

## **Communicative Disorders 6810 - Disorders of Phonation**

**Class Days/Times: Thursdays, 6:00 – 9:30 p.m. (schedule below)**

**Locations: To Be Announced**

**Instructor: Dee R. Child M.S.**

**Fall Semester 2006**

### **Course Overview**

What an amazing vocal instrument we humans carry around in our throats! Most of us use it well with little thought. Because of its attachment to almost every other emotional and physical component of our beings, the human voice is susceptible to a variety of difficulties. This course is intended to be a comprehensive graduate course in the evaluation of the human voice and management of disorders of phonation. Students will review anatomy and physiology of phonation; etiologies of voice disorders will be discussed; evaluation principles and practical assessment methods will be taught and remediation methods will be addressed. “Hands-on” laboratory experiences in this class will take place through group laboratory practice in your respective locations, homework assignments, readings, class presentations and in the Voice Clinic in our department (next summer).

### **Required Texts**

Stemple, J. C., Glaze, L. E., & Klaben, B. G. (2000). Clinical Voice Pathology: Theory and Management, 3<sup>rd</sup> Edition. Singular Thomson Learning. ISBN 0-7693-0005-7

Stemple, J. C. (2000). Voice Therapy: Clinical Studies, Second Edition. Singular Thomson Learning.

### **Knowledge and Skills Assessment (KASA)**

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus on the KASA objectives grid below. ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

<p align="center"><b>Course Outcomes</b> <b>The student will:</b></p>	<p align="center"><b>Related Assessment</b></p>	<p align="center"><b>Professional Standards (ASHA)</b></p>
demonstrate understanding of the anatomy & physiology of the vocal mechanism	Two exams	III-B, III-C, III-D, IV-G
define theories of voice production	Exam	same
describe common structural pathologies including nodules, polyps, vocal hemorrhage and varix, polypoid degeneration, granuloma, ulcers, cysts, webs, laryngomalacia, papilloma, sulcus vocalis, leukoplakia, carcinoma	Class Presentations, Worksheet	same
identify the mechanical, acoustic & aerodynamic, and perceptual effects of each	Class presentations, Worksheet	Same
visually describe dynamic vibratory pathologies including recurrent laryngeal abductor/adductor paralysis, superior laryngeal nerve paralysis, spasmodic dysphonia, essential vocal tremor, dystonia, and paradoxical vocal fold motion and understand the mechanical and aerodynamic effect on voice production	Class presentations, Worksheet	Same
identify the mechanical, acoustic & aerodynamic, perceptual effects of each	Class presentations, Worksheet	Same
describe etiologies & characteristics of vocal pathologies (benign, malignant, and neuropathologic) including incidence and prevalence	Class presentations, Worksheet	Same
recognize disorders of vocal use including muscle tension dysphonia, vocal fatigue, vocal abuse and misuse, ventricular phonation, mutational falsetto, conversion aphonia	Class presentations, Worksheet	Same
outline a state-of-the-art voice assessment: including history; acoustic, aerodynamic, perceptual, visual imaging and electroglottographic measures	Completed case history and diagnostic report assignments	Same
interpret subjective & objective voice production data	Diagnostic report writing, critiquing other written reports	Same
describe techniques for prevention of voice disorders (such as vocal hygiene, avoiding phonotrauma)	Class presentations	Same
describe treatment approaches & supportive evidence based outcomes to voice disorders: behavioral, medical (including pharmacological), surgical, and combination strategies.	Class presentations	Same
describe appropriate management procedures including recommendations & referrals	Class presentations, written exam	Same
develop appropriate long and short-term goals and objectives to treat diagnosed voice disorders	Diagnostic report writing, critiquing other written reports	Same
describe treatment approaches & supportive evidence based outcomes to	Class	Same

alaryngeal speech production: behavioral, medical (including pharmacological), surgical, and combination strategies.	presentations	
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### **Course Format**

#### **Section 1: Anatomy & Physiology**

**Overview:** A thorough review of anatomy and physiology of the larynx.

**Material Source:** WebCt review, class lectures, e-reserve materials and Chapter 2.

**Demonstration Process:** Multiple choice, true/false WebCT tests

**Total Points Possible:** 100 for Exam 1 and 50 for Exam 2

#### **Section 2: Etiologies & Pathologies**

**Overview:** The various etiologies and pathologies of voice disorders will be studied independently through completion of a worksheet and presented in assigned brief student presentations. Students will submit “most helpful” websites of information pertaining to specific pathologies. The web links will be developed by Professor Child and made available to all students as a clinical tool.

