

Abstract: “Sound Sense” is a hearing-loss prevention program for grade-six children. Graduate students in Speech-Language Pathology, who were enrolled in the Fall 2017 CSD 534 Aural (Re)Habilitation course, engaged in advocacy for and delivery of “Sound Sense” to grade-six classrooms. This study evaluated the impact of that student-SLP engagement in the “Sound Sense” program on self-perceptions of competencies specified for MSc-SLP students in the curriculum: identify and investigate opportunities to advocate for services; develop preventative programs and promote the role of SLPs in at least one disorder area; engage in knowledge translation to facilitate the learning of others; and demonstrate presentation and knowledge-translation skills. Pre- and post-engagement questionnaires were used to assess change in self-perceptions of competency. Benefits were shown.

Background

- Serpanos and Senzer (2015) cited evidence from the education literature that current thinking about adult education is that adult learners are not passive but require “experience as a central component to meaning formation” (p. 83). Experiential learning supplements “the varied modes of instruction” toward meeting learner outcomes and certification requirements.
- Serpanos and Senzer (2015) compared two groups in their study, one that received only classroom instruction and another that received classroom instruction *and* targeted experiential training in the area of otoscopy and tympanometry for SLP graduate students. SLP students who participated in the experiential training session showed subsequent significant improvement in their perceptions of attaining adequate “knowledge” and “comfort” in performing otoscopy and tympanometry.



Research Question

Does engagement in the advocacy for and delivery of “Sound Sense” in the CSD 534 Aural (Re)habilitation course contribute to an improvement in MSc-SLP students’ self-perceptions of competencies relevant to advocating for and delivering workshops?

Methods

Participants

- 45 of 54 MSc-SLP students enrolled in the Fall 2017 CSD 534 Aural (Re)Habilitation course completed a questionnaire before and after “Sound Sense” completion

Procedures

- The researchers distributed in-class questionnaires during two CSD 534 class sessions

Measures

- Pre- and post-delivery of the “Sound Sense” program, MSc-SLP students answered qualitative and quantitative questions designed to assess self-perceptions of the effect of workshop delivery on knowledge, experience and confidence levels
- Researchers reviewed responses, identified common themes in qualitative data and performed descriptive statistics on quantitative data

Questionnaire Number _____

Skills and Competencies	My Current Knowledge (Pre)	My Experience at This Time (Pre)	My Present Confidence Level (Pre)	My Current Knowledge (Post)	My Experience at This Time (Post)	My Present Confidence Level (Post)
1. Accurately referring school-aged children to appropriate hearing testing facilities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Accurately referring school-aged children to appropriate hearing testing facilities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Accurately referring school-aged children to appropriate hearing testing facilities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Providing information appropriate to an elementary student's language level.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Providing information appropriate to an elementary student's hearing level.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Accurately engaging date, time, length, and location in an elementary school presentation.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Developing a presentation for elementary children from scratch.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Presenting in a manner that engages elementary students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Providing an accurate description of the scope of practice of an SLP.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Recalling an orally presented word for an oral or print test in a school program to which you are not a participant.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11. Finding professional and school staff who do not have formal presentation skills.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12. Maintaining a professional demeanor while presenting and interacting with students in a school program.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Considering all aspects of organizing and delivering presentations, describe how comfortable or knowledgeable you feel having completed the “Sound Sense” experience. Why do you feel this way?

What are the three most important things you learned from organizing and delivering the “Sound Sense” presentations?

Qualitative Results

Making Presentations Engaging:

“[The “Sound Sense” program] reminded me of the value of facilitating engaging conversations for students and how it is beneficial for student learning.”

Age-Appropriate Language Level:

“[I learned] how to apply my knowledge of audiology and aural rehab to help educate a very different audience (e.g., grade 6 students vs. graduate students).”

Communicating Professionally:

“There is a lot of back and forth communication that occurs prior to actually doing the presentation. It is just as important to develop rapport with teachers as it is to build rapport with students.”

Figure 2: Major Themes

MSc-SLP graduate students were asked in the post-questionnaire to provide the three most important things they had learned from organizing and delivering the “Sound Sense” presentations. The majority of the responses fell within the three categories presented above.

Quantitative Results

#		Knowledge		Experience		Confidence	
		Pre	Post	Pre	Post	Pre	Post
1	Mode	1	4	1	4	2	4
	Range	3	2	3	3	3	2
2	Mode	1	4	1	4	1	4
	Range	2	3	2	3	3	3
3	Mode	1	3	1	3	1	3
	Range	4	4	4	4	4	4
4	Mode	4	5	4	5	4	5
	Range	4	2	4	3	4	3
5	Mode	4	4	3	4	3	4
	Range	4	2	4	2	4	2
6	Mode	1	5	1	4	2	5
	Range	4	2	4	2	4	3

#		Knowledge		Experience		Confidence	
		Pre	Post	Pre	Post	Pre	Post
7	Mode	1	3	1	1	1	3
	Range	4	4	4	4	4	4
8	Mode	2	4	1	4	3	4
	Range	4	3	4	3	4	3
9	Mode	4	5	3	4	3	5
	Range	3	4	4	4	4	4
10	Mode	3	5	1	5	4	5
	Range	4	2	4	2	4	2
11	Mode	5	5	2	5	5	5
	Range	4	2	4	2	4	2
12	Mode	3	5	1	5	3	4
	Range	4	3	4	2	4	3

Figure 3: Primary Areas of Change

Conclusions

The opportunity to deliver the “Sound Sense” program led to an increase in workshop-delivery experience, which in turn notably increased MSc-SLP graduate students’ level of knowledge and demonstrated slight improvements in their confidence. Based on the data collected during this study, it is recommended that MSc-SLP graduate students gain more experience in order to build their knowledge. Experiences that provide the occasion to apply practical skills may improve MSc-SLP graduate students’ self-perceived confidence as they enter the workforce.