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Faculty Development Grant Report Summer 2020

The Power of the Voice (The Immersive Voice Experience)

Project Description

This proposal outlines the interactions and data collected from a three-part workshop conducted by Ms. Tambra J., a professional voice over and businesswoman. The workshops were orchestrated to motivate students majoring in disciplines where public and social services would be the primary nature of their careers. Ms. Tambra J. utilized her skills to inspire students to use their voice for the purpose of three goals, self-empowerment, empowerment of others and self-representation. The content of the workshops purposed to direct students in how advocating for self and others starts with the power of voice.

Project Goals and Objectives

These objectives were measured by reaching the following goals:

1. How well students could engage in activities that involved self-reflection as it relates to internal (self-empowerment) and external (empowering others) advocacy. Student engagement increased by the second workshop.
2. Student engagement was measured by the growing level of interaction, (students providing feedback, opinions, questions, and ideas).
3. Student's ability to choose from a list of documentaries and explain how their chosen documentary influenced them in vocal empowerment was assessed.
4. Students were assessed on how well they were able to create a monologue that reflected their own voice inspired by a documentary character. Students were also evaluated on how well they performed their monologue.

Project in Summary

This summer project primarily focused on the student's ability to increase self-expression that could be applied to their own personal experiences with advocating for themselves and others. The workshops were intended to support students in articulation, and elevation of their voices so they could more effectively represent themselves and others while working towards building careers in public services. The findings from the workshop

provided insight on strengths and limitations when exercising vocal empowerment. Students with previous background in self-expressive activities (theater, arts, public speaking) took the initiative to participate in the workshop with little direction. Students without previous background in self-expressive activities needed more directives to participate in the workshop activities. The outcome of the workshops highlighted the importance of students having the ability to be vocally expressive, for self-empowerment, empowerment of others, and for representing themselves to further their advocacy and career goals.