

# Spreading Aphasia Awareness through Academic-based Service Learning

Christen Page, PhD., CCC-SLP  
Communication Sciences and Disorders



## Introduction

- Individuals with aphasia often isolate themselves **partaking in fewer social, previously enjoyed, and community-based activities compared to stroke survivors without aphasia.**
- Training communication partners increases communication access and opportunities.** Previous research has trained significant others, students, friends, and healthcare professionals.
- However, more information is needed to **train community members** about aphasia and communication strategies which may enhance communication access for PWA.
- This **study partnered students with persons with aphasia** to address a **problem in the community** (reduced communication access) within a **collaborative Academic Based Service-Learning (ABSL) Experience.**



## Methods

### Scholarship of Teaching and Learning

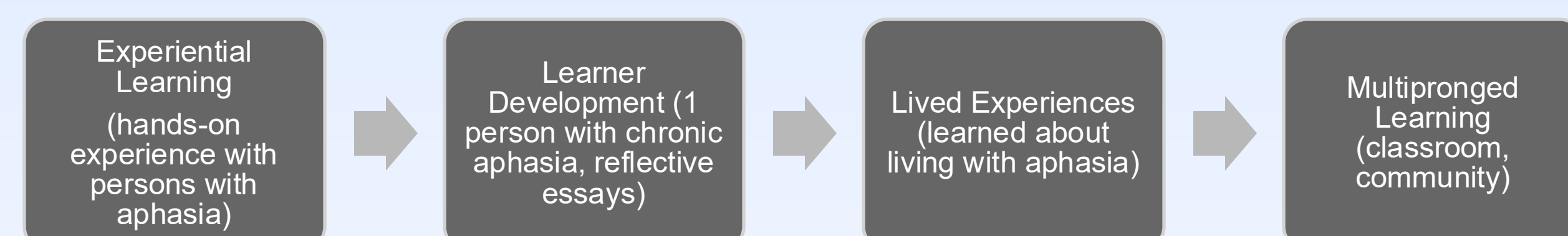
**Quantitative 1:** What is the impact of collaborative ABSL on graduate **CSD student's** academic, community, and interpersonal engagement as measured by a survey?

**Quantitative 2:** What is the impact of a collaborative ABSL on **community members' awareness** of aphasia?

**Qualitative:** How do graduate **CSD students' perceptions** of aphasia and future clinical practice change following a collaborative ABSL experience?

### Procedures

Aphasia course: ABSL project linked to framework for teaching Life Participation Approach to Aphasia (Hoepner & Sather, 2020, p. 398)



- Purpose:** To apply course content within a **community training** to increase community awareness of aphasia and communication access for individuals with aphasia.
- 36 first-year graduate students** divided into **8 groups**. Each group included a person with chronic aphasia/motor speech needs (mild-severe) who selected the location in the community.

### Components of Training

- Define aphasia
- List 3 causes of aphasia
- Describe at least 5 expressive and receptive language characteristics
- List at least 5 communication strategies for the intended audience
- Provide an example or demonstrate each strategy (e.g. role play)
- Include slide with resources, contact information, and questions

