Qualitative Study on Exercise Inclusion in the Voice Studio

Anna Holden
2118218 BMPF7008

Conclusion



Reflection



Research Introduction



Findings

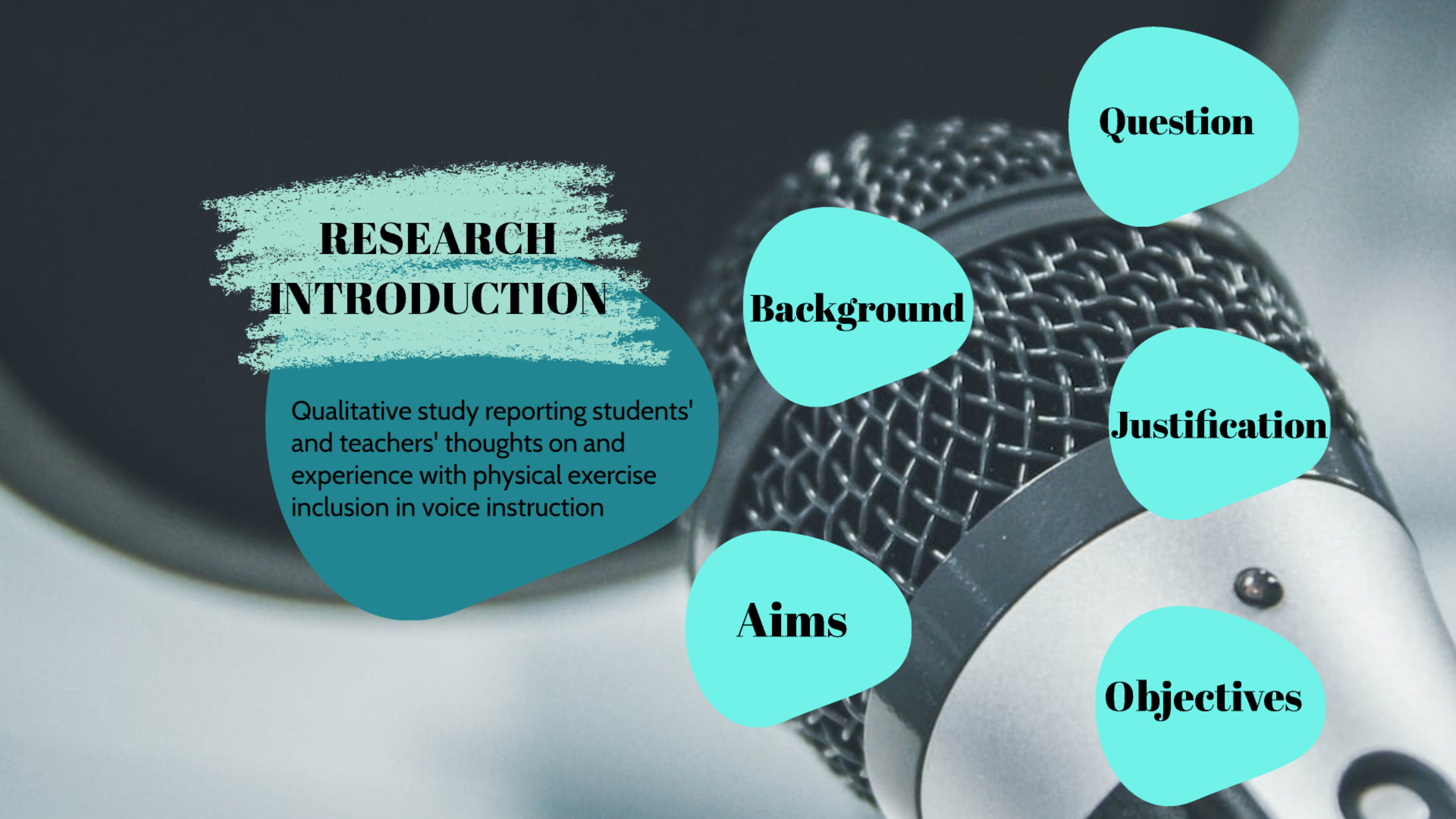




Methods



References



RESEARCH INTRODUCTION

Qualitative study reporting students' and teachers' thoughts on and experience with physical exercise inclusion in voice instruction

