

CSD 784 Phonation Disorders 3 credits

Fall 2018 Tuesday 5:15-8 p.m. 024 CPS

Instructor: Mary Day, M.S., CCC-SLP

Email: mday@uwsp.edu

Office Hours: Please see me before or after class with questions



Text: Sapienza, C. & Hoffman Ruddy, B. (2018). *Voice disorders* (3rd ed.). San Diego, CA: Plural Publishing.

Companion website: <http://www.pluralpublishing.com/publication/vd3e>

Additional Resources

Andrews, M. (2006). *Manual of voice treatment: Pediatrics through geriatrics* (3rd ed.). Clifton Park, NY: Thomson Delmar Learning Corporation.

Aronson, A. & Bless, D. (2009). *Clinical voice disorders* (4th ed.). New York, NY: Thieme Medical Publishers, Inc.

ASHA Special Interest Division 3, Voice and Voice Disorders. (2009). *Graduate curriculum on voice and voice disorders*. Retrieved from <http://www.asha.org/uploadedFiles/slp/clinical/VoiceGradCurric.pdf>.

Boone, D., & McFarlane, S. (2000). *The voice and voice therapy*. Needham Heights, MA: Allyn & Bacon Publishing.

Case, J. (2002). *Clinical management of voice disorders*. Austin, TX: PRO-ED, Inc.

Colton, R. & Casper, J. (1996). *Understanding voice problems: A physiological perspective for diagnosis and treatment* (2nd ed.). Baltimore, MD: Williams & Wilkins.

Ferrand, C. (2008). *Voice disorders: A clinical reference*. Austin, TX: PRO-ED.

Greene, M. & Mathieson, L. (1991). *The voice and its disorders* (5th ed.). London, England: Whurr Publishers.

Hirano, M. & Bless, D. (1993). *Videostroboscopic examination of the larynx*. San Diego, CA: Singular Publishing.

Prater, R & Swift, R. (1984). *Manual of voice therapy*. Austin, TX: PRO-ED.

Seikel, J. A., Drumright, D., & Seikel, P. (2004). *Essentials of anatomy & physiology for communication disorders*. Clifton Park, NY: Thomson Delmar Learning Corporation.

Sapienza, C. & Casper, J. (2004). *Vocal rehabilitation for medical speech-language pathology*. Austin, TX: PRO-ED.

Sataloff, R. (1991). *Professional voice: The science and art of clinical care*. New York, NY: Raven Press.

Stemple, J., Roy, N., & Klaben, B. (2014). *Clinical voice pathology: Theory and management* (5th ed.). San Diego, CA: Plural Publishing.

Teten, A., DeVeney, S., & Friehe, M. (2014) *Checklist for assessing graduate student competencies in voice disorders*. Retrieved from <http://sig3perspectives.pubs.asha.org>.

Titze, I. (1994). *Principles of voice production*. Englewood Cliffs, NJ: Prentice Hall.

<http://voicefoundation.org/health-science/voice-disorders/voice-disorders/reinkes-edema/>

Course Description: This course addresses current trends in classification, differential diagnosis, assessment, treatment and prevention of vocal dysfunction and resonance disorders across the lifespan. Atypical phonation disorders, causes of laryngeal cancer, medical management of malignant tumors of the larynx and rehabilitation of laryngectomies will also be discussed. You will also learn the anatomy and physiology of normal and disordered phonation.

ASHA Standards and Competencies: At the end of this course, students should be able to do the following:

