Winging It: Exploring the Effects of Facilitating Applied Improvisation on Levels of Stress and Clinical Self-Efficacy in SLP Clinicians and Students

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Research Questions

➔ Does the use of applied improvisation lead to increased clinical self-efficacy?
➔ Do stress levels decrease with increased clinical self-efficacy?
➔ Do clinical self-efficacy and stress levels differ in participants who have previously used applied improvisation compared to those who have not?
Method: Participants

Convenience sample (n=13) of SLPs and SLP graduate students at UD

- **Group A**: Second-year graduate students in SLP at UD (n=3)
  - Facilitated all games and activities
  - Two of three participants were previously trained in applied improvisation at Camp Yes And (Kasthurirathne, Alana, & Ansaldo, 2018)

- **Group B**: First-year graduate students in SLP at UD (n=5)
  - Participated in all games and activities
  - No previous training in applied improvisation

- **Group C**: Master clinicians (MCs) at the UD Speech-Language-Hearing Clinic (n=5)
  - Participated in all games and activities
  - No previous training in applied improvisation
Method: Measures

➔ Measures of Self-Efficacy:
  ◆ Speech-Language Pathology Clinical Self-Efficacy Inventory (SLP-CSEI) (Pasupathy & Bogschutz, 2013)
  ◆ Applied Improvisation Facilitator Survey (AIFS) (Ansaldo, 2019)

➔ Measures of Stress:
  ◆ Perceived Stress Scale (PSS) (Cohen 1994)
  ◆ Salivary Cortisol Analysis
Procedure

- **Training**: practice of applied improvisation games and activities
- **Orientation**: introduction to theory and principles of applied improvisation; pre-workshop questionnaires
- **Workshop**: 30-hour applied improvisation workshop for young adults with ASD
- **Showcase**: improvised performance by attendees and participants
- **Post-Workshop Questionnaires**: questionnaires sent to participants one week after workshop
Results and Discussion: Self-Efficacy

**Hypothesis:** Clinical self-efficacy will increase from pre- to post-workshop for all participants.

The group and overall averages supported both hypotheses.
Results and Discussion: Stress

Hypothesis: Stress levels will be higher pre-workshop than post-workshop, higher at the beginning of each workshop day than the end of each workshop day, and higher on Day 1 than Day 4 for all participants.

The group and overall averages supported this hypothesis.
Results and Discussion: Stress

**Hypothesis:** Stress levels will be higher pre-workshop than post-workshop, higher at the beginning of each workshop day than the end of each workshop day, and higher on Day 1 than Day 4 for all participants.

The group and overall averages **supported** this hypothesis.
Results and Discussion: Self-Efficacy and Stress

**Hypothesis:** Clinical self-efficacy will be negatively correlated with stress levels, with self-efficacy increasing and stress decreasing over time.

The pre-/post-workshop questionnaires and cortisol levels supported this pattern and hypothesis.

<table>
<thead>
<tr>
<th>Self-Efficacy</th>
<th>Stress</th>
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<tbody>
<tr>
<td>All Participants: Average Differences in AIFS Scores</td>
<td>All Participants: Average Difference in SLP-CSEI Score</td>
</tr>
<tr>
<td>AIFS Autism increase: 12.99%</td>
<td>SLP-CSEI increase: 10.33%</td>
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</tbody>
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AIFS Improv increase: 31.30%
Results and Discussion: Participants with Experience

*Hypothesis*: Participants who have previously used applied improvisation will self-report higher levels of self-efficacy and lower stress levels than other participants at all points of intervention.

The results of the SLP-CSEI, PSS, and AIFS Autism subtest *did not support* this hypothesis.

The AIFS Improv subtest *supported* this hypothesis.
Results and Discussion: Participants with Experience

**Hypothesis:** Participants who have previously used applied improvisation will self-report higher levels of self-efficacy and lower stress levels than other participants at all points of intervention.

The results of the cortisol analysis, SLP-CSEI, PSS, and AIFS Autism subtest did not support this hypothesis. The AIFS Improv subtest supported this hypothesis.

![Second-Year Students: Individual Differences in Negative PSS Score](image)

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<tbody>
<tr>
<td>Pre-workshop</td>
<td>12.50%</td>
<td>16.67%</td>
<td>45.83%</td>
</tr>
<tr>
<td>Post-workshop</td>
<td>12.50%</td>
<td>16.67%</td>
<td>29.17%</td>
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*Participant received training in applied improvisation prior to workshop.*
Conclusion

Applied improvisation may play a part in decreasing stress levels and increasing levels of clinical self-efficacy among facilitators.
Limitations

- Majority of participants were female
- Participants were part of the same SLP program
- Groups of previously trained vs. previously trained groups were inequivalent
- Timing of pre- and post-workshop questionnaires
- Collection of cortisol samples
Thank you!
Any Questions?
References


Kasthurirathne, R., Alana, L., & Ansaldo, J. (2018). Improvising social skills for teens with ASD: Through improv, teens can tap into their inner comedian while building social-communication skills. See how an Indiana University camp does it. The ASHA Leader, 28(5), 38-41.


