

**COURSE: SPPA 447 – DISORDERS OF VOICE & FLUENCY**

**SCHEDULE:** Spring 2009  
9:30 a.m. - 11:15 a.m.  
11:30-12:30 Office Hours  
T,Th

**INSTRUCTOR:** Lena G. Caesar, Ed.D., Ph.D., CCC-SLP  
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**PREREQUISITES:** SPPA 234 (Introduction to Speech-Language Pathology and Audiology)  
SPPA 280 (Anatomy and Physiology of Speech and Hearing)

**COURSE DESCRIPTION:** A study of the anatomy and physiology of the vocal mechanism, with special emphasis on normal and abnormal processes of voice and fluency. Assessment and treatment of functional, organic and neurological voice pathologies will be addressed, as well as basic principles of stuttering diagnosis and therapy (AU Bulletin, 2007-2008).

**REQUIRED TEXTBOOKS:**

Case, J.L. (2002). Clinical management of voice disorders, (4<sup>th</sup> ed.), Austin, Texas: PRO-ED.  
Deem, J.F., & Miller, L. (2000). Manual of voice therapy. Austin, Texas: PRO-ED.  
Shapiro, D.A. (1999). Stuttering intervention: A collaborative journey to fluency freedom. Austin: PRO-ED.

**ASHA Knowledge and Skills (KASA) Standards**

Course objectives will address the following ASHA Knowledge and Skills (KASA) standards:

**I. ASHA 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.

**II. ASHA 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.

**III. ASHA 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.

## **COURSE OBJECTIVES:**

1. Discuss the anatomy and physiology central to normal voice production.
2. Determine the parameters of normal voice and fluency.
3. Explain various theories of phonation and fluency.
4. Describe the characteristics of various voice and fluency disorders including their clinical manifestations.
5. Outline assessment and treatment techniques for voice and fluency disorders.
6. Appreciate the Master Designer's handiwork as demonstrated in the complexity and intricacy of the structure and function of the vocal mechanism.

## **COURSE OVERVIEW:**

### **Unit 1 - Normal Processes of Voice Production**

- i. Vocal Anatomy and Physiology
- ii. Phonation Theories
- iii. Normal Vocal Characteristics

### **Unit 2 - Evaluation Procedures in Voice Management**

- i. Screening
- ii. Evaluation of specific Vocal Parameters
- iii. Perceptual Rating Scales
- iv. Instrumentation in voice Assessment

### **Unit 3 - Clinical Management of Abuse/Misuse**

- i. Vocal Nodules
- ii. Contact Ulcers and Granulomas
- iii. GERD
- iv. Organic Disorders
- iv. Management Strategies

### **Unit 4 - Neurogenic Voice Disorders**

- i. Laryngeal Innervation
- ii SLN/Vagus Nerve Lesions
- iii. Etiologies and Treatment of Laryngeal Paralysis
- iv. Dystonias and Dysarthrias
- v. Treatment for Neurogenic Voice Disorders

### **Unit 5 - Psychogenic Voice Disorders**

- i. Conversion Dysphonia/Aphonia
- ii. Puberphonia
- iii. Paradoxical Vocal Fold Dysfunction
- iv. Gender Dysphoria and Reassignment

### **Unit 6 - Alaryngeal Communication**

- i. Laryngeal Cancer
- ii. Alaryngeal phonation (extrinsic and intrinsic)
- iii. Rehabilitation of laryngectomized persons
- iv. Tracheoesophageal Puncture

### **Unit 7 - Resonance and Miscellaneous Disorders**

- i. Hypernasality/Hyponasality assessment and treatment
- ii. Treating Hearing Impaired/Deaf individuals
- iii. Miscellaneous Voice Disorders

### **Unit 8 – The Nature of Fluency Disorders**

- i. Fluency
- ii. Disfluency vs. Dysfluency
- iii. Onset & Development of Stuttering
- iv. Factors Related to Stuttering

### **Unit 9 – Etiology of Stuttering**

- i. Neurotic Response
- ii. Anticipatory Struggle
- iii. Learned Behavior
- iv. Physiological Deficit
- v. Result of Disturbed Feedback

### **Unit 10 – Personal & Multicultural Issues**

- i. Personal Construct Theory
- ii. Family Systems Theory
- iii. Multicultural Awareness

### **Unit 11 – Assessment & Treatment of Stuttering**

- i. Stuttering Modification vs. Fluency Shaping
- ii. Assessment and Treatment of Children
- iii. Assessment & Treatment of Adolescents & Adults

## **Didactic Methods:**

- A. Lecture
- B. Group Learning Activities
- C. Case Study Approaches
- D. Voice & Fluency Labs
- E. Independent Research

## **COURSE REQUIREMENTS:**

1. **Prompt attendance** is not only a logical expectation but also a requirement. Students who arrive 10 minutes or less after the start of class will be marked tardy. Students arriving after the first ten minutes of class have elapsed will be in violation of the attendance policy, and will not be considered present. If more than 5 class periods are missed, a grade of **F** will be recorded. (Remember that 3 tardies equal one absence).

2. **Twelve (12) chapter pre-evaluations**, worth 5 points each, will be scheduled during the semester. These will be given at the beginning of the class period, prior to any discussion of the topic (chapter). These pre-evals assume that students have faithfully and thoroughly read the assigned chapter(s) and are therefore ready to state an opinion or share general information based on their reading. **Please note that students are responsible for information contained in their assigned readings, whether or not that information has been specifically discussed in class. Chapter pre-evals may not be made up.**

3. **Three clinician/client simulations. LABS** will be scheduled during the voice portion of the course. These labs will focus on respiration, resonance and voice. Labs will be initiated in class, but it is the students' responsibility to complete written forms and turn them in on the first class day following the lab. Each lab is worth 10 points each per student. Grades will be awarded for both participation and written work.

