

Disorders of Phonation
Fall, 2016
M, W 9:00-10:15
CPS 024

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Course Description

This course will cover current trends in classification, differential diagnosis, assessment, treatment, and prevention of vocal dysfunction and resonance disorders across the lifespan. In addition, atypical voice disorders, causes of laryngeal cancer, medical management of malignant tumors of the larynx and speech options individuals who have undergone laryngectomy surgery will be covered.

Purpose of the Course

The purpose of CD 784 is to provide students with basic applications for information relating to the anatomy and physiology of the vocal mechanism, assessment techniques, and treatment principles of voice disorders. This course serves as only one of many important steps on a continuum of learning about voice disorders.

Course Structure

The format of this course will consist of mostly lectures and small group in-class assignments. I welcome your questions and insights during class, after class, and via e-mail or during individual meetings with me throughout the semester.

Learner Outcomes

At the end of this course, students should be able to do the following:

1. Explain the importance of the of the functional anatomy and physiology of the nervous, respiratory, and laryngeal systems as they relate to normal and disordered vocal functioning (ASHA Standard IV-C)
2. Identify important perceptual, anatomical, and physiological etiologies and characteristics associated with voice disorders (ASHA Standard IV-C)
3. Describe non instrumental assessment techniques related for voice disorders (ASHA Standard IV-D)
4. Demonstrate skill in at least one voice assessment technique (ASHA Standard IV-D)
5. Describe a variety of treatment techniques used in treating voice disorders (Standard III-D Treatment (ASHA Standard -IV-D)

6. Demonstrate skill in at least one voice treatment technique (ASHA Standard IV-D)

How to Succeed in CD 784

Expectations and Communication-Instructor and Students

As professionals in training, it is your responsibility to learn the information necessary for developing the knowledge and skills that will allow you to help your future clients achieve the best quality of life possible. As the instructor of this course, one of my responsibilities is to facilitate your learning by establishing and maintaining a positive learning environment, so that you will learn all that you can. Therefore, we are entering in a partnership. In order to establish and maintain this partnership, both the instructor and student must behave professionally and communicate honestly and openly.

You can expect me to do the following:

- Prepare for lectures
- Start and end class on time
- Provide you with key information and guidance in the learning process
- Evaluate your knowledge and skills rigorously but fairly
- Respond to your questions and concerns to the best of my ability

It is each student's responsibility to do the following:

- Prepare for Class: This means that students should complete the required readings for the week/class period and review the power points prior to class.
- Complete all assignments and exams to the best of his/her ability, and to let me know if there is anything in the learning environment interfering with his/her ability to complete them.
- Raise his/her hand in class if questions or the need for clarification arises.
- Use my office hours for the CD 784 to ask questions, describe your concerns and specific offer comments if/as the need arises.

How to Arrange a Meeting with the Instructor

After I have confirmed my supervision schedule, I will determine office hours for this course. Once they are confirmed, I will be in my office during office hours set for this class. There is no need to make an appointment to see me if you wish to meet with me during these specified days/times. If you are unable to meet with me during office hours, please take a look at the calendar posted on my office door and write your name in an empty slot. If none of those days/times match your availability, feel free to e-mail me and we will arrange a meeting time. I will always make time to meet with you.

NOTE: My office door is usually open during the day. If it is closed, it is likely that I am teaching or engaged in tasks that require close attention (meeting with students, supervising, or editing therapy reports). I try to post these activities on my calendar. If you need to meet with me and my door is closed for one of these reasons, please email me and I will contact you when I am available.

Attendance Policy

Attendance for this class is expected, as some lectures will contain information not found in the text. Clinic assignments (on or off campus), another course, and/or meetings with an instructor/supervisor are not reasons for missing this class. If you must miss class, please inform the instructor. In this case, you will be expected to obtain any hand-outs or notes you missed from your classmates.

Academic Honesty

The policy of the University is quite clear with regard to cheating and plagiarism. These practices will not be tolerated at UWSP, by the School of Communicative Disorders, and in the class. The penalties are appropriately severe. If you are unfamiliar with student conduct requirements, you are requested to familiarize yourself with these policies and guidelines. Please see this site/<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Religious Observance

In accordance with University of Wisconsin policy, any potential conflict between class work and religious observance must be made known to me within the first three weeks of classes. You must notify me of the specific day(s) or date(s) of specific religious observances on which you wish to be excused from academic requirements.

If you have a documented learning disability or any other unique learning need, please let me know as soon as possible. For more information see <http://www4.uwsp.edu/special/disability/>.

Use of Electronic Communication and Social Media Devices in Class

These devices are not allowed in class.

REQUIRED TEXT, HANDOUTS, ASSIGNMENTS, and READINGS

Required Text

Boone, D.R., McFarlane, S.C., & Von Berg, S.L. (2014). *The voice and voice therapy*. (8th ed.) Boston: Pearson.

Supplemental Reading

Whenever possible, pertinent research articles, supplemental chapters, and handouts will be made available to you via D2L for this course.

Assignments, Projects and Exams

Practical Assignments

Throughout the semester, students will be assigned three tasks, which will consist of activities such as and writing clinical interpretations for audio or video recorded speech samples, summarizing assigned research articles, developing handouts for a particular audience of professionals, or practicing voice therapy techniques with another student in the class. Each assignment will be worth 25 points, for a possible total of 75 points toward the final grade in this

class. Due dates for the assignments will be given at the time the assignments are given. Expect to have at least one week to complete each assignment.

Electrolarynx/Artificial Larynx Project

In order to gain insight into what is like to teach a patient who has undergone laryngectomy surgery to use an artificial larynx for communication and what it is like to use an artificial larynx to communicate, each student in CD 784 will have an opportunity to use an artificial larynx from Griffin Laboratories. After viewing instructional CDs, students will pair up with a classmate to complete an activity requiring each person to be a patient and a clinician. After the activity, students will respond in writing to a series of reflective questions. The completion of the activity and written responses is worth 30 points toward the final grade for this class. The tentative due date for the written responses can be found on the course schedule in this syllabus.

In-Service Binder Project

Throughout the semester, you should be thinking about the kinds of voice disorders that interest you the most. Before Thanksgiving break, a sign-up sheet containing a list of possible topics for the voice disorder in-service binders will be provided to students so that they can select a topic for their in-service binders. Detailed directions for creating the binders will be given out in class and posted on D2L. During the final exam period, students' will have the opportunity to evaluate their peers' in-service binders. The in-service binder will be worth 100 points toward your final grade.

Exams

There will be written 2 exams given during the semester.

Exam 1 Functional Voice Disorders

This exam will assess students' knowledge of functional voice disorders and assessment and treatment for these disorders. This exam is worth 50 points toward the final your final grade.

Exam 2 Organic Voice Disorders

This exam will assess students' knowledge of organic voice disorders, assessment as well as medical management and behavioral treatment of these disorders. It will count for 50 points toward your final grade.

Grading

Practical Assignments = 75 points

Electrolarynx Activity = 30 points

Exams: 2 x 50 points each = 100 points total

In-Service Binder = 100 points

In-Service Binder Peer Reviews: 17 x 5 points each= 85

Total Points = 390

Grading Scale

A = 96 -100	C+ = 77-79
A- = 91- 95	B- = 80 -83
B+ = 88 -90	C = 74-78
B = 84 - 88	

TENTATIVE COURSE OUTLINE/SCHEDULE OF TOPICS AND READINGS

The following outline reflects the instructor's estimate of the timeline for covering topics and readings. Students will be notified well in advance of any changes that need to be made. If questions or concerns arise, please let the instructor know.