**Material Source:** Handouts, videotape samples, Chapter 3 and 4 of text and internet.

**Demonstration Process:** Completed worksheet – emailed and received by Dee Child: 100 points. Accurate and “informative” website relating to pathology – emailed and received by Dee Child: 20 points. 7-minute individual presentation (50 points) including the following:

- Introduction of Topic/Summary/Professionalism: 5
- One-page, written outline of presentation for professor: 5
- High-quality, error-free handouts and visuals with key information from topic: 5
- Thorough discussion of characteristics, and demonstration (videos/pictures/slides) of pathology 20
- Presentation Style – eye contact, no word searching, teaching audience: 10
- Staying within time limit (No less than 15 minutes, no more than 17): 5

**Total Points Possible:** 170

#### **Section 3a: Evaluation**

**Overview:** Information on gathering case histories as well as taking subjective and objective measures.

**Material Source:** Class lectures and Chapter 5.

**Demonstration Source:** Students will complete two case histories. Case history information will be applied in the diagnostic report. Other methods of evaluation will be tested through random selection of students who will be called upon to define the following components:

- Demonstrate Direct Measures – 3 students- 30 points

Students will describe and demonstrate how to measure the parameters and the whole class will receive the score earned by the randomly selected students.

**Total Points Possible:** 30

#### **Section 3b: Report Writing**

**Overview:** Different report components and the process for developing the report from the draft to the final product will be discussed.

**Material Source:** Class notes and Chapter 5.

**Demonstration Process:**

- Written Report = 30 points – turned in on time, all components present.
- Critical Review of 3 other written reports 10 points each = 30 points – include feedback regarding ways to improve report content or wording (see pages 7 – 9).
- Revised Written Report = 40 points – turned in on time. Include revision sheets, changes highlighted from original or rationale for not using the recommendations from the revision sheets.

**Total Points Possible:** 100

**Section 4: Remediation**

**Overview:** You and a class partner will be assigned one “client case study” with a specific voice problem to report on. You will research the etiologies, characteristics, resulting pathologies and treatment methods for your client and share your expertise in teaching other class members how to recognize and treat your client.

**Material Source:** Research materials including textbooks, supplemental resources listed at end of syllabus, journals, videotapes, slides, etc.

**Demonstration Process:** 15-minute team presentation for each client including the following:

- Introduction of Topic/Summary/Professionalism: 5
- One-page, written outline of presentation for professor: 5
- High-quality, error-free handouts and visuals with key information from topic: 10
- Thorough discussion of characteristics, and demonstration (videos/pictures/slides) of pathology 20
- Thorough discussion of treatment methods 20
- Bibliography with 6 or more references including at least 2 journal articles:10
- Use of specific references throughout presentation: 5
- Use of at least two actual case studies: 10
- Presentation Style – eye contact, no word searching, teaching audience: 10
- Staying within time limit (No less than 15 minutes, no more than 17): 5

Goal of Report: Teach fellow SLP’s – similar to ASHA or USHA presentation. Provide information that can be used in professional life. Don’t give trivial, useless information. Give USEFUL information. See page 6 for specific grading sheet and criteria.

**Total Points Possible:** 100

**Section 5: Application**

Randomly selected (by professor) disorder from class presentations on case studies or other student presentation topic. Write on etiology, characteristics of the pathology, and treatment. 1-hour limit. Open-book.



**Plagiarism** Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

**Grievance Process (Student Code)** Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

[http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

**Academic Integrity - "The Honor System"** Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

*The Honor Pledge:* To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

### **Suggested Resources**

Stemple, J. C. (2000). Voice Therapy: Clinical Case Studies, 2nd Edition Paperbound © 2000  
ISBN/ISSN 0-7693-0073-1

The Voice and Voice Therapy (6th ed.). Boone, D.R., McFarlane, S.C. (2000). Englewood Cliffs, NJ: Prentice Hall.

Andrews, M.L. (1995). Manual of Voice Treatment -- Pediatrics Through Geriatrics. San Diego: Singular Publishing Group, Inc.

