

# Andrews University

## Department of Speech-Language Pathology and Audiology SPPA 583 - Voice & Velopharyngeal Disorders Fall 2018

### Course Description

Theory, diagnosis and treatment underlying the articulation, resonance, and phonatory problems associated with voice, velopharyngeal disorders and craniofacial anomalies. Includes discussion of etiologies, technology, and multicultural issues affecting appropriate assessment, diagnosis, and treatment.

### Course Credit

3.0

### Course Pre/Co-requisites

Bachelor's degree in Communication Disorders or its equivalent

### Location

Bell Hall, Room: 118

### Schedule

Tuesdays and Thursdays 1:30 AM – 4:20 PM and asynchronized online instruction via course website

### Instructors

D'Jaris Coles-White, Ph.D., CCC-SLP  
Professor of Speech-Language Pathology  
Bell Hall 114G; Office Phone: 269-471-3479  
Cell Phone: 678-901-7788

Marileda Cattelan Tome, Ph.D., SLP  
Adjunct Instructor  
Bell Hall 114G; Office Phone: 269-769-4540

### Required Text/Materials

Colton, R.H., Casper, J.K., & Leonard, R., (2011). *Understanding Voice Problems - A Physiological Perspective for Diagnosis and Treatment (4 Ed.)*. Baltimore, MD: Lippincott Williams & Wilkins.

### Recommended Text/Materials

Kummer, A.W. (2014). *Cleft Palate and Craniofacial Anomalies: Effects on Speech and Resonance (3<sup>rd</sup> Ed.)*. Clifton Park, NY: Delmar, Cengage Learning.

Golding-Kushner, K. (2001). *Therapy Techniques for Cleft Palate Speech and Related Disorders*. Clifton Park, NY: Delmar, Cengage Learning.

Behrman, A., & Haskell, J. *Exercises for Voice Therapy (2<sup>nd</sup> Ed.)*. San Diego, CA: Plural Publishing

Boone, D.R., McFarlane, Von Berg, S.L., S.C., & Zraick, R.I. (2014). *The Voice and Voice Therapy (9<sup>th</sup> Ed.)*. Boston, MA: Pearson.

### Technical Requirements

Internet connection (DSL, LAN, or cable connection desirable).

### LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews University username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. (269) 471-6016 or email [helpdesk@andrews.edu](mailto:helpdesk@andrews.edu) if you need assistance.

If you have any course content questions, please contact your professor. If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call 269-471-3960.

### Course Learning Outcomes

At the completion of this course students will:

Upon completion of this course, the student will have met the following requirements for certification in speech-language pathology:

ASHA Standard	Outcome	Implementation	Evaluation Criteria
IV-B	Describe normal embryological development and theories of etiology of cleft involvement.  Describe and identify anatomic, neurological bases of vocal behavior, and physiological processes of normal phonation and resonance. Identify and describe the velopharyngeal mechanisms	Quizzes/Exam, Instrumentation Labs PBL Project, (Readings, Lecture)	85% accuracy
IV-B IV-C	Describe normal embryological development and theories of etiology of cleft involvement. Identify and describe the velopharyngeal mechanisms. Distinguish between types and severity of clefts. Discuss incidence, classification and symptoms of voice and resonance disorders, and social aspects of Voice and Velopharyngeal disorders	Quizzes/Exam, Instrumentation Labs PBL Project, (Readings, Lecture)	85% accuracy

IV-D	Discuss medical/surgical management of clients with cleft involvement. Describe SLP management of clients with cleft involvement in the following areas; Articulation, Phonation, Resonance. Distinguish among voice and resonance disorders using various assessment methods. Describe varied therapeutic principles and procedures, treatment efficacy, and ethical issues pertinent to Voice and Velopharyngeal Disorders. Develop a voice intervention program, being mindful of cultural differences. Management of Laryngeal cancer	Quizzes/Exam, Instrumentation Labs PBL Project, (Readings, Lecture)	85% accuracy
IV-F	Discussion of research and evidenced-based practice as it relates to voice and velopharyngeal disorders and anomalies; and demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.	Quizzes/Exam, Instrumentation Labs PBL Project, Inservice Project (Readings, Lecture) LSVT training/certification SPEAK OUT training	85% accuracy
IV-E	Describe varied therapeutic principles and procedures, treatment efficacy, and ethical issues pertinent to Voice and Velopharyngeal Disorders	Quizzes/Exam, Instrumentation Labs PBL Project, Inservice Project (Readings, Lecture)	85% accuracy
IV-G	Understand and assimilate professional issues related voice disorders and velopharyngeal insufficiencies	Quizzes/Exam, Instrumentation Labs PBL Project, Inservice Project (Readings, Lecture)	85% accuracy
V-B	Demonstrate skills the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals; to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures; to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of voice and resonance.	Quizzes/Exam, Instrumentation Labs PBL Project, Inservice Project (e.g., SPEAK OUT introduction and tutorial), SPEAK OUT and the LOUD Crowd	85% accuracy
V-B	Demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process); to select or develop and use appropriate materials and instrumentation for prevention and intervention; and to measure and evaluate clients'/patients' performance and progress in the area of voice and resonance.	Instrumentation Labs, SPEAK OUT therapy, PBL Project,	85% accuracy

