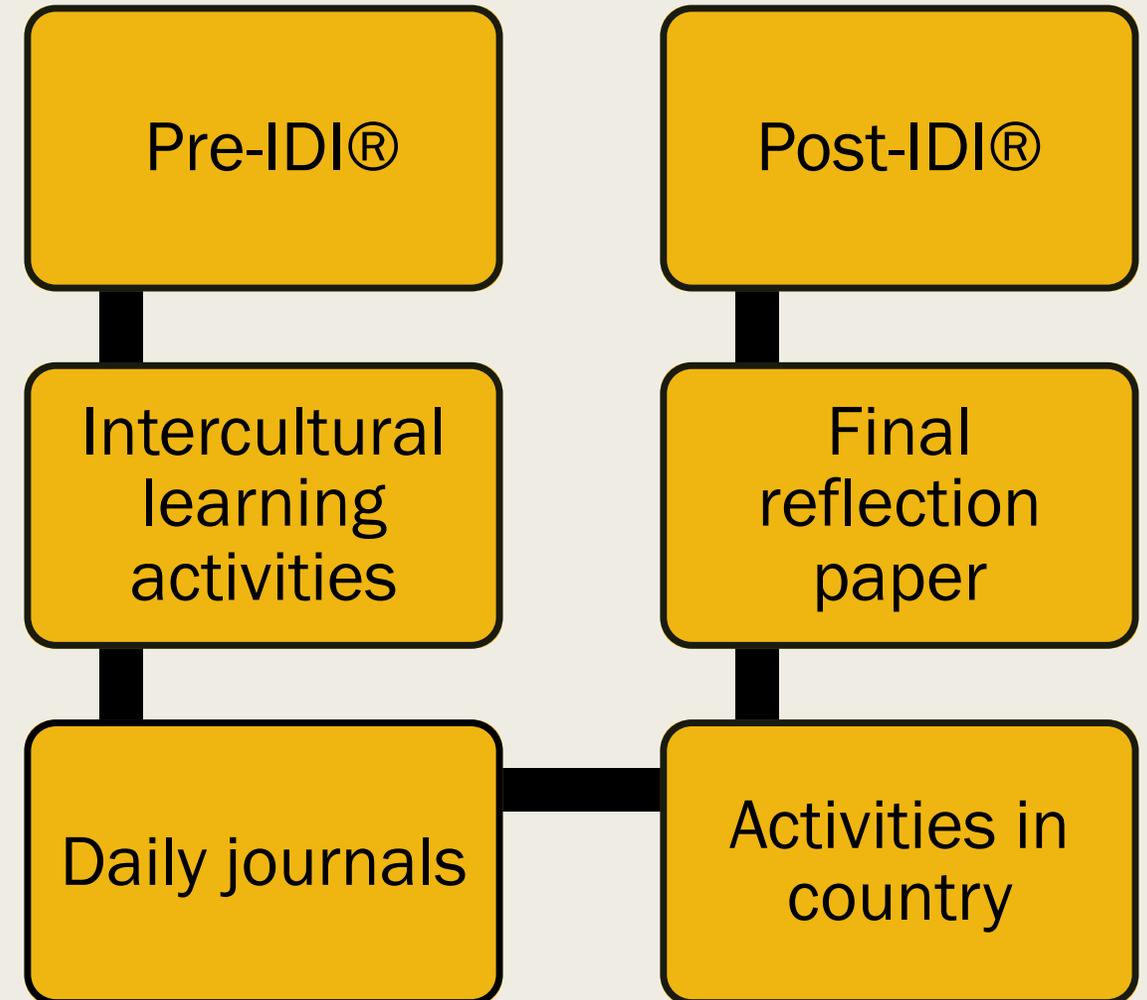