SYLLABUS
Fall 2014

SPPA 6410 – Voice Disorders
5:45-8:15 Tuesday: Cramer 038

Instructor: Dr. Jeff Berry
Office: Cramer Hall Room 230L or 230U (Lab)
Office Hours: T Th 10:45 – 12:00
3:30 – 4:30
Others by Appointment
Phone: 288-1406

Purpose

The purpose of this class is to develop an understanding of the processes involved in voice production as they relate to normal and disorder aspects of phonation. Emphasis will be placed on developing a solid understanding of perceptual, acoustic, aerodynamic, and biomechanical perspectives on normal and disordered phonation to inform assessment and treatment.

Required Text:


Recommended Texts:

http://www.ncvs.org/e-learning/tutorials/index.html

http://www.ncvs.org/products_freebooks.html

Requirements:

Two examinations will be given during the semester. The dates for the exams are listed below. Exams will cover material presented in lectures as well as assigned readings. All exams will be of mixed format (i.e., T/F, Multiple Choice, Fill in the Blank, Matching, and Essay).

Exam 1: October 7th 5:30-6:45
Exam 2: November 18th 5:30-6:45
Students will be required to write a brief research proposal. The subject of each student’s proposal will be determined by mutual agreement between the student and professor, and should include a critical analysis of peer-reviewed research literature addressing a pertinent research need in voice science, voice assessment and/or voice treatment. The completed paper will be no more than 1000 words with a separate reference sheet that includes primary references to scientific papers published in standard “speech science” journals (e.g., JSLHR, J. Voice, JASA, Clinical Linguistics & Phonetics, etc.). The purpose of the proposal is to provide a dense review of the referenced articles with the objective of identifying and justifying a pertinent, unanswered question of research interest in the area of voice. While the research study you will be proposing is hypothetical, it should nonetheless be a realistic enterprise that could be directed by a speech pathologist working in a conventional clinical setting. Topic proposals and initial reference lists will be due by October 21st. The completed paper will be due by November 25th. The completed paper will count for a maximum of 100 points.

A final student “paper” will require students to complete documentation in support of a diagnostic & treatment case. Students will be given materials for a clinical case study. Students will construct the documentation to create a coherent, logical, professionally sound description of diagnostics & treatment that is consistent with other objective information in the clinical case study. The goal of this activity is to reflect an integration of learned core content from the course demonstrating both “evidence based practice” and professional standards of clinical documentation sufficient for clinical-service reimbursement. The “paper” will be completed during the scheduled final examination period (Tuesday, December 9th; 5:45-7:45). The completed clinical paper will count for a maximum of 100 points.

**Laboratory Activities:**

Students will be expected to participate in 4 practical laboratory activities, each counting for a maximum of 25 points. These activities are designed to: 1) develop critical skills in clinical voice-data interpretation; and 2) develop critical skills in safe/confident use of invasive and non-invasive instrumental assessment tools with human subjects. Details of the lab activities will be provided.

**Grading Procedure:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examinations (2)</td>
<td>100 Points Each</td>
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<tr>
<td>Papers (2)</td>
<td>200 Points</td>
</tr>
<tr>
<td>Labs (4)</td>
<td>100 Points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500 Points</strong></td>
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</tbody>
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Failure to take any examination will result in 0 points. Final grade will be based upon the total number of points accumulated out of total possible points, as well as overall class performance.
**Grading Scale:**

93 and Above = A  
88-92 = AB  
83-87 = B  
78-82 = BC  
73-77 = C  
68-72 = CD  
63-67 = D  
62 and Below = F

**Attendance:**

Attendance is expected at all class meetings. Three absences may be cause for being dropped from the course. Make-up examinations will not be offered without an acceptable excuse.

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.

- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.

- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.

- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.
ASHA Certification Standards:

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills required for the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology:

- **Standard III-A:** The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.
- **Standard III-B:** The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- **Standard III-C:** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:
  - voice and resonance including respiration and phonation
- **Standard III-D:** The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
- **Standard III-E:** The applicant must demonstrate knowledge of standards of ethical conduct.
- **Standard III-F:** The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
- **Standard III-H:** The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
- **Standard IV-G:** The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:
  - Evaluation
  - Intervention
  - Interaction and Personal Qualities

WI-DPI Standards:

Satisfactory completion of this course is intended to assist students in meeting
the following requirements for WI-DPI Licensure in Speech-Language Pathology:

- PI 4.78 (2), and PI 4.78 (7).

**Outcome Objectives:**

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

1. Describe the anatomy and physiology of voice production (III-B, III-C, III-D)
2. Describe the processes of pathological voice production (III-C, III-D)
3. Understand and apply strategies to assess and diagnose voice disorders (III-D, III-E, IV-G)
4. Interpret assessment data and develop treatment plans for individuals with voice disorders (III-C, III-D, IV-G)
5. Analyze rationales and apply a variety of treatment approaches (III-C, III-E, III-G, IV-G)
6. Acquire strategies to evaluate patient progress and treatment efficacy (III-E, III-G, IV-G)
7. Apply ethical considerations and information about professional issues to the assessment and treatment of voice disorders (III-F, III-H)
8. Demonstrate cultural sensitivity as it applies to practice in clinical practice related to voice (III-D)

**Course Outline:**

Introduction/Overview Sapienza & Ruddy (Preface); Verdolini (Part One); Titze (Intro)

Vocal Anatomy Sapienza & Ruddy (Chapter 2); Titze (Chapter 1)

Respiratory Support Sapienza & Ruddy (Chapter 1); Titze (Chapter 3)

Vocal Fold Oscillation Sapienza & Ruddy (Chapter 2); Titze (Chapter 2 & 4);

Variables in Phonation Titze (Chapters 8, & 9)

Exam 1
<table>
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<tr>
<th>Topic</th>
<th>Reference</th>
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<tbody>
<tr>
<td>Vocal Aging</td>
<td>Titze (Chapter 7);</td>
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<tr>
<td>Vocal unHealth</td>
<td>Sapienza &amp; Ruddy (Chapter 3 &amp; 11)</td>
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<tr>
<td>Vocal Pathologies</td>
<td>Sapienza &amp; Ruddy (Chapter 5)</td>
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<td>Neurological Etiologies</td>
<td>Sapienza &amp; Ruddy (Chapter 6)</td>
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<td>Assessment/Diagnosis</td>
<td>Sapienza &amp; Ruddy (Chapter 4)</td>
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<tr>
<td><strong>Exam 2</strong></td>
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<td>Surgical/Medical Management</td>
<td>Sapienza &amp; Ruddy (Chapter 8)</td>
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<td>Rehabilitation</td>
<td>Sapienza &amp; Ruddy (Chapter 7); Verdolini (Part 2)</td>
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<td>Head and Neck Cancer</td>
<td>Sapienza &amp; Ruddy (Chapter 9)</td>
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<td>Documentation</td>
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<td><strong>Final “Paper”</strong></td>
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