## Course Policies and Procedures

- **Changes:** For the purpose of an enhanced learning experience for the students some assignments, quizzes, tests and projects may be changed or altered at the discretion of the instructor. Likewise, the class schedule is tentative and subject to change.
- **Correspondence and Email Policy:** I will be available to answer any questions you may have about the course. However, in order to keep my email inbox from being “bloated” with countless emails please use the “virtual student union” on the course website. I will be checking for posts and will respond within a 24-hour period Monday – Friday and within a 48-hour period on weekends and holidays. You may email or text me (678-901-7788) to schedule appointments or to inform me of an emergency. Accordingly, please do not use email or text to tell me that you’re running late to class because I will more than likely not receive them in time. If you know you will be out of class please inform me in writing. Lastly, do not email any assignments. The course website will be set-up to handle assignments (e.g., Assignment drop-box).
- **All assignments are due at the beginning of class.** After that time a daily deduction of 5% will be applied to the final of the assignment. After 3 days (72 hours) the assignment will no longer be accepted.
- **Written Work:** All assignments must be submitted following APA guidelines. APA style requires a specified title page, 12 – point font, double spaced, one inch margins all around, and appropriate headers, and page number. Each written document must follow APA 6<sup>th</sup> edition style and Andrews University.
- **Technology Requirements:** Each student is required to have access to and a working knowledge of technology such as PC or MAC. Each student is also required to have working knowledge and understanding of Andrews University online learning management system – Moodle ©.
- **Grades:** Grades are earned based on performance on assessments (e.g., exams and graded course assignments). No extra credit will be given. The instructor reserves the right to curve exams based on item analysis of individual questions. Grades will not be rounded. See Grading Scale below.

## Teaching Strategies

- Full and Mini Lectures
- Class discussions
- Case Studies
- Flipped/Interactive Classroom
- Problem-Based Learning

## Teaching Philosophy

Class meetings will involve discussion and participation by all members of the class (not just me). This type of active participation is both a better way to learn and a lot more interesting (and fun) than simply listening to lectures. To facilitate learning, it is important for you to prepare as much as possible for class meetings by conscientiously **completing the pre-class assignments before the start of class**. Completing the pre-class assignments is your “entry ticket” to class. Preparation for and participation

during classes are intended to be learning activities. That means that your comments in class are not expected to always be correct. Making mistakes is part of the learning process. Some of this material is difficult and a certain degree of confusion, uncertainty, or misinterpretations is to be expected (in addition, *in some cases there won't be 'right' or 'wrong' answers*, just points of view). So, don't be afraid to be wrong. Note that during class meetings we probably will not have time to discuss all of the reading material. Therefore, I will focus our class time on some material from the text, but also present more in-depth descriptions of the concepts discussed in the text. Note that, **you are responsible for all information in the assigned readings (even if not discussed during class meetings) and in class (even if not mentioned in the readings)**. Exams will include questions from the reading, lecture and in-class activities. Therefore, if you feel confused or uncertain about any information (whether discussed in class or not) it is your responsibility to let me know so that I can clarify that material for you. This can be done in class or by coming to see me during office hours.

**I strongly encourage** you to talk with me individually throughout the semester if you have any questions concerning course material or about how you are doing in the class. **If you are having problems in the course, do not wait too long to talk with me, come early in the semester while there is still time to improve.** Of course, you are also welcome to come speak with me even if you are not having difficulties but are just interested in the material and would like further information. If you cannot make my posted office hours, I will be glad to make an appointment for another time. To make an appointment, just see me in class or email. Lastly the structure or format for some assignments will be problem-based learning (PBL). That is, students will read assigned materials, and/or search for relevant information, to respond to clinical problems posed in "PBL assignments." The material will be covered in the class *after* students have handed in their PBL assignments. Students will receive a percent grade for each PBL assignment.

### Final Exam Schedule

[http://www.andrews.edu/academics/exam\\_schedule.html](http://www.andrews.edu/academics/exam_schedule.html)

### Attendance Policy

Regular attendance at all classes, laboratories and other academic appointments is required of each student. Class Absences. Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

### Academic Honesty

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

### Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or [disabilities@andrews.edu](mailto:disabilities@andrews.edu).

## Professionalism

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell Phones, Personal Laptops, and Recording devices: Cell phones should be turned off before entering the classroom. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.

Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.

- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness
- Eating in class: Please do not bring food or beverages to class. Water is permitted.

Presentation is important. Your attention to detail, demeanor, and attire factor into how you are perceived as a professional. Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

## Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

## Assessment Descriptions

### *Quizzes (100 points)*

Students will complete a pre-class quiz for each module on the course website of Learninghub. Quizzes will cover assigned readings from the required textbook, a module lesson which may include videos and links to corresponding materials, as well as articles, handouts, and other information that you will find in the resource folder for each module. Quizzes will be open book and you will have 2 attempts with the average of the attempts recorded as the final grade. The number of questions will vary (up to 25 questions per module) for a total of 100 points.

### *Comprehensive Examinations (200 points)*

Students will have a midterm and a comprehensive Final Comprehensive Examination. Each examination will be worth 100 points, for a total of 200 points. See the course website for further instructions.

### *Problem Based Learning Assignments (100 points)*

During problem-based learning, students collaborate in small teams to explore the presented problem situation. “Through this exploration students are expected to examine gaps in their own knowledge and skills in order to decide what information they need to acquire in order to resolve or manage” the problem situation (Savin-Baden, 2004, p. 3). What follows is a method that summarizes the steps students take to solve the problem situation which is excerpted from and

used with permission, Problem-based Learning by Landsberger (2011). See the course website for further instructions.

### ***Instrumentation Lab (250 points)***

Various assessment related measurements will be explored. Some labs will be demonstration only and other labs will be direct application with clients/patients via Zoom Meeting.

1. Using PRAAT software program obtain acoustical data on yourself. Compare your findings with a partner. Comment on your findings.
2. Using PRAAT software program obtain acoustical data on normal and disordered voices. Describe how the data obtained accounts for the disordered voice (Interpret the data). What parameters identify the problems? We will examine various clinical voice measurements obtained from PRAAT software program. Short assignments will be made as we discuss them.
3. You will be assigned a client/patient to evaluate
  - a. Write a diagnostic report on one of your evaluation (just the history and the voice assessment). State your assessment instrument(s); all instrumentation you used in your evaluation, your results, documentation of your results, and the interpretation of your results.
  - b. Make recommendations for intervention based on your results.

### ***Inservice Prevention Project (250 points)***

Develop a Classroom Program for the Prevention of Vocal Abuse/Misuses in Elementary School Children, Singers/Actors, Ministers/Preachers, Teachers/Athletic Coaches. Think in terms of developing an inservice presentations educating various population about good vocal hygiene and monitoring their voices and conditions for potential vocal abuse. Think in terms of handouts and activities for the students to engage in to make the inservice fun and memorable. Present to the class. You may work in groups.

## **Rubrics**

All assessment rubrics for the various assignments will be posted on the course website.

## **Evaluation of Student Performance**

- |                                      |            |
|--------------------------------------|------------|
| ● Inservice Project and Presentation | 250 points |
| ● Instrumentation Labs               | 250 points |
| ● Midterm and Final Examinations     | 200 points |
| ● PBL Project and Presentation       | 100 points |
| ● Quizzes                            | 100 points |

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Total Points possible	900 points
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## **Grading Criteria**

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|--------------------------------------|-----|
| ● Inservice Project and Presentation | 25% |
| ● Instrumentation Labs               | 25% |
| ● Midterm and Final Examinations     | 20% |
| ● PBL Project and Presentation       | 20% |
| ● Quizzes                            | 10% |

