Graduate Student Perspectives about Clinical Training: A National Survey

Scott Palisak, Emily Rusnak, Elizabeth Burroughs
Department of Communication Disorders, Bowling Green State University, Bowling Green, OH.

A total of 541 graduate students participated in this study, representing ASHA regions of the United States. First and second year students made up 49.9% and 43.6% of the population, respectively. The average GPA was 3.73/4.00, with a range of 2.8 to 4.2.

Ninety-eight percent of valid responses were female participants and average age of all participants was 26 (range of 20 to 57 years). The large majority of participants reported being White (89.6%), with African American and Hispanic making up 2.8% and 2.5%, respectively. The remaining 5.3% indicated “other” race/ethnicity. For sexual orientation, 9.6% reported being gay, 4.2% lesbian, 8% bisexual, and 2.2% preferred not to answer.

Participants reported an average of 210 clock hours. A majority (53.9%) reported having 5 or more previous supervisors. At the time of data collection, 53.9% of participants were supervised on-campus (53.9%) and 46.1% were off-campus. When asked to rate their clinical competence as compared to peers, 41.7% reported to be average, 46.4% reported above average, and 1.9% reported below average.

Results

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**Research Questions 1 and 2:**

**Perceived Adequacy of Supervision**

**Preparation for Supervisory Experience**
- t = .434, p = .453
- Traditional/Non-traditional Student
- No significant difference

**Appropriate Use of Interpersonal Communication in the Supervisor-Supervisee Relationship**
- t = .627, p = .534
- Traditional/Non-traditional Student
- No significant difference

**Development of Student Critical Thinking**
- t = .214, p = .831
- Development of Student Critical Thinking in Action
- No significant difference

**Support of Ethical, Regulatory, and Legal Requirements**
- t = .214, p = .831
- Support of Ethical, Regulatory, and Legal Requirements
- No significant difference

**Understanding of Diversity Issues**
- t = .214, p = .831
- Understanding of Diversity Issues
- No significant difference

**Result:**

**Perceived Need for More Supervisors Focus**

**Preparation for Supervisory Experience**
- t = .434, p = .453
- Traditional/Non-traditional Student
- No significant difference

**Appropriate Use of Interpersonal Communication in the Supervisor-Supervisee Relationship**
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**Discussion and Future Research**

Results suggest that a majority of participants agreed that supervisors effectively fostered development in all eight areas investigated in this study. However, findings related to the perceived need for more supervisor focus in the supervisory process were mixed. For several latent variables, there were no significant differences in perceptions of need across group membership related to minority status, and student status related age. Results from this study suggest that minority students were less likely to perceive need for support of critical thinking and less likely to perceive need for the supervisory process, and why there is no clear expression of need for any of the latent variables. Future research should explore the reasons behind the general dissatisfaction of many non-traditional students with the supervisory process, and why there is no clear expression of need for any of the latent variables. Future research should explain the reasons behind the general dissatisfaction of many non-traditional students with the supervisory process, and why there is no clear expression of need for any of the latent variables. Future research should explain the reasons behind the general dissatisfaction of many non-traditional students with the supervisory process, and why there is no clear expression of need for any of the latent variables.

As part of our preliminary analysis of data collected in this study, two demographics variables were investigated separately to determine if responses to questions for each domain variable differed as a result of gender and status related to minority status, and student status related to age. Results from this study suggest that minority students were less likely to perceive need for support of critical thinking and less likely to perceive need for the supervisory process, and why there is no clear expression of need for any of the latent variables.

For non-traditional students, results indicate that they feel particularly in need of the supervisory process. Non-traditional students were significantly more likely to agree that supervisors provided adequate support for preparation for the supervisory experience; 2) used adequate interpersonal communication skills, to determine if responses to questions for each domain variable differed as a result of gender and status related to minority status, and student status related to age. Results from this study suggest that minority students were less likely to perceive need for support of critical thinking and less likely to perceive need for the supervisory process, and why there is no clear expression of need for any of the latent variables. Future research should explain the reasons behind the general dissatisfaction of many non-traditional students with the supervisory process, and why there is no clear expression of need for any of the latent variables.

**References**

Scott Palisak, M.A., CCC-SLP, Department of Communication Sciences and Disorders, Bowling Green State University, Bowling Green, OH;
Emily Rusnak, M.A., CCC-SLP, Department of Communication Sciences and Disorders, Bowling Green State University, Bowling Green, OH;
Email: spalisak@bgsu.edu