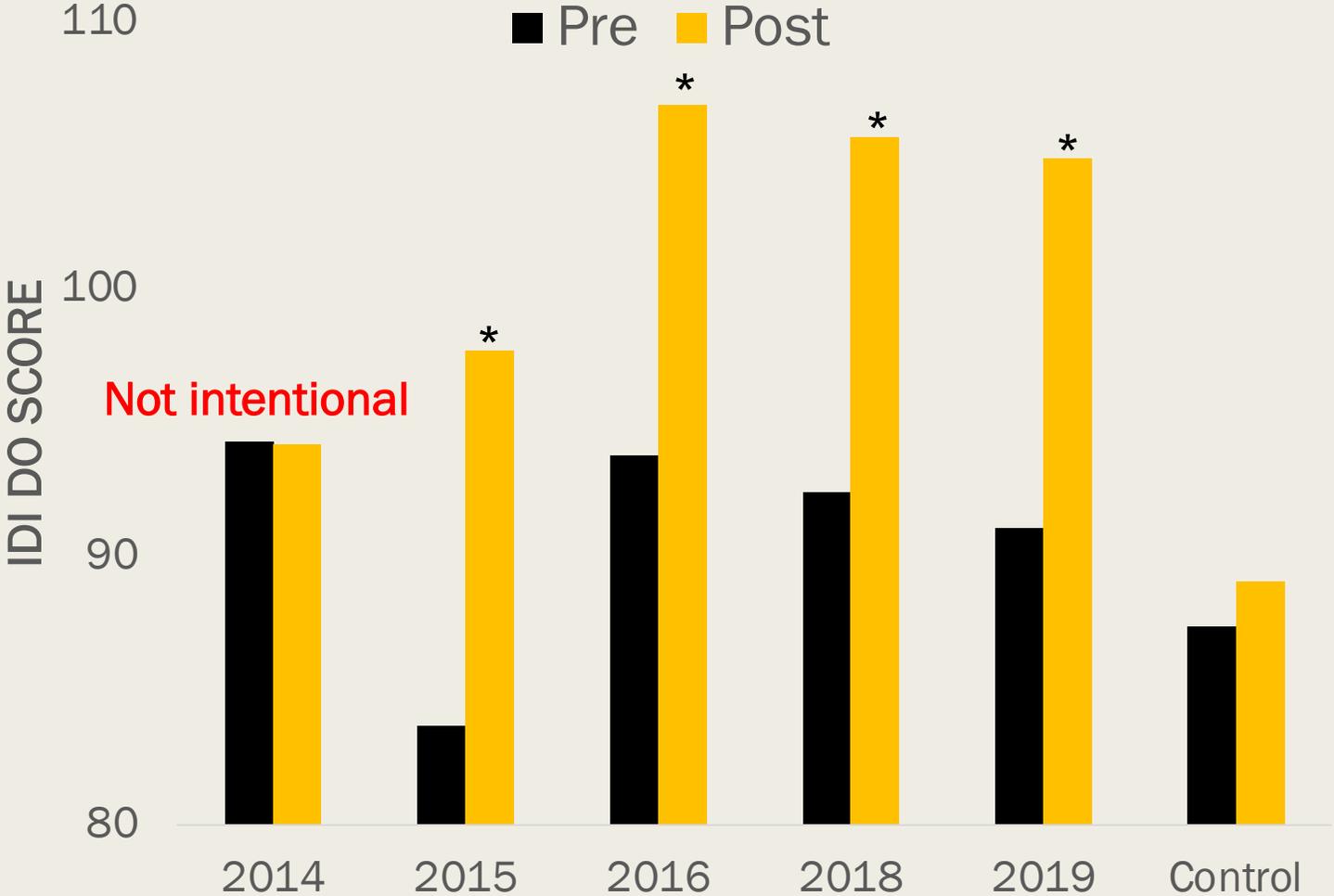
Impact: Students

