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 – 1st vs 2nd semester

- Why and what to look for?
  - Do we have such opportunity in 1st 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
    - 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