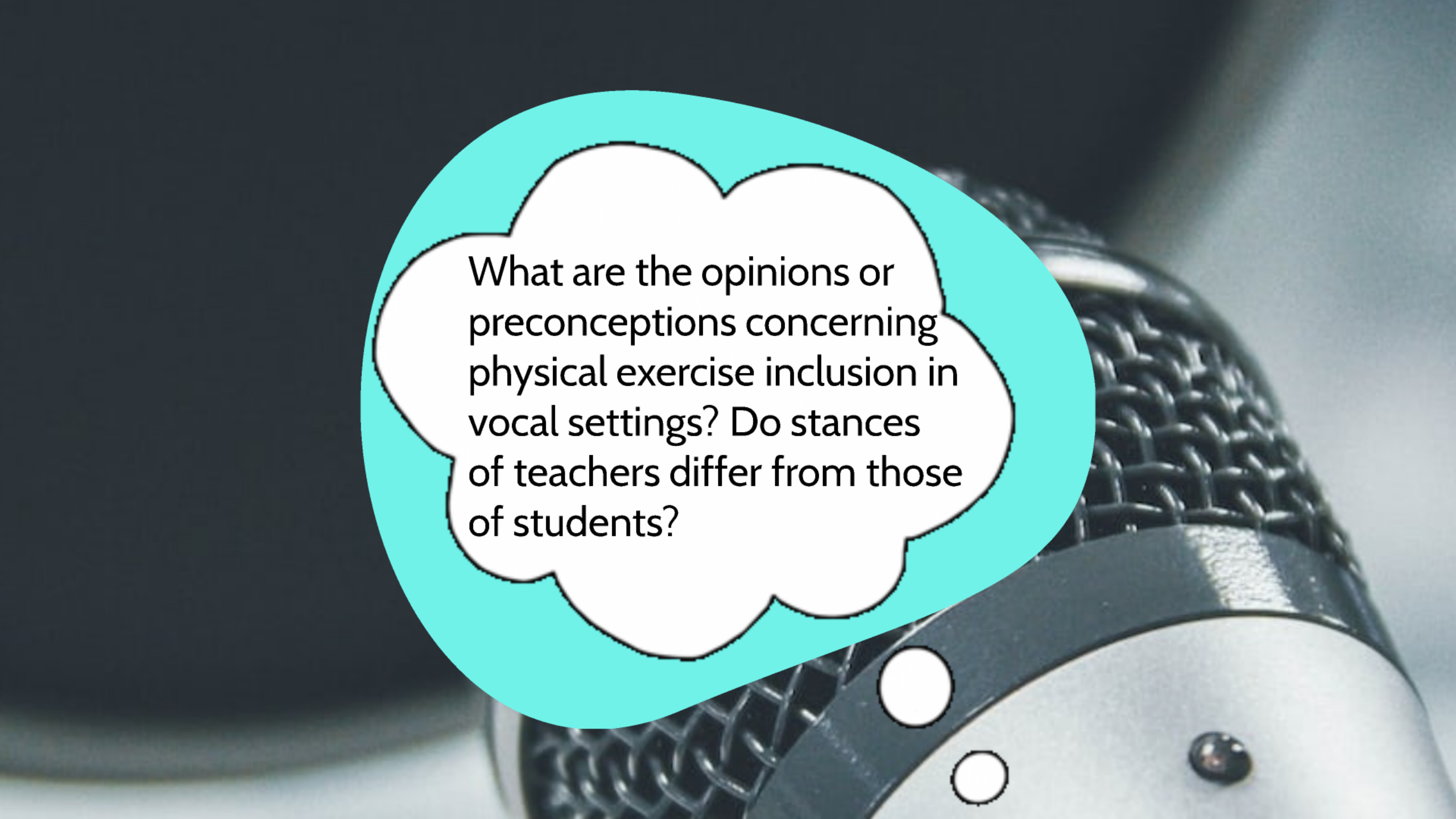
Question

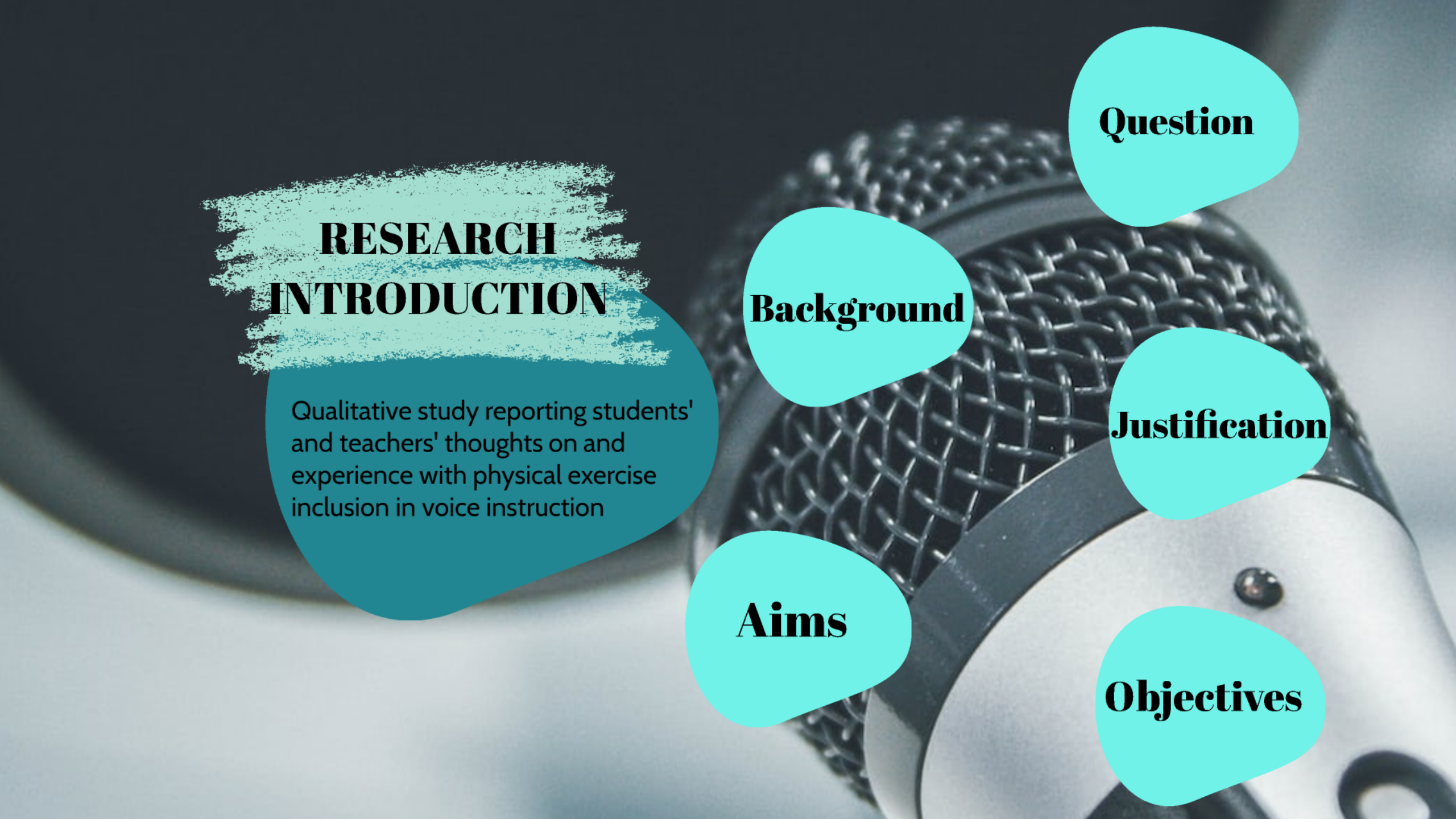
Background

Justification

Aims

Objectives


What are the opinions or preconceptions concerning physical exercise inclusion in vocal settings? Do stances of teachers differ from those of students?



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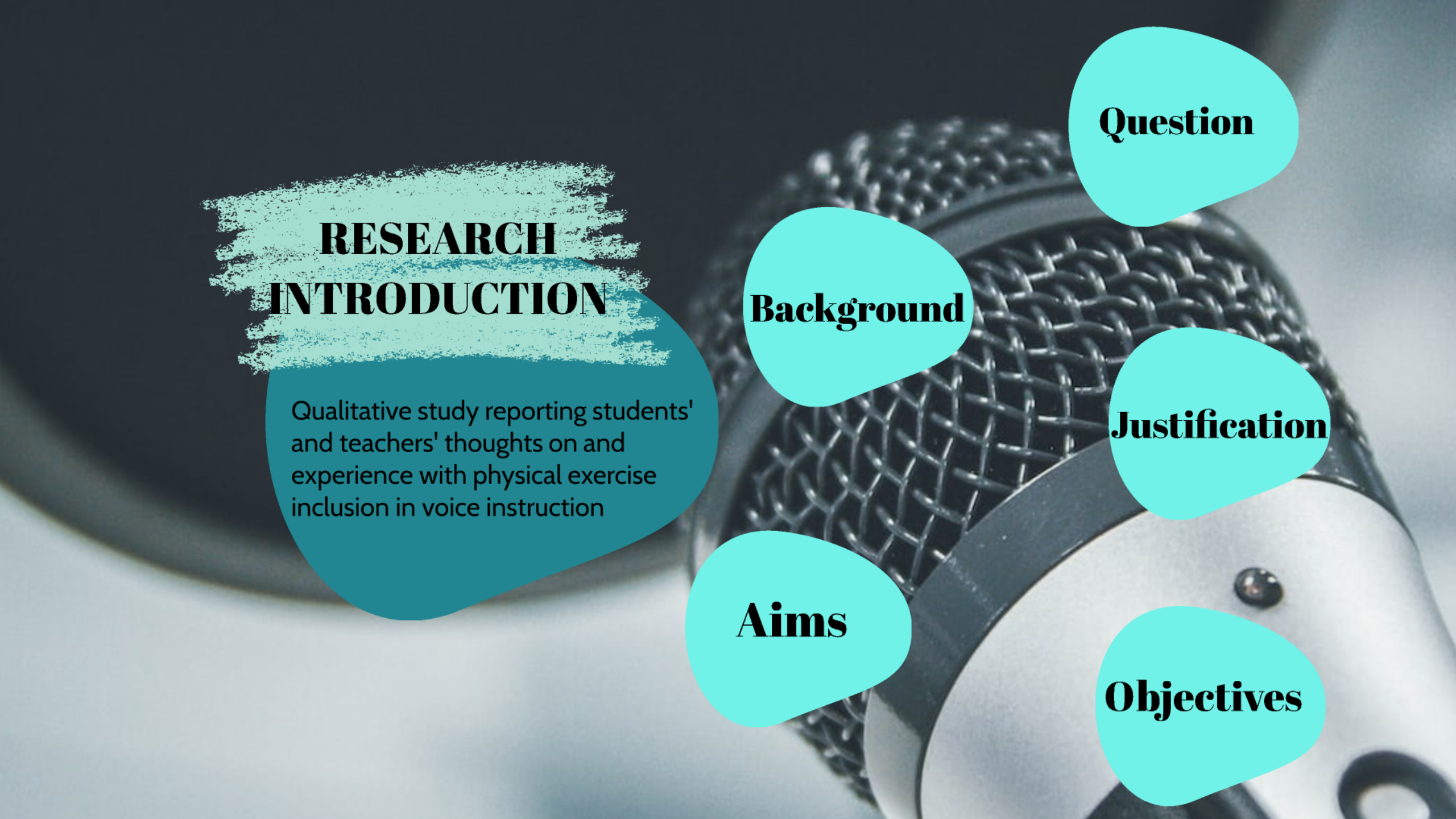
- Classical training
- Athletic background
- Personal Training certification
- Recent voice teacher
- "Vocal Athlete" (LeBorgne & Rosenberg, 2019)