Year	Number
2013	12
2014	12
2015	9
2016	10
2018	9
2019	12
Total	64

Impact: Students - Qualitative Data

- **Cultural**

  - "Instead of seeing things as black and white, right and wrong, I need to see things as a myriad of color in which to learn and experience life."

  - "My perceptions have changed in how I view poverty; I have learned to not judge unemployed or poor people and assume the worst of an individual."

  - "I learned how isolated and alone I can feel when I do not 'look' like everyone else in the room."

  - "I found it helpful to gain insight on my own cultural values and attitudes, so I can be aware of how I act towards others."

- **Clinical**

  - "We utilized a lot of gesturing and props in order to get the point across...we needed to think outside the box when a person didn't understand the task right away."

  - "The clinic days also taught me a lot about problem solving."

  - "By the end of our time there I felt so confident in myself and my abilities."

  - "Whether the child was Deaf, intellectually disabled, or typically developing, a big smile, simple instructions, and lots of praise seemed the key to success for most of the children we tested."

- What could be improved?
- Quantitative measure of clinical learning

Scholarship: Student Outcomes

- **Krishnan, LA.**, Diatta-Holgate, H. & Calahan, C. (2021). **Intercultural Competence Gains from Study Abroad in India.** *Teaching and Learning in Communication Sciences & Disorders*. Vol. 5, Issue 2, Article 6. Available at: https://ir.library.illinoisstate.edu/tlcsd/vol5/iss2/6

- **Krishnan, LA.,** Masters, C., Holgate, H.*, Wang, C.* & Calahan, CA. (2017). **Structured Study Abroad Enhances Intercultural Competence.** *Teaching and Learning in Communication Sciences & Disorders*, Vol. 1, Issue 1, Article 5. Available at: http://ir.library.illinoisstate.edu/tlcsd/vol1/iss1/5

- **Krishnan, LA.,** Richards, KARR & Simpson, JM. (2016). **Outcomes of an International Audiology Service-Learning Study Abroad Program.** *American Journal of Audiology,* 25: 1-13. https://doi.org/10.1044/2015_AJA-15-0054
  - *Plus presentations and articles in clinical magazines*

Objectives: Community / Partners

- Variable objectives; multiple community partners
  - *Hearing screenings, consultations, vision screenings…*
  - *Trainings/seminars to local professionals and students*
    - Evolving needs and requests as partnership continued to grow and trust was built
- Measures used:
  - *Numbers*
  - *Feedback form*

Impact: Community / Partners

Service (Zambia)	2013	2014	2015	2016	Totals
Hearing screenings	490	367	295	616	1768
SLP consults	-	12	10	-	22
Vision screenings	-	-	-	33	33
Seminars	-	55	85	176	316

Service (India)	2018	2019	Totals
Hearing screenings	244	906	1150
Seminars	25	23	48

Impact: Community Partners

Question	Rating: Zambia	Rating: India
The team understood our organization and needs	4.4	4.3
The team was professional in behavior, attitude, and appearance	4.7	4.7
The team communicated well with organization staff members	4.5	4.7
The team was cooperative and worked well with our staff	4.8	4.8
The team was courteous and dependable	4.8	4.7
The team's work met or exceeded our expectations	4.3	4.6
Overall, we were very satisfied with the team's performance	4.6	4.7
We would like the team to return next year	4.8	4.9
We would recommend the team to other organizations	4.6	-
The program was mutually beneficial	-	4.5
The professional development training was useful (2015-2016)	4.6	-

- What could be improved?
- Measure increase in knowledge; change in attitude/behavior

12

Impact: Community Partners - Qualitative

- "Improvements in clinical service activities with help of feedback"

- "Benefit to the local community as services could reach a larger number of individuals"

- "Obtained new equipment and updated clinical protocols based on new information learned"

- "Learned new information that raised awareness about child development and disabilities: useful for field workers who work directly with families in the villages"

Visual schedule

Using the Toilet

1. Pull down pants
2. Sit on toilet
3. Wee in toilet
4. Get toilet paper
5. Wipe until dry
6. Pull up pants
7. Flush toilet
8. Wash hands

Scholarship: Program/Community Partner

- **Krishnan, LA.**, Sundaram, S., Sreekumar, S., Thammaiah, S. & Mitra, G. (2020). **Preparing, planning and executing a successful short-term study abroad program: A Case Study - SLHS in India.** *ASHA Perspectives,* SIG 17 Global Issues in Communication Sciences and Related Disorders, 1-8. https://doi.org/10.1044/2020_PERSP-19-00119

- **Krishnan, LA.,** Masters, C. & Simpson, JM. (2017). **Community Involvement and Benefits from an International Service Learning Program.** *ASHA Perspectives,* Vol. 2 (SIG 7), 5-12. https://doi.org/10.1044/persp2.SIG7.5

Summary

- Plan ahead and <u>*with*</u> community partner(s)
  - *What are your objectives?*
  - *How are you going to measure change?*
  - *Consider all parties involved*
    - Purdue students
    - Community partners
    - Other
- Evolve! As community partner needs change/evolve
- Seek out and use resources available across campus