Voice Disorders
SLP 508 - Section 710
Spring 2015

Instructor: Barbara R. Brindle, Ph.D., CCC-SLP
Office: AC 108-E
Office Hours: Tue./Wed./Thur. 1:30-4:30 pm ET and by appointment
Phone: (270) 745-4299
E-mail: barbara.brindle@wku.edu
Virtual Hrs: 15 minutes before & after each Adobe-Connect class meeting
Chats: Tue. 7:30-8:30 pm ET or Thur. 9:30-10:30 pm ET

<table>
<thead>
<tr>
<th>Texts:</th>
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<tbody>
<tr>
<td><strong>Required:</strong></td>
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<tr>
<td>a) Select one.</td>
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<tr>
<td>- Boone, DR, McFarlane, SC, &amp; Von Berg, SL, &amp; Zraick, RI (2010). The Voice and Voice Therapy, 8th ed. with DVD. Boston: Allyn &amp; Bacon. ISBN 0-205-60973-8/ISBN 13: 9782056009536. The Boone et al. text is a good, basic introductory text, with DVD exemplifying different disorders and treatment techniques. Make sure that the DVD comes with the text. You will need access to a DVD player. The publisher has gone to an e-book format for edition 9. From a quick review, it would appear that most changes are cosmetic, so I am going to give you the option to use edition 8 for Spring 2015. Try Amazon if the bookstore cannot carry it.</td>
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<td>b) Additional Readings assigned via on-line links.</td>
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<td>c) Speech Analysis Software: SpeechAnalyzer 3.1. Available as free download from <a href="http://www.sil.org/computing/sa/sa_download.htm">http://www.sil.org/computing/sa/sa_download.htm</a>. Click on the link and follow the directions. Speech Tools 2.2 or later will also serve. You may also purchase a CD from SIL if you have bandwidth challenges. Purchase of an inexpensive external computer microphone is also recommended. OR access to Computerized Speech Lab/Multidimensional Voice Profile Software &amp; hardware.</td>
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<td>Optional:</td>
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This manual is a good reference for people who know the basics but need to look up
details, such as the effects of ALS on voice production, etc. It is the only cookbook reference
that I will ever recommend, so take advantage of it.

**Course Description:** CD 508 reviews anatomy and physiology of the vocal
mechanism and normal voice production; discusses functional, organic, and neurogenic
voice disorders; demonstrates clinical and instrumental evaluation methods; and
presents therapeutic techniques and management strategies. This is a web-based
course, using the Blackboard platform. Synchronous class meetings will be held online
via Adobe Connect. There will be one full day on-site class, tentatively scheduled for
March 21 or 22, 2015.

**Prerequisites:** Anatomy & Physiology of the Speech & Hearing Mechanism. Acoustics
and Speech & Hearing Science are also recommended. Reliable access to a computer,
high speed internet, and a DVD player is mandatory. A good quality external
microphone is required for use with the speech analysis software. Also recommended
are a webcam and microphone/headset for audio-visual conferencing and chats.

**Course Requirements:**

- Two electronic quizzes/study guides worth 50 points each, tentatively due by
  11:55 p.m. CT on 3/1/15 and 4/6/15. These will be open book, available on
  Blackboard for one week. [50 points each]

- Participation in weekly chats. [2 points each]

- Two perceptual voice ratings, which will involve listening to and rating voice
  samples. Due by 11:55 pm CT on 3/15/15. [30 points]

- Two instrumental evaluations in pretest/post-test format, using the designated
  acoustic analysis software, following protocol and report format specified in class.
  Due by 11:55 pm CT on 4/6/15. [30 points]

- Practical application assignment, requiring perceptual/instrumental evaluation
  and treatment planning. Due by 11:55 pm CT on 4/26/15. [100 points]

- Prevention assignment, requiring development of a vocal hygiene workshop for a
designated population. This will satisfy your KASA prevention requirement. Due
  by 11:55 pm CT on 5/14/15. [30 points]

**Core Content & KASA Standards**

**Core Objectives:**

a. Define terminology relevant to voice disorders.