1. Describe the anatomy and physiology of the vocal mechanism (III-B).
2. Describe the respiration, phonation, resonance and articulation as related to voice (III-B).
3. Describe aging influences on respiration, phonation, resonance and articulation (III-BC).
4. Identify etiologies and describe characteristics of vocal pathologies (e.g., benign, malignant and neuropathologic) including incidence and prevalence (III-C).
5. Identify structural, neurologic, functional/behavioral, idiopathic laryngeal pathologies (III-CD).
6. Identify high-risk populations (e.g., those in specific occupations such as teachers, singers, actors, lawyers, persons with hearing loss) and their specialized evaluation and treatment needs (III-CD).
7. Recognize the needs of specific and culturally diverse populations (e.g., transgender, transsexual, mutational falsetto) (III-CD).
8. Outline a complete evaluation protocol and identify clinically appropriate assessment tools (Include history, acoustic measures, perceptual ratings, imaging) (III-D).
9. Identify techniques for assessing the psychosocial impact of voice disorders across the life span (e.g., validated questionnaires) (III-D).
10. Identify techniques for prevention of voice disorders and promotion of vocal wellness (e.g., vocal hygiene, avoiding phonotrauma) (III-D).
11. Identify evidence-based treatment approaches and outcomes to voice disorders: behavioral, medical (including pharmacological), surgical and combination strategies (III-D).
12. Describe appropriate management procedures including recommendations and referrals (III-D; IV 2-g).
13. Outline the anatomical and physiological changes in patients with tracheostomies. (III-D).
14. Describe evidence-based treatment approaches and supportive outcomes to alaryngeal speech production.

Course requirements*

1. **Exams.** Three examinations; each test will be approximately 50 points. If a student does not meet competency on a specific exam, the student will be required to meet expectations on the content through an additional assignment or an oral exam.
2. **Written Assignments:** There will be three writing assignments. These will be completed individually. With each writing assignment, you will need to **follow the writing guidelines** provided in class.
 - a. **Informal Voice Evaluation:** There will be two parts to this assignment. 1.) You will perform an informal voice evaluation on a classmate. 2.) A second year graduate student will use the Visi pitch and sound level meter to further analyze your voice. You will summarize the results of both evaluations in the form of an assessment report. You will be required to submit **both the report and the protocol form with the data.** (40 points). **Due 10/16/2018 at the beginning of class.**
 - b. **Journal summary:** You will write a summary of a journal article and a personal reflection from those posted on D2L (25 points). **Due 11/6/2018 at beginning of class.**
 - c. **Voice Assessment:** You will be given a case scenario. You will be required to write a summary on how you will explain the results of that voice evaluation and the treatment plan to a patient (25 points). **Due 11/13/2018 at the beginning of class.**

Note: You should keep copies of your assignments. You may consider using your assignments in your portfolio for meeting DPI teaching standards.

Student Expectations:

- Complete assigned readings prior to class.
- Arrive to class on time, prepared to actively participate during discussions and in-class assignments. **If a student is tardy more than once and/or is not consistently ready to begin when the class commences, the student's final grade may be lowered at the discretion of the instructor due to lack of professionalism.**
- Answer questions asked by the instructor.
- Ask the instructor for clarification when needed.
- Display appropriate respect and courtesy to other students and instructor. (This includes sleeping in class, texting, packing up early, etc.)
- Print power points and handouts from D2L and take notes during class.
- Students are expected to be honest in completing their assignments **independently**.

Instructor Expectations:

- Be prepared for class.
- Begin and end class on time.
- Announce any changes to the syllabus during the course, including exam and assignment changes, well in advance.
- Answer any student questions.
- Meet with students outside of class to discuss concerns or questions about the course requirements or the student's performance.
- Treat all students with courtesy, provide constructive feedback, and return assignments in a timely fashion. If there is a change in the syllabus (e.g., exam and assignment dates), students will be notified either via announcement in class or an email.

Tentative Course Outline: Students will be notified of any change in the schedule in advance.

Topics	Reading/Assignment
Introduction, syllabus, writing guidelines	D2L Power Point – “Intro to Voice Disorders”
Anatomy & Physiology - Respiration	Chapter 1; D2L Handouts
Anatomy & Physiology - Laryngeal	Chapter 2; D2L Handouts
Vocal Health	Chapter 3; D2L Handouts
Evaluation	Chapter 4; D2L Handouts
EXAM	TBA
Vocal Pathology	Chapter 5; D2L Hand-outs
Neurologically Based Voice Disorders	Chapter 6; D2L Handouts
Vocal rehabilitation	Chapter 7; D2L Handouts
EXAM	TBA
Management: Phonosurgery	Chapter 8; D2L Handouts
Head and Neck Cancer	Chapter 9; D2L Handouts
Vocal Performance/Professional Voice	Chapters 10; D2L Handouts
Pediatric Voice	D2L; Hand-outs
Ethical conduct/practice	Will be addressed throughout course
FINAL EXAM	Tuesday, 12/18/2018 Time: TBA

Grading. Final grades will be based on the following:

Three assignments	90 points
Three examinations	150 points
Total	~240 points

There may be additional in-class assignments (10-20 points each) which will be given when appropriate.