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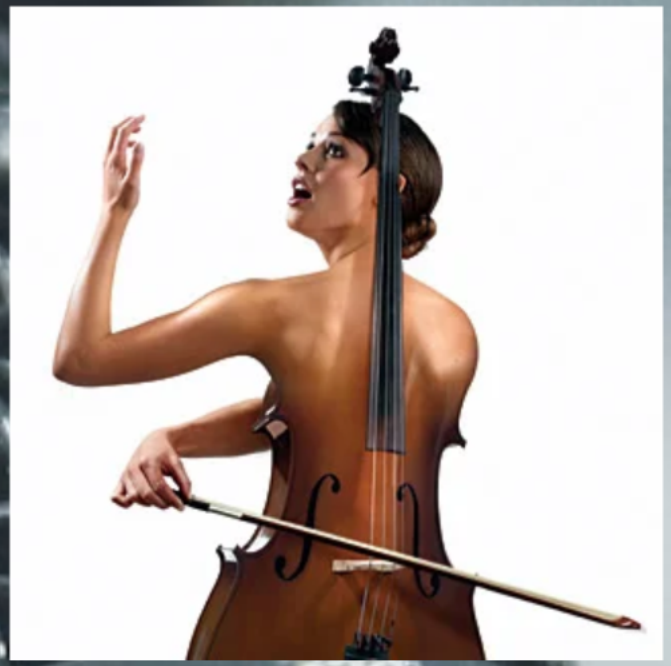
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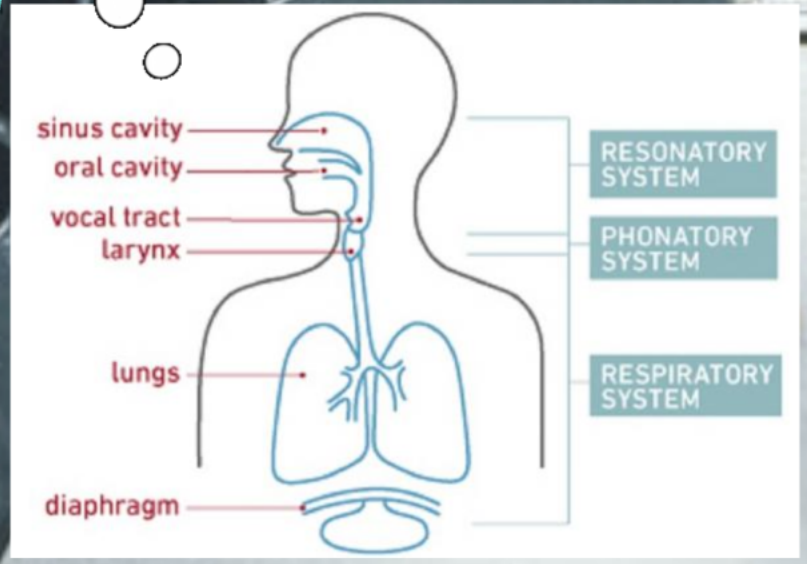
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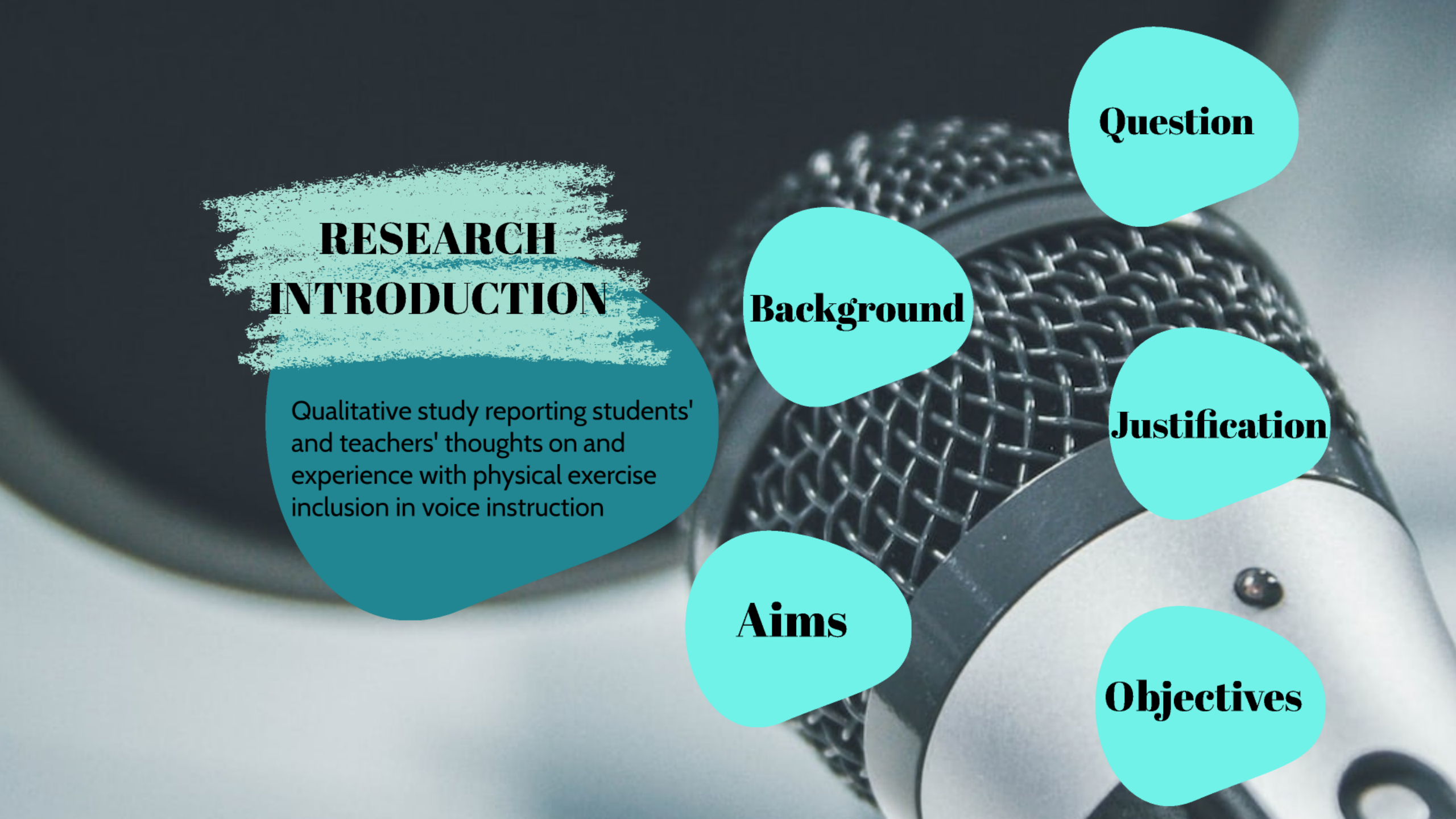
Justification

- Whole body instrument
- 'Tension'
  - Unsubstantiated (Smeltzer, 2017; Zarabi, 2013)
  - Tensegrity (Malde, Allen & Zeller, 2020)
- Limited research



Legs? Back?
Pelvic floor?





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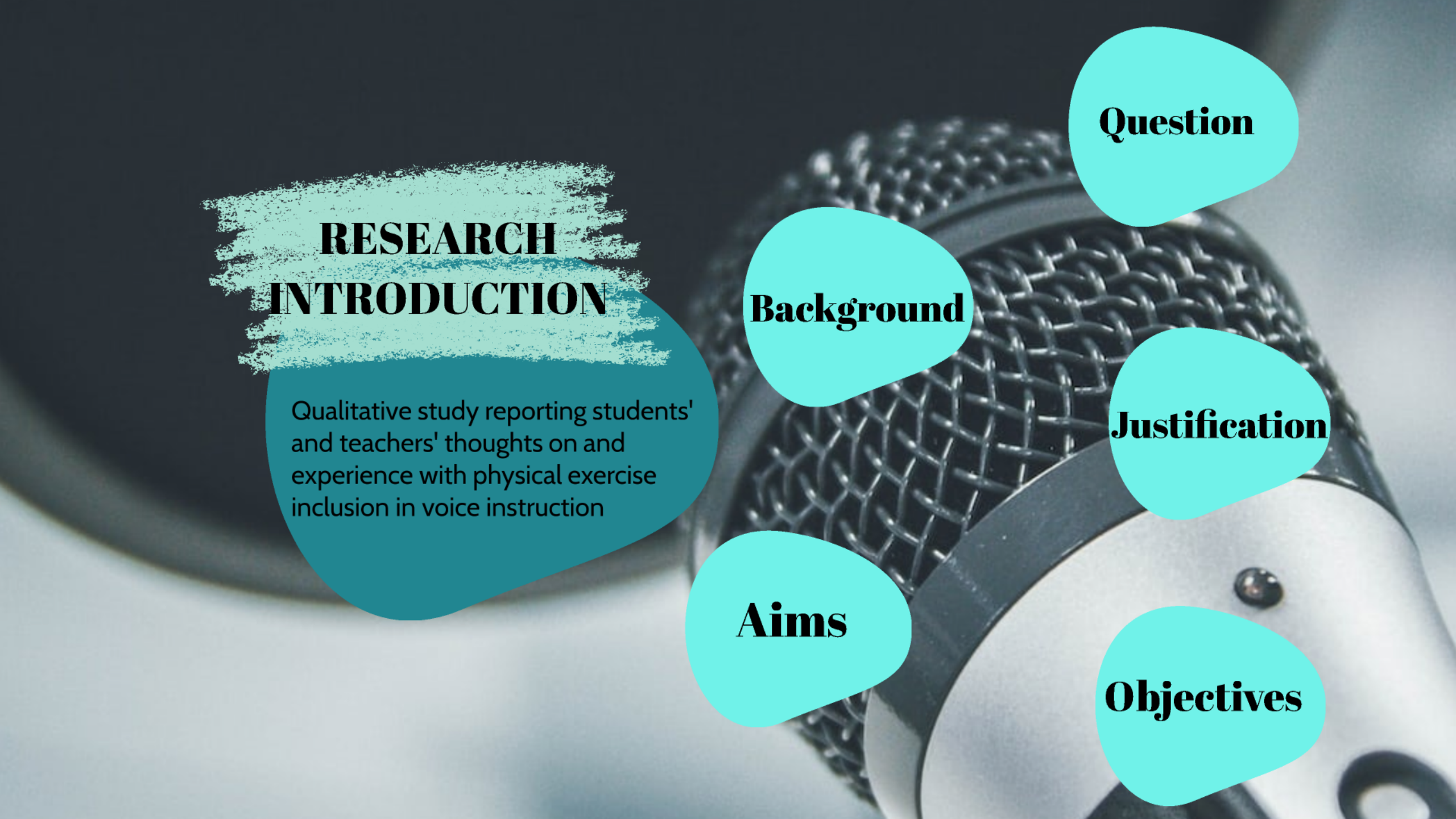
Aims

Objectives

Aims

- Inform teaching
- Understand and address stereotypes
- Identify if and how exercise can be useful in voice instruction for vocal athletes





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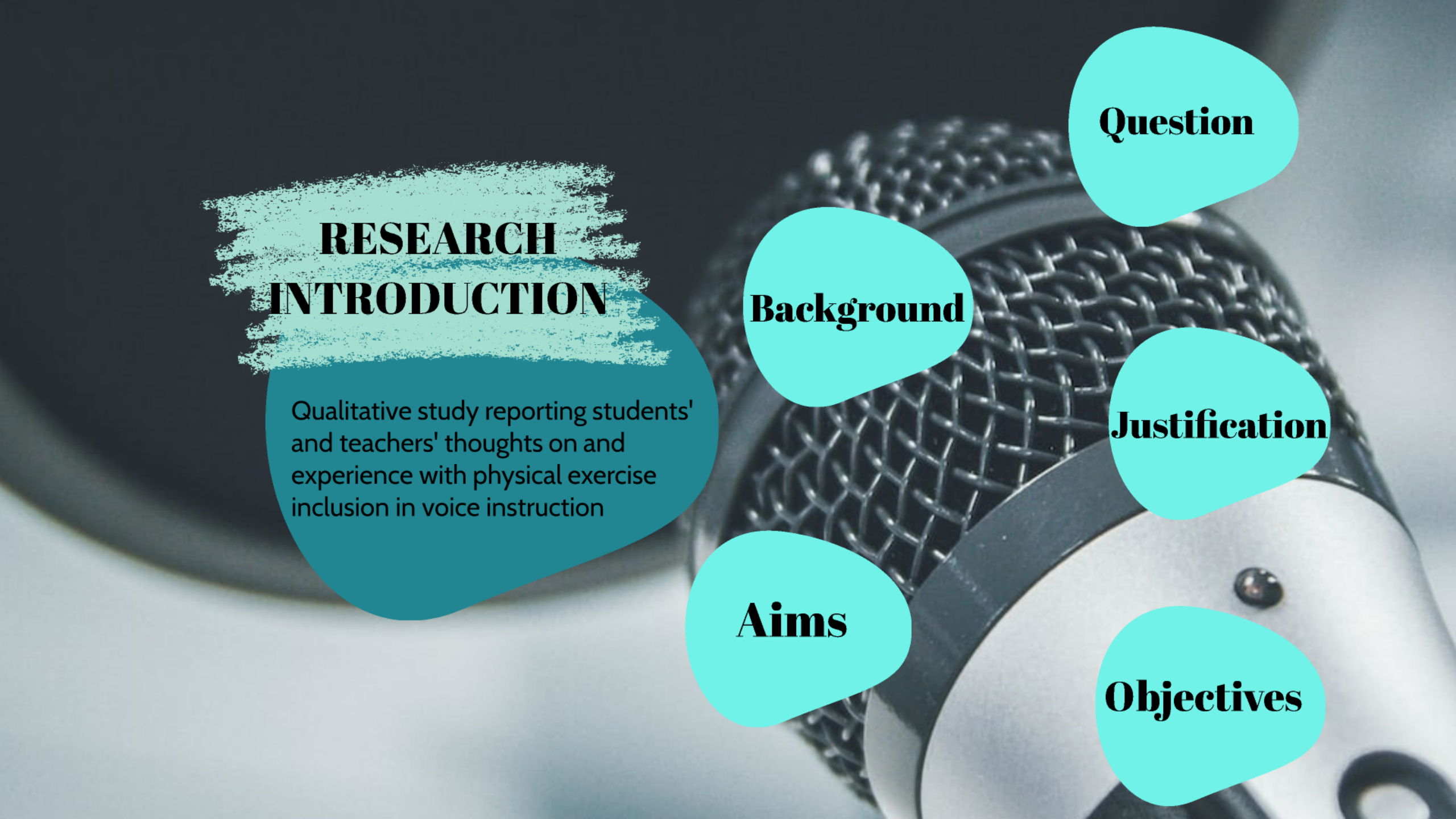
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Objectives

Objectives

- Understand participants prior experience
- Identify stereotypes within genres and understand their origins
- Contemplate how this qualitative data can be used for future research





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Methods



References

Methodology

- Action Research
- Holistic and balanced axiology
- Relativistic ontology
- Constructive paradigm
- Subjective epistemology
- Samples



Methods

Ethics & Insider Research

Methods

Research Method Timeline

Research Journal --> Plan research, ethically mitigate risks and reflect

Literature Review --> Understand origins and substantiate research

Questionnaire --> Gain prior experience

Semi-Structured one-on-one Interviews --> reinforce data

In Vivo Coding --> notice themes and curate future research

Analytical coding

Holistic coding

- (Winter, 2020)
- (Dearnley, 2005)
- (Harris & Brown, 2010)
- (Saldaña, 2016)

Methodology

- Action Research
- Holistic and balanced axiology
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Methods

Ethics & Insider Research

Ethics & Insider Research

- Ethical validity revolves around researchers integrity (Merriam & Tisdell, 2016)
  - Research planning and practitioner reflection (Winter, 2020)
    - Schön (1983) and Ghaye (2011)
- Information and consent form (Creswell, 2014)
  - Voluntary participation
  - Participant Risk

Voluntary Participation:
If undesired feelings or complications arise, understand your participation is entirely voluntary and you may terminate participation at any time without explanation.

Professional Support:
Below are contacts for professional support to contact if negative thoughts and emotions arise from participation in this research. There are various platforms of support you can choose from, here are a few that are accessible.

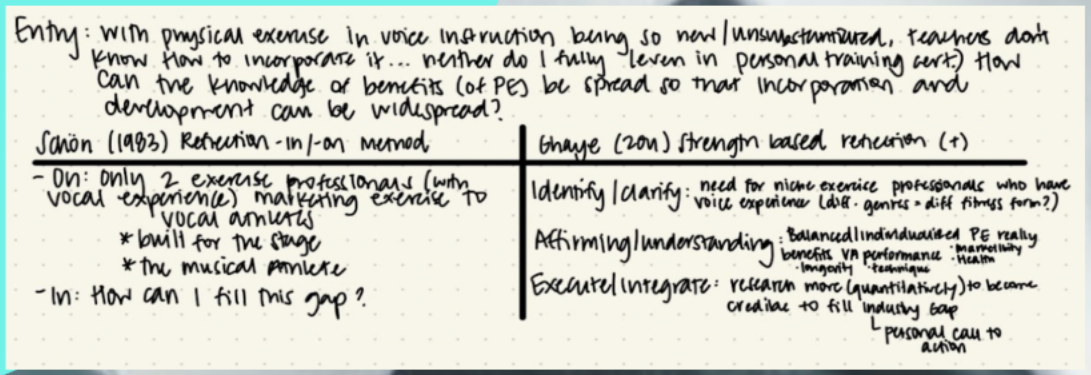
Informative Websites and Online Therapy Options:
https://thebodypositive.org
https://www.goodtherapy.org
https://www.nationaleatingdisorders.org
https://www.bodysense.ca/en/home
http://www.any-body.org

Indianapolis Students and Coaches:
- Heartland Healing Counseling and Consultation (Clinical Social Worker, LCSW, LISW-S, LMHC, LMFT) Located in Indianapolis, Indiana. +1(317)707-9040
- Meghan Farr (Clinical Social Worker, LCSWN) provides body image therapy. Located in Fishers, Indiana.
- Steph Troyer Wlliams (Licensed Mental Health Counselor, MA, LMHC) provides body image therapy. Located in Noblesville, Indiana.

Greenfield Central Students:
Mrs. Sarah Graham (Director of School Counseling) sagraham@gcsc.k12.in.us or +1(317)462-9211 ext. 34201

Contact Information:
Please let me know if you have any questions, comments or concerns pertaining to the research project. I am reachable by email at anna.holden20@gmail.com or by phone at +1(630)731-7562.

Consent:



Methodology

- Action Research
- Holistic and balanced axiology
- Relativistic ontology
- Constructive paradigm
- Subjective epistemology
- Samples



Methods

Ethics & Insider Research

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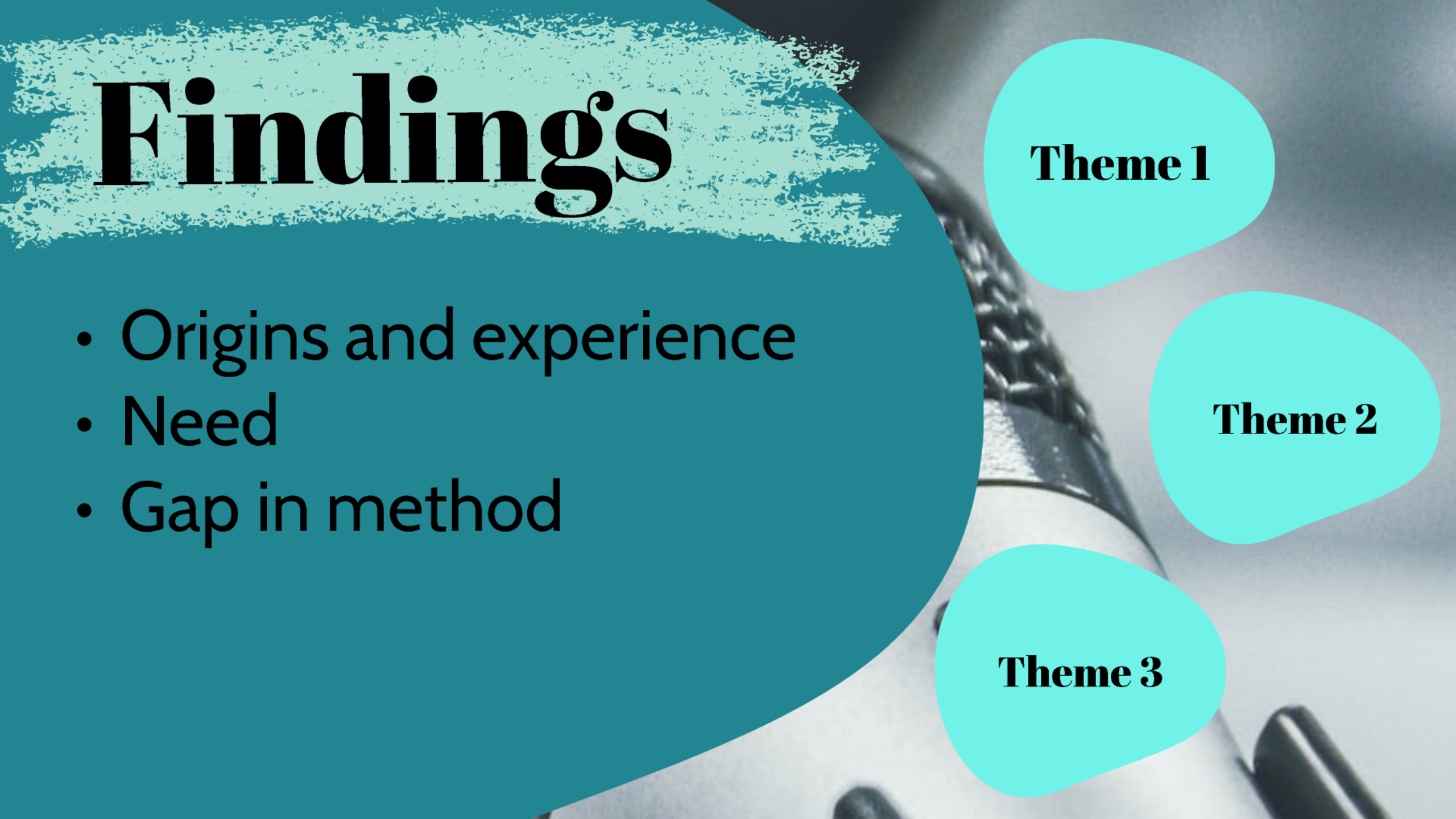
Methods



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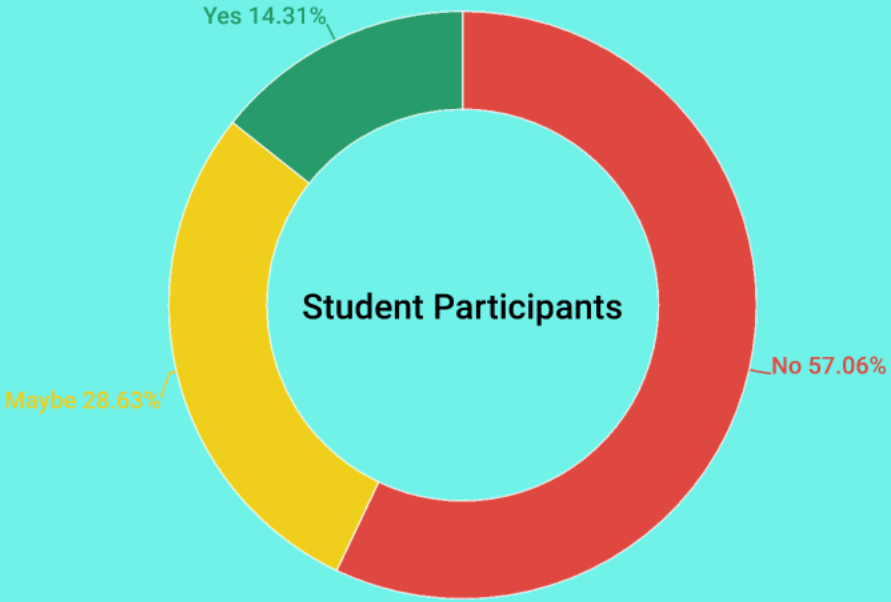
Findings

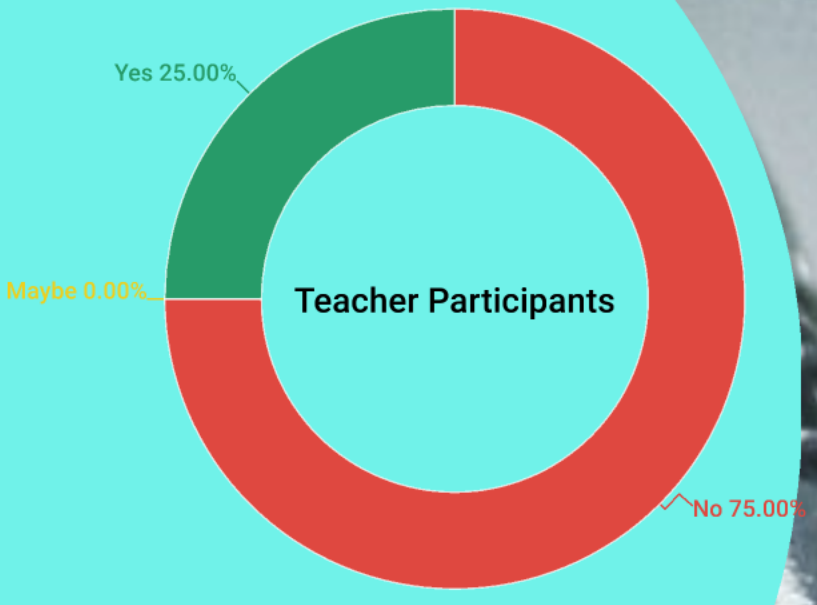
- Origins and experience
- Need
- Gap in method



Stereotypes Experienced

- Awareness of stigmas, stereotypes or bias

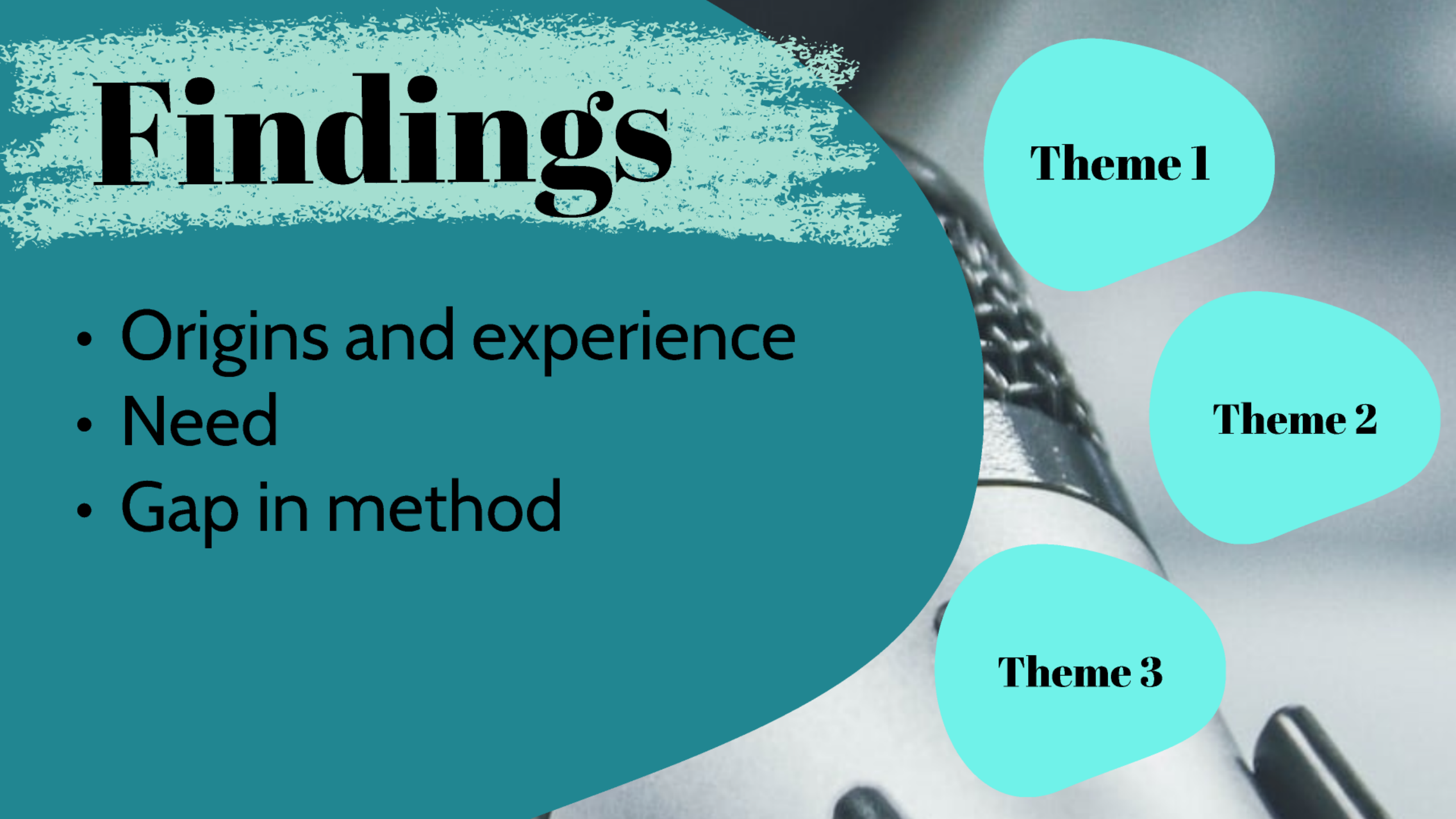




- Body image (SP3)
- How physical the act of vocal performance is (SP1/ SP7)
- Choral (TP4)
- Musical theatre and abdominal muscles (TP1/TP2)
- Classical (TP3)