b. Demonstrate understanding of the anatomic, physiologic, and neurologic bases for
voice production.
c. Explain the etiological bases for voice disorders.
d. Demonstrate understanding of primary and secondary prevention procedures.
e. Demonstrate understanding of the perceptual and instrumental parameters of voice evaluation.
f. Demonstrate ability to develop a plan of treatment for voice-disordered patients.
g. Demonstrate the ability to analyze current research in voice disorders, and explain relevance to SLP practice

<table>
<thead>
<tr>
<th><strong>KASA Standard</strong></th>
<th><strong>Core Objective Addressed</strong></th>
<th><strong>Evaluation</strong></th>
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<tbody>
<tr>
<td>III.B. Demonstrate knowledge of basic voice processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases</td>
<td>a, b</td>
<td>Quizzes, Chats</td>
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<td>III.C. Demonstrate knowledge of the nature of voice disorders, including the etiologies and characteristics of oral, pharyngeal, esophageal, and related functions, such as oral function for feeding and orofacial myofunction.</td>
<td>b, c</td>
<td>Quizzes, Chats</td>
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<td>III.D. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with voice disorders.</td>
<td>d, e</td>
<td>Quizzes, Chats, Prevention Assignment</td>
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<tr>
<td>IV.G.1. Demonstrate assessment skill outcomes including: screening and prevention procedures; collect case history information; select and administer appropriate evaluation procedures; adapt evaluation procedures to meet client needs; interpret/integrate/synthesize all information to develop diagnoses/make recommendations; complete administrative and recording functions necessary to support evaluation; and refer clients for appropriate services.</td>
<td>e, g</td>
<td>Perceptual &amp; Instrumental Assessment, Practical Application</td>
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<td>IV.G.2. Demonstrate intervention skill outcomes including: develop setting-appropriate intervention plans with measurable and attainable goals; collaborate in planning process; select or develop and use appropriate materials and instrumentation for prevention and intervention; measure and evaluate performance; modify plans/strategies/materials/instrumentation as needed to meet client needs; complete administrative and recording functions necessary to support evaluation; and refer clients for appropriate services.</td>
<td>f, g</td>
<td>Practical Application</td>
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<tr>
<td>IV.G.3. Demonstrate interaction and personal qualities including: communicate effectively, recognizing needs/values/preferred mode of communication, and cultural/linguistic background of client/caregivers/etc.; collaborate in case management; provide counseling regarding voice to client/caregivers/etc.; adhere to ASHA code of ethics and behave professionally.</td>
<td>a, b, c, d, e, f, g</td>
<td>Chats, Practical Application</td>
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KASA Academic and Prevention Competencies covered only. Clinical competencies will NOT be covered within this class. Discuss need for voice experience with your externship supervisors. Remember that ASHA also includes volume, resonance, and sometimes prosody under the category of voice.

Course Policies:

Class:

1. Students are responsible for all information covered during class meetings, and presented on Blackboard. Access to the internet and appropriate computer hardware and software is your own responsibility.
   a. Web-based instruction demands a great deal of self-discipline and motivation. Students are expected to meet all assignment deadlines punctually. If there is something that you do not understand, ASK.
   b. ‘Technical difficulties’ must be overcome within two weeks to receive credit for an online quiz. No credit will be given once the answer key has been posted. No other make-up or late assignments will be accepted.
   c. Note: MAC users tend to have more difficulty interfacing with university systems. The Instructional Technology department can be of assistance with difficulties involving access to university online functions, but the ultimate responsibility is yours. The (IT) help desk can be reached at 270-745-7000.

2. There are many variations of word-processing and media software. The following are required for this class:
   a. Text: Microsoft Word (.doc or .docx), Adobe (.pdf) or Rich Text file (.rtf).
   b. Media: (.wav), Windows Media (.wmv) or VLC Media Player (.vlc).

3. Students have the option to post a summary of the archived content of both chats on the discussion forum in lieu of chat participation 3 times throughout the Semester. This summary must be posted within one week of the missed date to be credited.

