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### Student Training in a University Setting Voice Clinic- How do we do it?

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## Student Training in a University Setting Voice Clinic- How do we do it?

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# Student Training in a University Setting Voice Clinic- How do we do it?

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# Disclosure

- Chaya Nanjundeswaran does not have any financial or non-financial disclosures related to this topic
- Celia Bassich does not have any financial or non-financial disclosures related to this topic
- Robin Samlan does not have any financial or non-financial disclosures related to this topic



# Clinical Supervision- University Setting

## **GOALS**

- Best possible clinical education to graduate students
- Appropriate care to the clients



# Specific to Voice

## Requirements

- Voice quality perception and discrimination
- Model target vocal quality
- Knowledge of several different treatment approaches/ strategies to elicit target behavior



# Challenges- specific to voice

- Current trend of vocal quality: Glottal fry
  - Problems with simulation and use of appropriate of voice quality
  - Ability to discriminate and perceive vocal quality changes
- Voice therapy – timeline
  - 4-8 sessions (efficiency)
  - Consistency of clients; no-shows
- Voice course offered in the final semester
- Diversity of patients
  - High level critical thinking



# ETHICAL DILEMMA

- Where do we draw the line?

**Graduate Education Vs Patient Welfare**





# Ethical question

Your patient travels an hour, misses work, and pays out of pocket for treatment. It is clearly a financial burden to come see you, yet voice therapy is essential for her job. Your student accepting a poor quality production or is lacking momentum. You:



Watch and let the student learn. Provide feedback later



Enter the room after a couple of minutes



Give the student 5-10 min. before entering the room



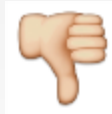
Give the student 10 min. before entering the room



## When you enter the room, you:



Are unobtrusive – providing the clinician with a written note or provide a verbal suggestion



Take over the session briefly to model what should happen next



# OUR PROPOSAL



# A supervisory framework

1. Selecting students
2. Boot Camp & Practice
3. Providing modeling and feedback in session
4. Follow-up feedback



# 1. Selecting Students – 1<sup>st</sup> vs 2<sup>nd</sup> semester

- Why and what to look for?
  - Do we have such opportunity in 1<sup>st</sup> semester?
  - How can we recruit students for second semester?
- Voice is a specialized clinic- Enhance their learning during the clinical placement
- Interview
- Basic skills
  - Auditory discrimination and perception
  - Stimulability for resonant voice
  - Ability to maintain conversational speech without a glottal fry



# Perspectives

- East Tennessee State University (ETSU)
- Towson University (TU)
- The University of Arizona (UA)
- Audience Thoughts?



## 2. Boot Camp and Practice

- Clinic Handbook
- Intense voice clinic orientation
  - Basic foundational knowledge
  - Training
    - Auditory discrimination and perception
      - [http://engage.doit.wisc.edu/sims\\_games/showcase/speechpathology/sims.html](http://engage.doit.wisc.edu/sims_games/showcase/speechpathology/sims.html)
    - Acoustic and Physiologic Assessment
    - Voice therapy approaches, principles of motor learning (Performance Vs Learning)
- Mock practice
  - Assessment
  - Treatment



# Perspectives

- UA
- ETSU
- TU
- Audience Thoughts?





# Transfer

- Prior to seeing patients
- Problem- Based Learning
  - Provide a hypothetical case or a true case from an earlier semester
- Goal
  - Provide an assessment plan and expectations in assessment
  - Provide a Treatment plan



## 3: Providing modeling and feedback: *in session*

- Initial Session
  - Students Shadow Supervisor
  - Students complete a Guided Observation Form
    - Assessment
    - Treatment
- With progression
  - Student gradually takes lead as he or she demonstrate competencies
  - Students complete Guided Observation Form
  - Indicate their role in assessment/treatment
- Supervisor Feedback after every session



## 4. Follow-up feedback

- Student self – evaluation
- Peer evaluation
- Supervisor evaluation and feedback



# Self-reflection and peer evaluation

- Students can maintain a journal
  - Reflect on the process and the take-home point from each session
- Recording of the mock assessment and treatment session
  - During orientation- self-evaluation and supervisor evaluation
- Recording of session with client
  - Self- evaluation, peer-evaluation and supervisor evaluation



# Supervisor observation report

- 23 attributes (divided into 4 categories)
  - Client-Clinician Relationship
  - Treatment Planning & Management
  - Equipment & Materials
  - Treatment Execution
- Supervisor rates each attribute using a 4-pt. qualitative scale
  - Always
  - Mostly
  - Somewhat
  - Never



# Supervisor Observation Report

- Client-Clinician Relationship
  - Clinician demonstrates warmth, empathy, and personal regard.
  - Clinician sets and reinforces appropriate amount of “chatter”
  - Clinician appropriately and effectively responds to client’s questions & comments.



# Supervisor Observation Report

- Treatment Planning & Management
  - Appropriate session plan, submitted on time
  - Appropriate SOAP from previous session, submitted on time
  - Appropriate SOAP documentation, needs only minor revisions
  - Session objectives are appropriate and conform to semester tx plan
  - Clinician uses time effectively, appropriate pace, accomplishes all planned activities
  - Clinician demonstrates flexibility by respond to client's immediate needs



# Supervisor Observation Report

- Equipment & Materials
  - Appropriate equipment set-up
  - Appropriate measures recorded
  - Appropriate feedback to client
  - Appropriate materials





# Supervisor Observation Report

- Treatment Execution
  - Collects appropriate data weekly regarding target goals for vocal wellness and documents in SOAP
  - Collects appropriate data weekly regarding client self-report of effort and voice quality (and documents in SOAP)
  - Provides appropriate modeling,
  - Provides opportunities for client to respond
    - “how did that feel?”
    - Effort?
    - Sound? (was that your optimal voice?)
  - Provides appropriate feedback using principles of motor learning for voice
  - Able to discriminate “correct” vs “incorrect”
  - Provides client with appropriate wrap-up at end of session, comparing current from past performance
  - Assigns appropriate homework, provides appropriate materials



# Perspectives

- TU
- ETSU
- UA
- Audience Thoughts?



# OUR FINAL GOAL

- Student training and education
- Patient benefit and welfare



# QUESTIONS/ COMMENTS