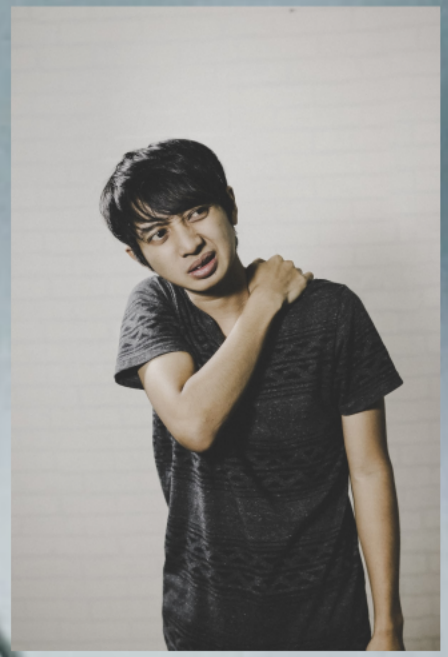
Findings

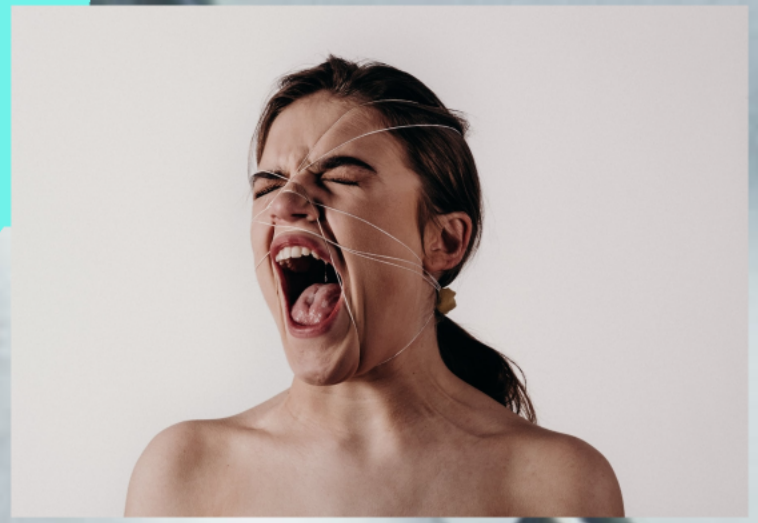
- Origins and experience
- Need
- Gap in method



Need for Physical Exercise

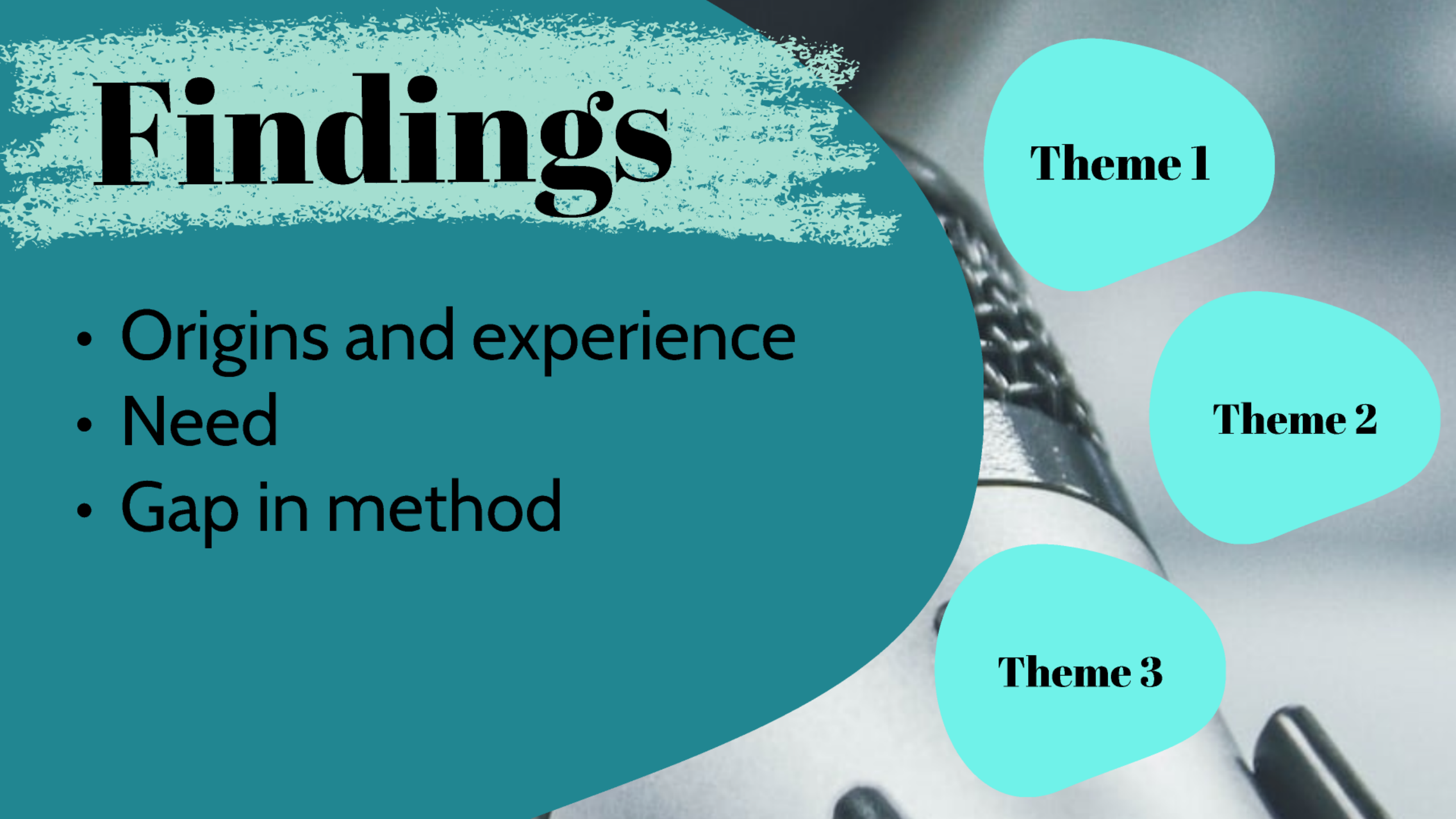
- All participants reported vocal performance as a whole body experience
- Coordination, ease, endurance, stamina, coach-ability, confidence, posture, flexibility, agility, and relaxation were reported.
- Tension relieved by movement (TP2/TP3)