4. Contact
   a. The instructor will be available for questions during office hours, virtual office, and by E-mail at your convenience. I will make every effort to respond within two business days. Consider posting questions on the discussion board, so that your peers may also benefit.
   b. When contacting me by e-mail, type SLP 508 in the title line, then add a brief descriptor of the content. Like many faculty, I use a filter to prioritize student e-mail from the many received daily, enabling me to respond to your e-mail first.
   c. All e-mail correspondence will be sent to your WKU e-mail address. You may forward this to your preferred e-mail account by following the instructions posted in the FAQ folder under ‘Getting Started’. It is your responsibility to either forward your mail or check your WKU e-mail on a regular basis.
   d. Please be aware that I will not answer the phone if I have a student in my office. If you have difficulty reaching me by phone, e-mail me for a phone appointment.

5. ASHA mandates adherence to the American Psychological Association’s writing and style manual for all its publications. All quotes and paraphrased material in this class must be referenced according to APA style.
6. The instructor reserves the right to modify this syllabus as needed. Office hours may need to be altered after clinical supervision schedules are posted.
7. Communication Disorders Program Scoring Standards: A = 93-100% of total points; B = 85-92%; C = 77-84%; D = 68-76%; F = <68%, i.e. < 155/228 points.

**University:**
- To represent ideas or interpretations taken from another source as one’s own is plagiarism. The academic work of the student must be his/her own. Give the original authors credit for any source material used, whether print or electronic sources. Plagiarism will result in failure of the assignment involved. If unsure what constitutes plagiarism, refer to University guidelines at http://www.wku.edu/Dept/Support/StuAffairs/StuLife/handbook/2004pdf/12_Academic%20Offenses.pdf. All quotes and paraphrased material must be referenced according to APA style.
- Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office of Student Disability Services in the Student Success Center at Downing University Center A201. The telephone number is 745-5004/TTY: 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from Student Disability Services.

**Other:**
- The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Blvd, Rockville, MD, 29050. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant’s burden of proof is a preponderance or greater weight of the evidence.

**CD 508 Weekly Topics:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
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<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/27-29</td>
<td>Anatomy</td>
<td>8</td>
<td>3/24-26</td>
<td>Medical Rx</td>
</tr>
<tr>
<td>2</td>
<td>2/3-5</td>
<td>Normal voice</td>
<td>9</td>
<td>3/31-4/2</td>
<td>Tx Techniques</td>
</tr>
<tr>
<td>3</td>
<td>2/10-12</td>
<td>Voice Disorders</td>
<td>10</td>
<td>4/7-9</td>
<td>Tx Tech: Special Pops</td>
</tr>
<tr>
<td>4</td>
<td>2/17-19</td>
<td>Disorders</td>
<td>11</td>
<td>4/14-16</td>
<td>Tracheostomy</td>
</tr>
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</table>
The week for this class will run from Sunday to Sunday. Most assignments will be due by 11:55 pm CT on Sundays.

Last modified: 1/8/2015
Voice is the sound made by air passing from your lungs through your larynx, or voice box. In your larynx are your vocal cords, two bands of muscle that vibrate to make sound. For most of us, our voices play a big part in who we are, what we do, and how we communicate. Like fingerprints, each person's voice is unique. Many things we do can injure our vocal cords. Talking too much, screaming, constantly clearing your throat, or smoking can make you hoarse. Causes of voice disorders. Role of the Speech-Language Pathologist. How to minimise the risk of developing a voice disorder. Frequently asked questions. Voice. Voice is produced when there is a flow of air from the lungs through the vocal cords. Voice disorders can be the result of various physical, psychological and environmental factors. The following are the most common causes. Vocal abuse (voice strain or overuse). More than 50% of people with voice disorders have a diagnosis of vocal abuse and misuse. Voice disorders are characterized by aphonia (no voice), abnormal vocal quality (i.e., hoarseness, harshness, and breathiness), pitch that is too high or low, volume that is too loud or soft, impaired nasal resonance, and/or inadequate voice support to produce intelligible speech. From: International Encyclopedia of Education (Third Edition), 2010. Voice disorders are abnormalities in the production of vocal tone.