

Telepractice in Africa: A Cross-Cultural Experience with People Who Stutter
American Speech-Language-Hearing Association Convention 2017

The Perspective of the Instructor of a Graduate Course in Fluency Disorders

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1. Service Learning
 - a. Service learning is a partnership between a community agency (The African Stuttering Centre [African Impact]) and a university training program (Southeast Missouri State University).
 - b. Service learning is NOT the same as volunteer service or field experience. (Schoenbrodt, 2008)
 - c. Service learning involves a cycle of action and reflection. (Vanderbilt)
 - d. Service learning opportunities are popular with students.
 - e. Service learning connects personal and interpersonal development with academic advancement. (Krishnan, Richards & Bajek; 2015)
 - f. Students may encounter social challenges for the first time, which expands and transforms their views of the world and of themselves. (Vanderbilt)
 - g. A service learning experience can serve as a catalyst for students to tackle the complexities of the issues they encounter and connect with, seeking out innovative solutions that address human needs. (Vanderbilt)
2. Cross-Cultural Experiences
 - a. Students find cross-cultural experiences attractive but may not have travel opportunities.
 - b. There is limited exposure to diverse populations in the rural, Midwest environment.
 - c. Exposure to different cultures facilitates a student's ability to learn, navigate obstacles and develop and apply critical thinking and problem-solving skills. (Cook, 2016b)
3. KASA Skills Competencies (ASHA, 2014)
 - a. The following KASA Skills Competencies may be addressed through this experience:
 - i. Services to diverse populations
 - ii. Services across the lifespan: adults
 - iii. Categories of severity: mild, moderate, severe/profound
 - iv. Categories of disorders: fluency
 - v. Assessment and Intervention
4. Telepractice Training and Experience
 - a. Telepractice is growing in popularity with young professionals and experienced SLPs. (Kreipe & Cook, 2017).
 - b. Students have been exposed to technology from the beginning of their educational experiences. (Hills, Ryan, Smith & Warren-Forward; 2012)
 - c. Students use technology on a daily basis. (Hills, Ryan, Smith & Warren-Forward; 2012)
 - d. Students desire training and experience with telepractice during their graduate education. (Cook, 2016a)

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