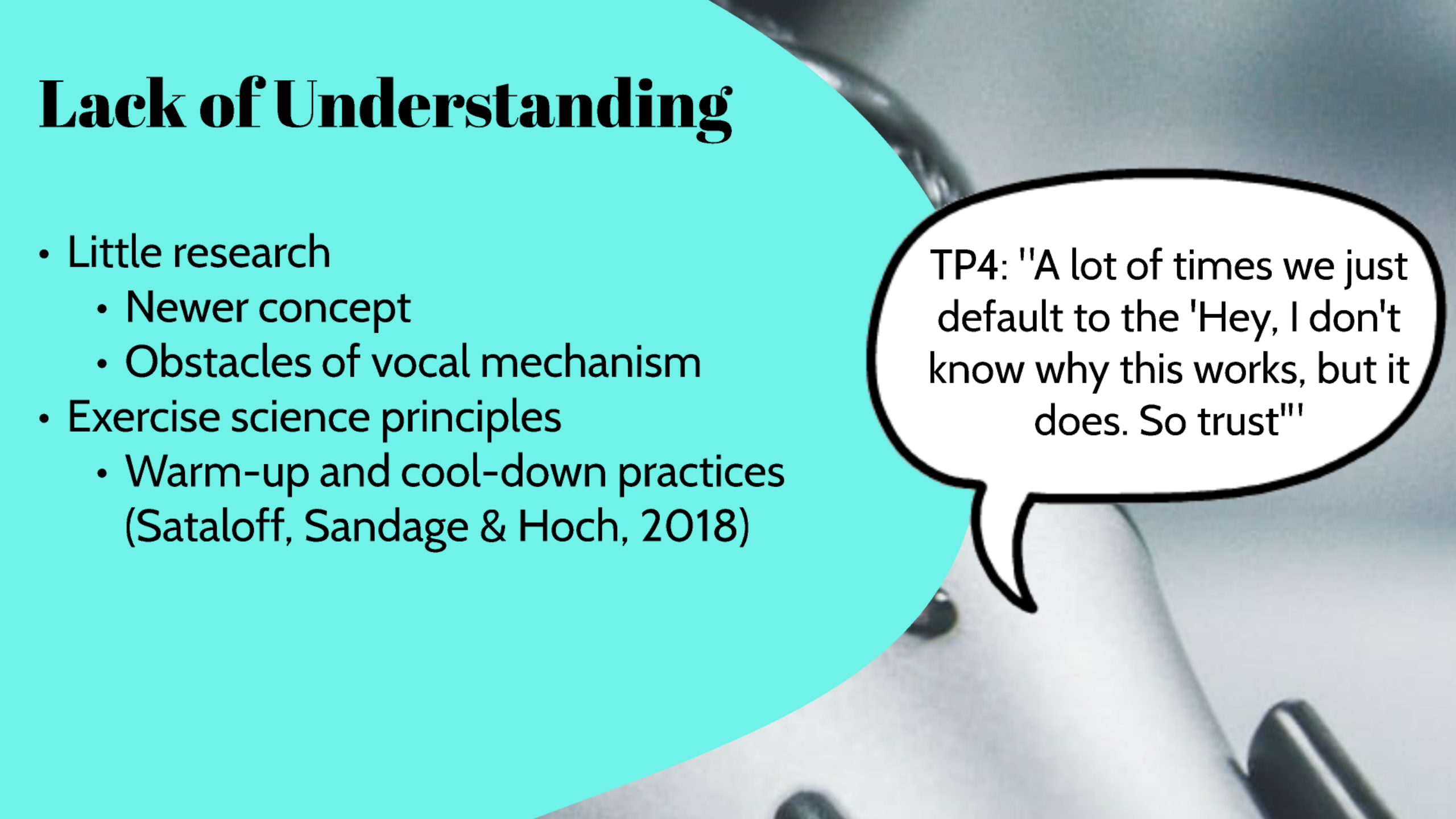
Findings

- Origins and experience
- Need
- Gap in method



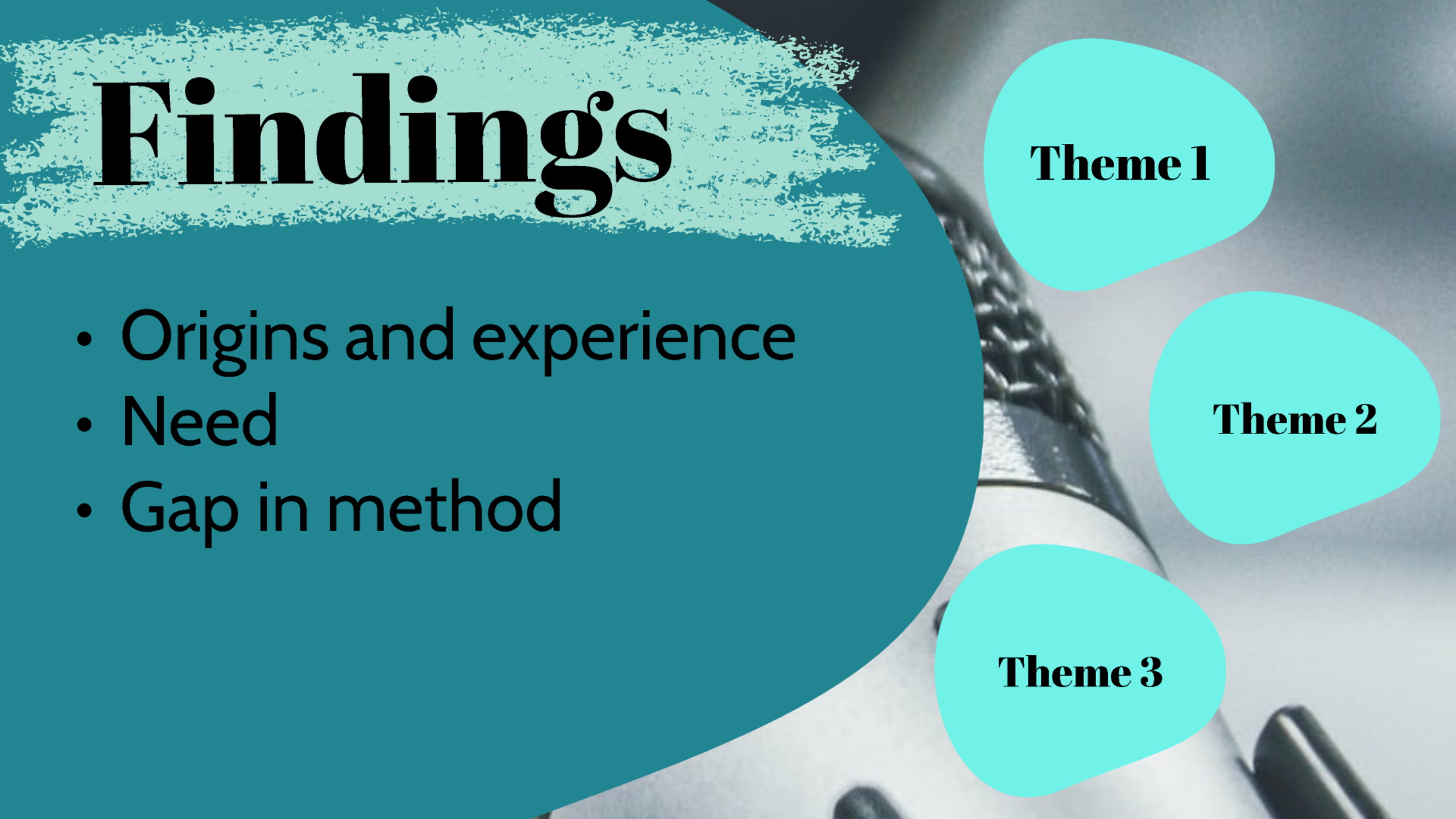
Lack of Understanding

- Little research
  - Newer concept
  - Obstacles of vocal mechanism
- Exercise science principles
  - Warm-up and cool-down practices (Sataloff, Sandage & Hoch, 2018)



Findings

- Origins and experience
- Need
- Gap in method



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Conclusion

- Vocal Athletes must understand how to advocate for their instrument
- Ethically and professionally incorporate physical exercise
- Benefits vocal and exercise fields
    - (Karageorghis, 2016; Hamdan, Sataloff & Hawkshaw, 2021)

Call to Duty

Call to Duty

- Refine teaching patterns
- Extensive research is necessary
- 'Pre-habilitation' professionals for vocalists
- Support system similar to athletes







Conclusion

- Vocal Athletes must understand how to advocate for their instrument
- Ethically and professionally incorporate physical exercise
- Benefits vocal and exercise fields
    - (Karageorghis, 2016; Hamdan, Sataloff & Hawkshaw, 2021)

Call to Duty

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Methods



References

Reflection

- Understanding of balance necessary to incorporate physical exercise in voice instruction
- Forefront of a new teaching method



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References

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