Aronson, A.E. (1990). Clinical Voice Disorders -- An Interdisciplinary Approach (3rd ed.). New York: Thieme, Inc.

Child, D.R., Johnson, T. J. (1991). Preventable and Nonpreventable Causes of Voice Disorders. Seminars in Speech and Language 12, (1), 1-13.

Colton, R.H., Casper, J.K. (1990). *Understanding Voice Problems -- A Physiological Perspective for Diagnosis and Treatment*. Maryland: Williams & Wilkins.

Hixon, T.J., Collaborators @ Harvard School of Public Health (1987). *Respiratory Function in Speech and Song*. Boston: Little, Brown & Co.

Johnson, T.J. (1985). *Vocal Abuse Reduction Program*. San Diego: College-Hill Press, Inc.

Mason, M.F. (1993). *Speech Pathology for Tracheostomized and Ventilator Dependent Patients*. Newport Beach: Voicing! Inc.

Moncur, J.P., Brackett, I.P. (1974). *Modifying Vocal Behavior*. New York: Harper & Row Publishers, Inc.

Perkins, W.H. (Series Editor) (1983). *Voice Disorders*. New York: Thieme-Stratton, Inc.

Prater, R.J., Swift, R.W. (1987). *Manual of Voice Therapy*. (3rd ed.). Boston: Little, Brown, & Co.

Prater, R.J., Swift, R.W. (1984). *Manual of Voice Therapy*. (1st ed.). Austin: Pro-Ed, Inc.

Schumacher, W. (1974). *Voice Therapy and Voice Improvement*. Springfield: Thomas C. Clark Publisher.

Stemple, J.C. (1984). *Clinical Voice Pathology -- Theory and Management*. Columbus: Bell & Howell Co.

Wilson, D.K. (1987). *Voice Problems of Children* (3rd ed.). Baltimore: Williams & Wilkins.

Several other textbooks are available from the professor and in the libraries.

**TREATMENT - ORAL REPORT  
BREAKDOWN OF POINTS POSSIBLE**

Date: \_\_\_\_\_ Beginning Time: \_\_\_\_\_ Ending Time: \_\_\_\_\_

Student: \_\_\_\_\_

Topic: \_\_\_\_\_

**Point Distribution:**

Area	Possible	Actual
Introduction of Topic & Summary at End: Deduct 1 point for each component not present and up to 3 points if not clearly presented.	5	
<u>One-page</u> , error-free written outline of presentation for professor: 2 points deducted for each error.	5	
High-quality, error-free handouts and visuals with key information from topic: Include all references and outline given to professor in handouts. Points deducted for typo errors and for poorly planned or designed materials.	10	
Thorough discussion and demonstration (videos, pictures, slides) of pathology: Points deducted for vague information or insufficient material	20	
Thorough discussion of treatment methods including specific demonstrations. Points deducted for vague information or insufficient material	20	
Bibliography with 6 or more references including at least 2 journal articles.	10	
Siting specific references in your presentation. 1 point awarded each time a different reference is made – up to maximum of 5 points.	5	
Use of at least two specific case studies to demonstrate treatment.	10	
Presentation Style – eye contact, no word searching, appropriate rate, etc. Involve audience.	10	
Staying within time limit (No less than 15 minutes, no more than 17):	5	
<b>Total Points</b>	<b>100</b>	

Notes/Comments:

**ETIOLOGY/PATHOLOGY - ORAL REPORT  
BREAKDOWN OF POINTS POSSIBLE**

Date: Beginning Time: Ending Time:

Student:

Topic:

**Point Distribution:**

Area	Possible	Actual
Introduction of Topic & Summary at End: Deduct 1 point for each component not present and up to 3 points if not clearly presented.	5	
<u>One-page</u> , error-free written outline of presentation for professor: 2 points deducted for each error.	5	
High-quality, error-free handouts and visuals with key information from topic: Include all references and outline given to professor in handouts. Points deducted for typo errors and for poorly planned or designed materials.	5	
Thorough discussion and demonstration (videos, pictures, slides) of pathology: Points deducted for vague information or insufficient material	20	
Presentation Style – eye contact, no word searching, appropriate rate, etc. Involve audience.	10	
Staying within time limit (No less than 15 minutes, no more than 17):	5	
<b>Total Points</b>	<b>50</b>	

Notes/Comments: