



Using a Virtual Evaluation Study to Provide Clinical Experiences to Graduate Students

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Purpose and Background

- Grand Valley State University traditionally depends on community-based placements for 100% of graduate student clinical opportunities
- When COVID-19 impacted the number of community placements willing to take students, clinical education was primarily in the form of simulated experiences
- Simulations to our Simulation Center for Spring/Summer were due March 1
- Responsible for clinical education for 6 students for Spring/Summer 2020, the first author, with support from the second author, wanted to find a way to provide students with real-life clinical experiences
- A study idea was developed in which both clients and students would be considered study participants, so that students were not expected to meet a standard of performance prior to the experience

Study Aims and Measures

- Primary Aim:** To explore the relation between self-ratings by graduate-level speech-language pathology (SLP) students and ratings by adults who stutter (AWS) based on virtual evaluations
- Participants:** Graduate SLP students & AWS
- Study Measures:**



Post-evaluation questionnaires



Post-report questionnaires

Completed by students and AWS



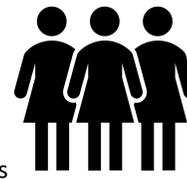
Pre- and Post-experience student questionnaires

Key Personnel/Participants



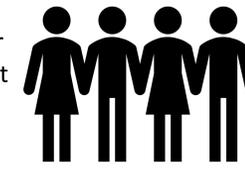
Research Assistant (C. Martin)

- Consented all participants
- Scheduled all visits
- Sent all surveys via REDCap
- Observed all sessions (optional)
- Sent survey feedback to students



SLP Graduate Students

- 6 females randomly assigned to C.Singer
- Completed all evals and reports as a part of a clinical education course
- All consented to data being used for research
- Concurrently took the fluency course



Adults Who Stutter (AWS)

- Recruited from support groups
- 8 Males; 2 Females
- Age Range:

Study Procedures

Consenting Procedures

- AWS consented prior to evaluation via REDCap
- Students had option of consenting at the start of the semester
- Students completed additional HIPAA Release Form

Evaluation Procedures (all completed via Zoom)

- Case History/Speech Sample
- Reading Passage (Grandfather Passage)
- Modified Erickson (freely available)
- 1 primary student clinician interacted with the AWS
- 1 secondary student clinician collected data
- Average duration: ~ 30 minutes

Written Report

- Completed within 72 hours of eval
- Sent to AWS by research assistant

Surveys completed

Surveys completed

Note: students completed a pre and post experience questionnaire at the beginning and conclusion of the semester

Select Findings Relative to Student Perceptions and Attitudes

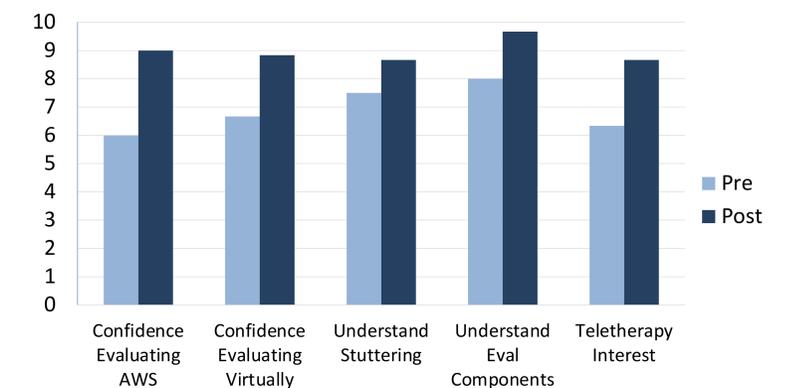
Qualitative Feedback

Critiques

"feedback from adults was not super beneficial to my learning just because it was not very detailed or thorough"
 "I had a lot of practice evaluating adults who stutter, [but] only received one feedback form"

Positive

"I feel so much more confident walking out of this semester. It's crazy how that changed in such a short period of time"
 "I definitely feel more confident with teletherapy"
 "It gave me a good background in teletherapy that I will most likely use in the future"



Timeline



Conclusions

- Described methods successfully provided an opportunity for graduate students to gain experience evaluating adults who stutter. Students reported improved confidence related to evaluating AWS and telepractice, although the impact of the fluency course is a confounding factor.
- Feedback from AWS appeared to have limited utility for the SLP students, but it was helpful in comparing views between AWS and SLP students (comparisons were not presented in this presentation)
- The short window for study recruitment and data collection limited the amount of experience students gained, but that could be improved with earlier IRB approval and expanded recruitment efforts.
- Whereas the need for such methodology for purposes of graduate student training is decreasing as COVID regulations are lifted, this experience inspired a new simulation that will be included in the graduate-level course on fluency disorders

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Select References

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