Discretionary Points: At the conclusion of the semester, you may be awarded additional points based on participation, attendance, attitude, and level of alertness throughout all class. It would be to your advantage to attend class and to participate. If a final percentage has a decimal ≥ 0.5 , I will consider adjusting your final percentage IF you have attended class, and participated putting forward your best effort. I reserve the right not to change the grade if I feel that you have not adequately prepared for class or contributed.

Grades will be based on a percentage of the total point accumulation for the course. Grades will be given as follows:

A	95.5-100	C	74 -77.99
A-	91 -95.49	C-	71-73.99
B+	88 -90.99	D+	66.5-70.99
B	84 -87.99	D	61 -66.49
B-	81 -83.99	F	Below 61.0
C+	78 -80.99		

OF THE TOTAL POSSIBLE POINTS

If you find that there is an obvious error on an assignment, I would be happy to discuss and modify your grade when appropriate. However, if you choose to argue a point, I will re-evaluate your ENTIRE assignment but you may be subjected to further point deductions if I find that I “missed” point deductions during the initial assessment of the assignment. I will need at least 24 hours for review time before making a decision to adjust the grade.

Cell phones. All cell phones should be turned off before attending class. Students are not to use their cell phones in class for any purpose (talking, text messaging, etc.). Students found in violation will be asked to leave for the remainder of the class period. Repeated violators will have their semester grade lowered. If an emergency call is pending, please see the instructor prior to the beginning of the class.

Laptops

You will not be allowed to use laptops in the classroom unless indicated for certain in-class projects and activities. You may be exempt from this policy with proper documentation from Disability Services. You will be notified in advance if you may bring your laptop. This means that for class discussion you will either need to print any articles and/or take very thorough notes prior to class. **Be sure to bring the required text to each class.** For evidence-based documentation regarding this policy, refer to:

Fried, C. B., In-class laptop use and its effects on student learning, *Computers & Education* (2007), doi:10.1016/j.compedu.2006.09.006

Hembrooke, H. & Gay, G. (2003). The laptop and the lecture: The effects of multitasking in learning environments. *Journal of Computing in Higher Education*, 15 (1), 46-64.
doi: 10.1007/BF02940852

Turkle, S. (2011). *Alone together: why we expect more from technology and less from each other.* New York: Basic Books.

Policy for Late Assignments

All assignments are due at the beginning of class. Unexcused late assignments will receive a penalty of a deduction of five points when the assignment is not submitted. **Assignments will not be accepted 24 hours after the "due date." This will result in the student receiving a grade of zero.** An excused absence only covers the day of the absence. If you have an excused absence, the assignment is due the following day at (8 a.m.) via email.

If you become sick (extended illness), etc. excused late assignments will be allowed (without penalty). **In order for a late assignment to be excused, you must discuss this with me BEFORE it is due when possible.** Feel free to contact me via email which is listed at the top of this syllabus. You will be asked to provide documentation for excused reasons.

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first week of the course regarding specific dates that you will need to change course requirements.

Disability Statement

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, please contact me the first day of class.

Refer to <http://www.uwsp.edu/disability/Pages/toQualifyForDisabilityServices.aspx> for further assistance.

Academic Misconduct

Please refer to <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf> for university policy regarding academic honesty and integrity.

UWSP 14.03 ACADEMIC MISCONDUCT SUBJECT TO DISCIPLINARY ACTION.

(1) Academic misconduct is an act in which a student:

- a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- b) Uses unauthorized materials or fabricated data in any academic exercise;
- c) Forges or falsifies academic documents or records;
- d) Intentionally impedes or damages the academic work of others;
- e) Engages in conduct aimed at making false representation of a student's academic performance; or
- f) Assists other students in any of these acts.
- g) Violates electronic communication policies or standards as agreed upon when logging on initially (See uwsp.edu/it/policy).

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Emergency Procedures

"In the event of a medical emergency, call 911 or use red emergency phone located in the hall. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. Go to the center hall in the Speech, Language and Hearing Clinic. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet 200 yards away from building). Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point."