NOTE: The *italicized articles* below are posted on D2L

September

- 7 Week 1: Introduction to the Course, Review Syllabus, KWRL
- 12, 14 Week 2: Introductory Power Points
Boone et al. Chapter 1
Anatomy and Physiology of Normal Voice
Boone et al. Chapter 2
Sapienza, Ruddy, Baker, *Laryngeal Structure and Function of the Pediatric Larynx: Clinical Implications*
- 19, 21 Week 3: Application of Anatomy and Physiology --- Irritable Larynx Syndrome
Boone et al. Chapter 8 (pp. 261-262)
D2L Mathers-Schmidt *Paradoxical Vocal Fold Motion: A Tutorial on a Complex Disorder and the Speech-Language Pathologist's Role*
D2L Sandage and Zelazny *Paradoxical Vocal Fold Motion in Children and Adolescents*
Assignment 1, will be posted on D2L and reviewed in class on 9/21
- 26, 28 Week 4: Functional Voice Disorders Signs, Symptoms and Descriptions
Boone et al. Chapter 3 pp. 65-86

October

- 3, 5 Week 5: Differential Diagnostic Evaluation (Noninstrumental Voice Assessments)
Boone et al. Chapter 6 (pp. 134-153)
Assignment 2 will begin in class on 10/5
- 10, 12 Week 6: Treatment of Voice Disorders
Boone et al. (Chapter 7 pp.185-242) Selected Facilitating Techniques will be presented and explored in class. A list of the techniques will be posted in Week 6 on D2L

- 17 Week 7: Exam 1 This exam will assess students' knowledge regarding vocal changes across the lifespan up to and including functional voice disorders, their etiology and appearance of the vocal folds as well as non-instrumental evaluation techniques and treatment for these kinds of disorders. Questions regarding information covered in class on VCD/PVFM will not be included on this exam.
- 19 Week 7: (*Continued*) Organic Voice Disorders Signs, Symptoms, and Descriptions
Boone et al. Chapter 4 pp. 87-105
- 24, 26 Week 8: Medical and Clinical Assessment and Treatment of Organic Voice Disorders, Roles of the SLP and Physician in Voice Evaluation
Boone et al. Chapter 6 (pp. 136-138 Medical Evaluation of voice disorders)
Boone et. al. Chapter 6 (pp.139-152) SLP's Voice Evaluation
- 31, 2 Week 9: Neck and Laryngeal Cancer Medical Voice Diagnosis and Management
Boone et al. Chapter 9 (pp. 56,266-270)
D2L Andrews Chapter 7 (pp. 422-435)
D2L Benniger and Grywalski Chapter from the D2L Handbook of Medical Speech-Language Pathology
D2L Hariston, *Current Trends in Head and Neck Cancer*
- November
- 7, 9 Week 10: Head, Neck and Laryngeal Cancer: The SLP's role in Alaryngeal Speech Options
Boone et al. Chapter 9 (pp. 270 -275), D2L Andrews Chapter 7 (pp. 435-462)
D2L Mc Coll, Hooper, and Von Berg *Preoperative Counseling in Laryngectomy*,
D2L Graham *Strategies for Excelling with Alaryngeal Speech Methods*
Electrolarynx Assignment will be posted on D2L and reviewed in class
- 14 Week 11: Exam 2 This exam will cover information on organic voice disorders, including etiologies, appearance of the vocal folds, assessment as well as medical and behavioral management.
- 15 (*Continued*) Pediatric Voice Disorders – Assessment
D2L McMurray *Disorders of Phonation in Children*
D2L Lee, Stemple, Glaze, and Kelchner *Quick Screen for Voice and Supplementary Documents for Identifying Pediatric Voice Disorders*
- 21, 23 Week 12: Continue with Pediatric Voice Disorders- Treatment
D2L Hooper, *Treatment for Pediatric Voice Disorders*
D2L Pindzola *Materials for Voice Disorders*
D2L Ruddy and Sapienza Treatment Article

28 Week 13: Transgendered Clients
Boone et al. Chapter 8 (pp.255-257)
D2L Andrews Chapter 8 (pp. 487-523)

30 Week 13: The Aging Voice
Boone et al. Chapter 8 (pp.243-247)

December

5 Week 14: Neurogenic Voice Disorders
Boone et al (pp. 116-120Vocal Paralysis)

7 Week 15: Neurogenic Voice Disorders

Boone (pp. 120-126 Spasmodic Dysphonia))
D2L Aronson and Bless Chapter 6 *Spasmodic Dysphonia*

Final Exam Time: Wednesday December 16, 2016

Every Team Should Bring Their In-Service Binders to the classroom on this day. Peer review forms will be provided.