## Grading Scale

A	100 – 94%
A-	<94 and $\geq$ 90%
B+	<90 and $\geq$ 87%
B	<87 and $\geq$ 84 %
B-	<84 and $\geq$ 80%
C+	<80 and $\geq$ 77%
C	<77 and $\geq$ 74%
C-	<74 and $\geq$ 70%
D	<70 and $\geq$ 65%
F	<65%

**Note:** “<” less than and “ $\geq$ ” greater than or equal too

## Course Schedule

**\*See Course Website for Course Schedule**

Week/Date	Topic	Readings/Activities/Assignments
Week 1	INTRODUCTION, OVERVIEW OF VOICE DISORDERS, A&P REVIEW	
Aug 28	Syllabus Review and Course Assignments	Introductions
Aug 30	<i>What is a voice and how does it change overtime?</i>  The Normal Voice, Production of the Voice, The Voice Across the Lifespan  <i>What are the structures and functions involved that create and sustain the voice?</i>  Anatomy and Physiology Review	Module 1 See Course Website for Required Pre-Class Lesson with Quiz; and Resources Folder for additional information.  <b>LSVT Certification Due Aug 31<sup>st</sup> by 11:00PM</b>
Week 2	ASSESSMENT AND EVALUATIONS, DIFFERENTIAL DIAGNOSIS	
Labor Day - September 3rd		
Sept 4	<i>How does one know if their voice problems warrant professional help?</i>  Signs and Symptoms of Voice Problems	Module 2 See Course Website for Required Pre-Class Lesson with Quiz; and Resources Folder for additional information.



Sept 6	<i>How do we evaluate the voice and diagnose disorders?</i> Voice Assessment and Evaluation	Module 2 See Course Website for Required Pre-Class Lesson with Quiz; and Resources Folder for additional information.
<b>Week 3</b>	<b>VOCAL PATHOLOGIES</b>	
Sept 11	Voice Disorders:	Modules 3 See Course Website for Required Pre-Class Lesson with Quiz; and Resources Folder for additional information.
Sept 13	Voice Disorders: Organic Voice Disorders; Neurogenic Voice Disorders	Modules 3 See Course Website for Required Pre-Class Lesson with Quiz; and Resources Folder for additional information.
<b>Week 4</b>		
Sept 18	Voice Disorders: Organic Voice Disorders; Neurogenic Voice Disorders	Modules 4 See Resources Folder on Course Website for assigned readings
Sept 20	Voice Disorders: Organic Voice Disorders; Neurogenic Voice Disorders	Modules 3 See Resources Folder on Course Website for assigned readings
<b>Week 5</b>		
Sept 25	Voice Disorders: Organic Voice Disorders; Neurogenic Voice Disorders	Modules 3 See Resources Folder on Course Website for assigned readings  <b>Start SPEAK OUT and the LOUD Crowd</b>
Sept 27	Voice Disorders: Organic Voice Disorders; Neurogenic Voice Disorders	Modules 3 See Resources Folder on Course Website for assigned readings
<b>Week 6</b>		

Oct 2	Voice Disorders: Organic Voice Disorders; Neurogenic Voice Disorders	Modules 3 See Resources Folder on Course Website for assigned readings
Oct 4	Voice Disorders: Organic Voice Disorders; Neurogenic Voice Disorders	Modules 3 See Resources Folder on Course Website for assigned readings
Week 7		
Fall Recess - October 9th - 10 <sup>th</sup>		
EXAMINATION: TEST 2 - October 17 <sup>th</sup> (Modules 3-5)		
Oct 11	Evaluation of Voice Instructional LAB 3	Module 6 See Resources Folder on Course Website for assigned readings
Week 8		
Oct 16	Evaluation of Voice Instructional LAB 3	Module 6 See Resources Folder on Course Website for assigned readings
Oct 18	Evaluation of Voice Instructional LAB 3	Module 6 See Resources Folder on Course Website for assigned readings
Week 9		
Oct 23	Evaluation of Voice Instructional LAB 3	Module 6 See Resources Folder on Course Website for assigned readings
Oct 25	Evaluation of Voice Instructional LAB 3	Module 6 See Resources Folder on Course Website for assigned readings
Week 10		
Oct 30	Voice Facilitating Approaches	Module 7 See Resources Folder on Course Website for assigned readings
Nov 1	Resonance Disorders Instructional LAB 4	Module 8 See Resources Folder on Course Website for assigned readings Instrumentation Labs Due
Last Day of Classes - November 2nd		
FINAL EXAMINATION- Monday, December 5th 1:30AM – 4:20PM (Modules 6-10)		

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