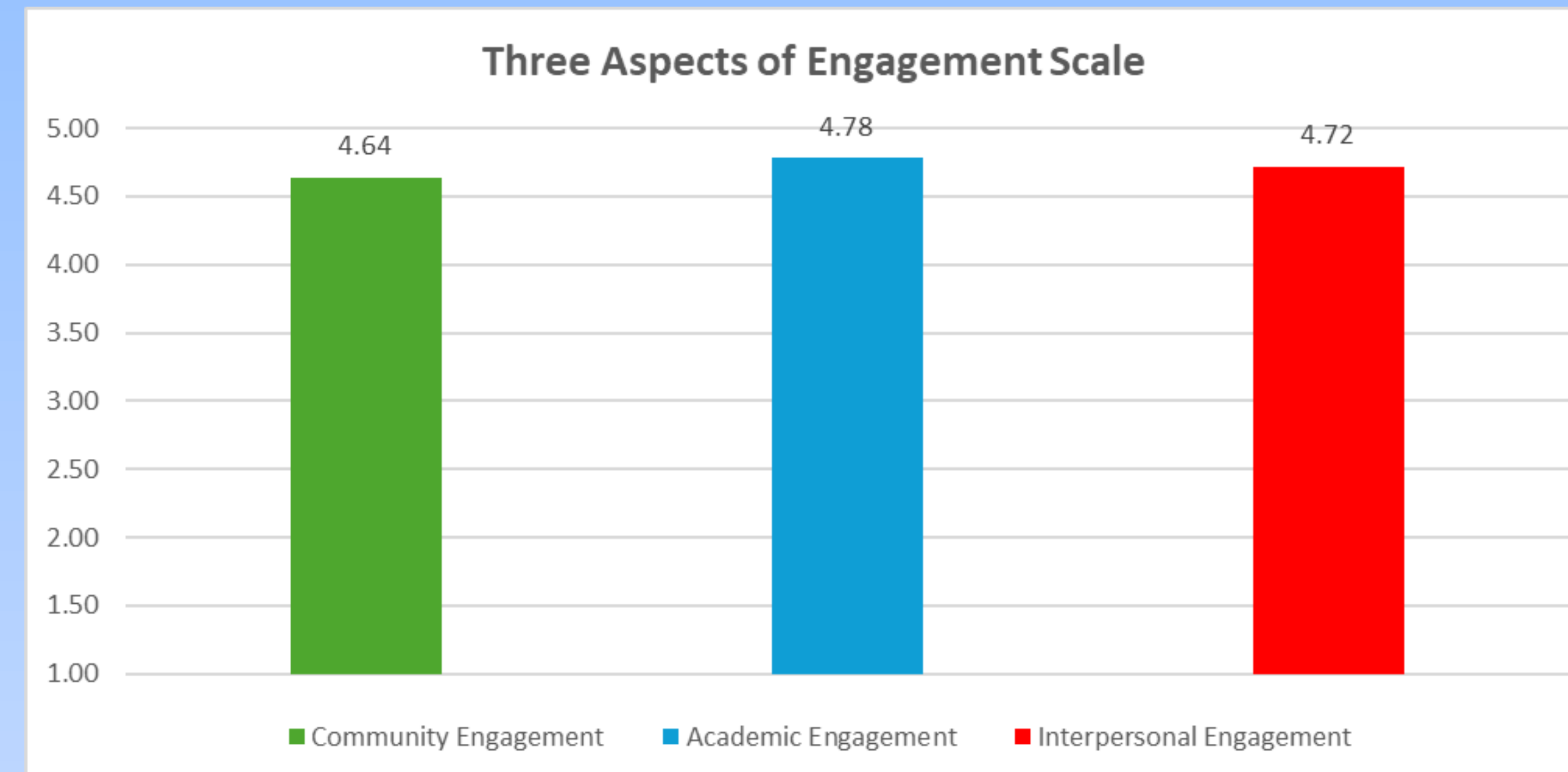
- Students discussed and signed a **group contract**.
- Groups **met 3 times to prepare and conduct** community training.



## Measurements & Findings

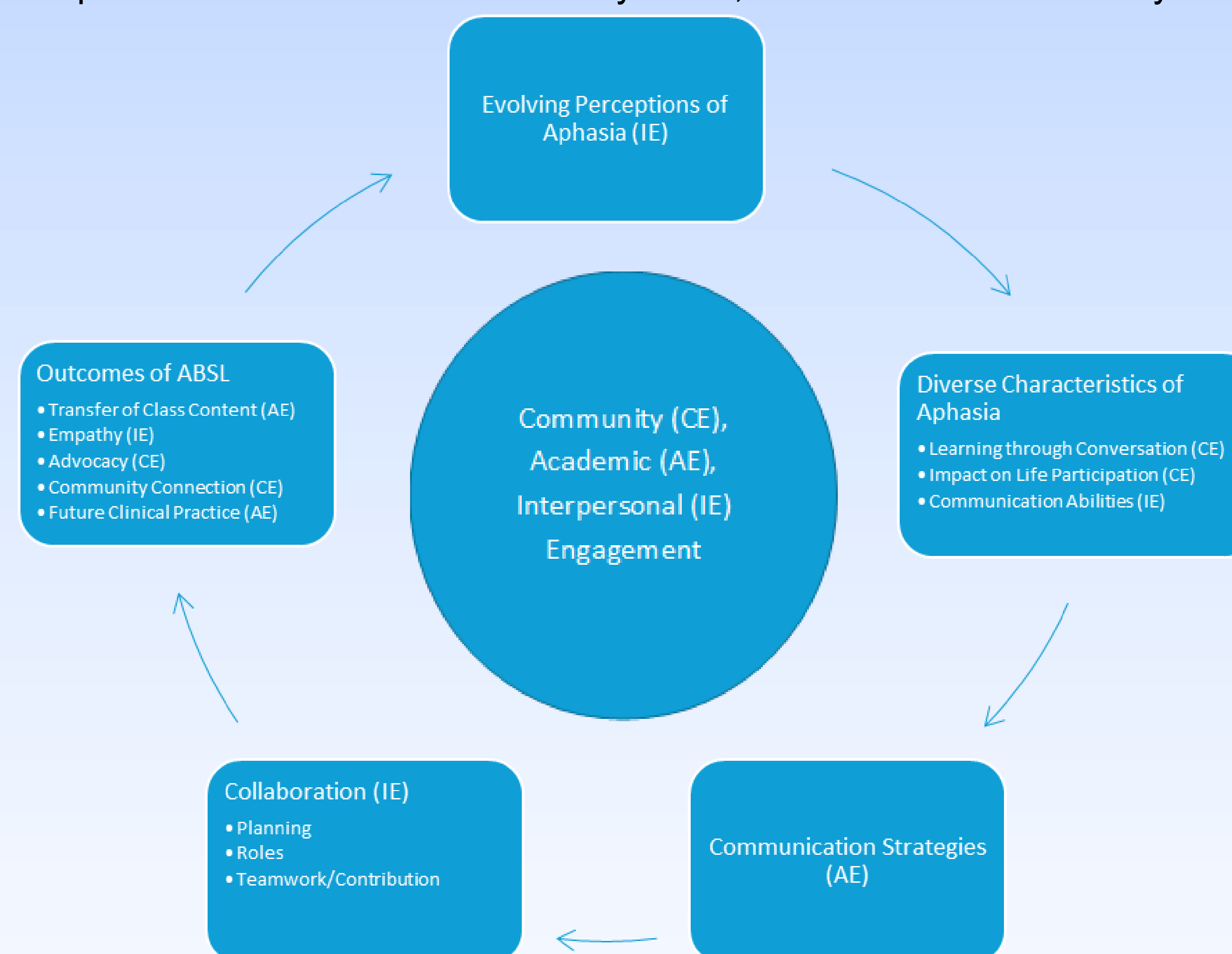
### Three Aspects of Engagement Survey (students)

Three Aspects of Engagement Scale (Gallini & Moely, 2003): includes 28 statements related to community, academic, and interpersonal engagement. Students rated level of agreement on a scale of 1 (strongly disagree) to 5 (strongly agree).

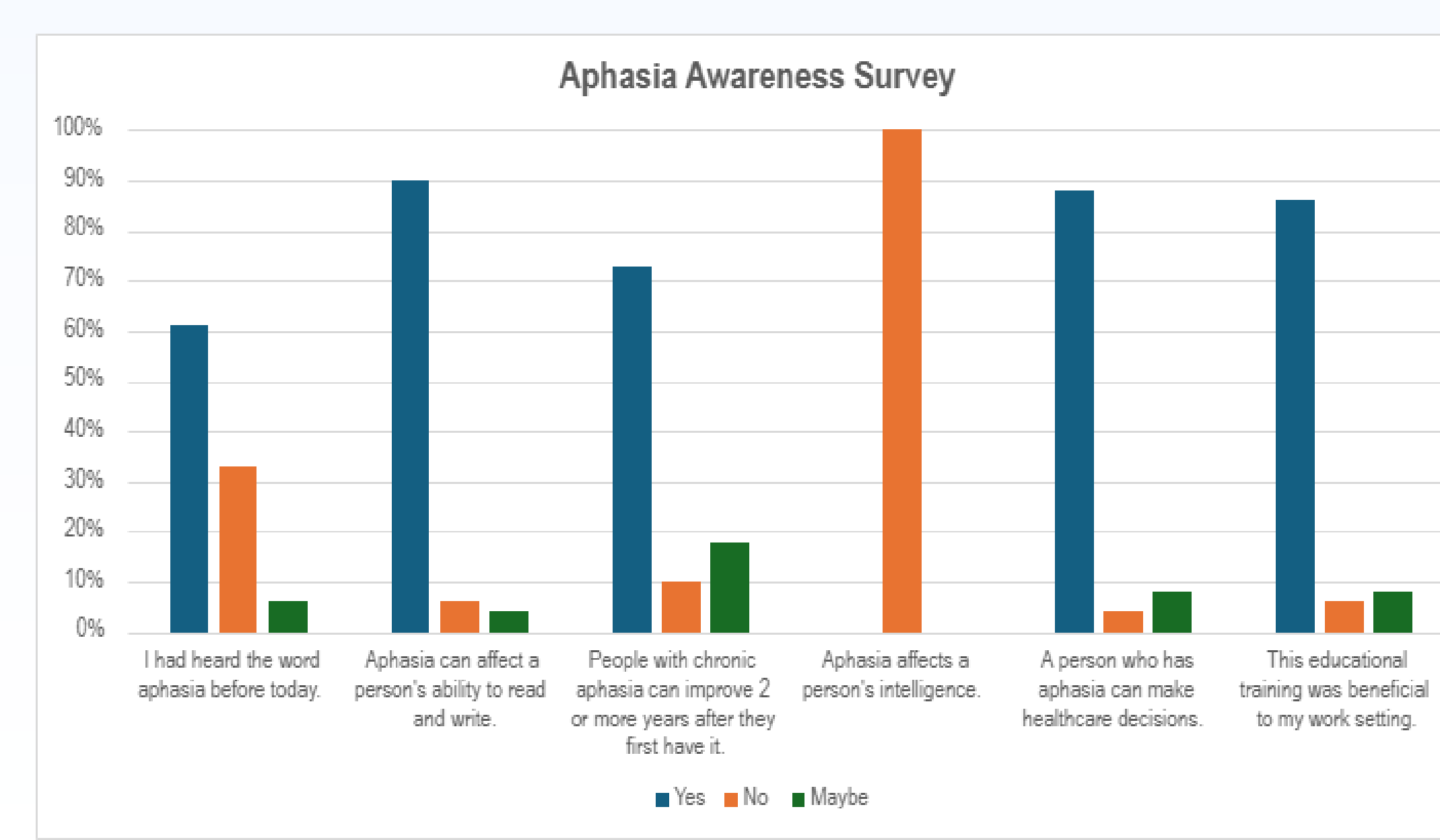


### Reflective Essays

3 per student = 108 reflective essays total; Reflexive Thematic Analysis



### Aphasia Awareness Survey (community, n=51)



## Conclusion

- After ABSL, students' reported increased community, academic, and interpersonal engagement.
- Through this collaborative ABSL opportunity, students applied course content, increased their **awareness of the holistic and diverse needs for persons with aphasia** as well as their **desire to advocate for communication access** and enhanced **life participation within their communities.**
- Community members defined aphasia, identified its impact on reading and writing, noted continued intelligence of persons with aphasia, and provided communication strategies to use during future interactions with individuals with aphasia.



## Future Research

- Community:** Collect pre and post measures of aphasia awareness.
- Persons with aphasia:** Measure the amount of participation in community settings after ABSL.
- Students:** Incorporate additional healthcare disciplines in the collaborative ABSL experience.



## References & Acknowledgments

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Miss Mary Beth Allen, MS CCC-SLP,  
students, community partners,  
and individuals with aphasia.