4. A **stuttering experience project** will be required of each student. This experiential assignment is important in order that the clinician understand, to the extent possible, the overt and covert dimensions of stuttering. It is also important that the clinician be able to model the desired target responses for the client. Each student will engage in pseudo stuttering in 2 different speaking situations and **write-up reactions in a 1-2 page paper**. Examples of pseudo-stuttering include silent blocks, voluntary stuttering, cancellations/pull-outs, etc. (20 points).

5. **Three partial exams**, (worth 80-100 points each) will be administered as per schedule. Examinations will be of both the objective/short answer variety and the narrative/longer answer variety.

6. **Completion of a literature review** of a minimum of research journal articles (4-6 pages in length) in an area of fluency/stuttering (e.g. bilingualism and stuttering, concomitant disorders of communication and stuttering, parental interactions with young children who stutter, treatment efficacy, counseling in the treatment of stuttering, etc.). i. Formulate a question or hypothesis that will guide your literature review; ii. Create an annotated bibliography of the articles; iii. Summarize & synthesize your findings in a well-structured research paper that addresses your question or hypothesis; iv. Conclude with a summary statement that discusses what the literature revealed and how this would inform your understanding in the future. Submit the articles with your paper. Please follow APA (5<sup>th</sup> edition) format for all aspects of your literature review paper.

- The paper is due on **April 22**, at class time. There will be a twenty-five percent (25%) deduction on papers arriving after 1:15 p.m. and before 3:00 p.m. Papers arriving after 3:00 p.m.\*\* on that day will **NOT** be accepted. The paper is worth 50 points which will be allocated as follows:

<b>Presentation:-</b>	5
<b>Content:-</b>	30
<b>Organization/Clarity:-</b>	10
<b>Grammar/Spelling:-</b>	5

7. **Oral Presentations.** Students will be required to orally present findings of their paper during final exam time. The presentation will consist of a summary of research information and an analysis of how the findings contribute to a greater understanding of fluency disorders. Students will be required to provide a 1-page handout for their classmates. **Students who fail to show up or leave prior to the end the scheduled time will receive a score of zero for the entire assignment.**

9. Each student will prepare a **clinical portfolio** for a hypothetical individual with a voice disorder associated with one of the following disabilities:

- a. Polypoid Degeneration/Reinke's Edema
- b. Organic Voice disorders
- b. Paradoxical Vocal Fold Dysfunction (PVFD)
- c. Spasmodic Dysphonia
- d. Psychogenic/conversion Dysphonia

- f. The Trans-sexual Voice
- g. Dysplasia & Laryngeal Cancer
- h. Sulcus Vocalis
- i. Essential Voice Tremor
- j. Voice and Craniofacial Anomalies
- k. Vocal Disorders in Parkinson's Disease
- l. Voice and HI individuals

The portfolio, **worth 100 points**, will include the following:

- a. Case History Forms
- b. Referral Letter(s)
- c. Copies of Test formed (filled out)
- d. Complete diagnostic report
- e. Sample Therapy Plan
- f. Any other relevant communication

Note: The paper is due on March 11. **The late paper policy as outlined previously, also applies to the portfolio.**

**GRADES:** Grades will be calculated on a straight percentage of points achieved to total points possible, based on:

1. Chapter Pre-evals (12)	60 points
2. Partial exams (3)	300 points
3. Portfolio	100 "
4. Lit Review Paper	50 "
5. Oral Presentation	30 "
6.	70
7. Lab Reports	<u>30</u>
	640 points

**Grading Scale:**

(In percentages)

94 - 100	A
90 - 93	A-
86 - 89	B+
82 - 85	B
78 - 81	B-

## MISCELLANEOUS INFORMATION:

1. Late projects will **NOT** be accepted. If you plan to be sick, absent, busy, etc, make sure your assignments are done beforehand.
2. “Academic dishonesty includes (but is not limited to) the following acts:
  - i. Falsifying official documents;
  - ii. Plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators;
  - iii. Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University:
  - iv. Using media from any source or medium, including the Internet (e.g. print, visual images, music) with the intent to mislead, deceive or defraud;
  - v. Presenting another’s work as one’s own (e.g. homework assignments);
  - vi. Using materials during a quiz or examination other than those specifically allowed by the teacher or program;
  - vii. Stealing, accepting, or studying from quizzes or examination materials;
  - viii. Copying from another student during a regular or take-home test or quiz;
  - ix. Assisting another in acts of academic dishonesty (e.g. falsifying attendance records, providing unauthorized course materials).”

Students who collaborate in dishonest acts are also held responsible for them. A student may be dismissed or suspended from the university for cheating or plagiarizing. (Andrews University 2003-2004 Bulletin, p. 24). In addition, the student will receive a reduced grade (a score of zero will be given on whatever quiz, exam, paper, project, etc. that was involved in the incident), and may receive a failing grade in the course. Faculty in the Department of Speech-Language Pathology will consult on any academic dishonesty issue to determine the penalty that will be applied.
3. If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.
4. The instructor reserves the right to modify the assignment at any time by providing verbal notice of such change at least one class period in advance.
5. Cell phones are **NOT** welcome guests in this academic environment. Either leave them at home or require them to be absolutely silent.

## Tentative Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings &amp; Assignments</u>
<b>Jan</b> 5	Introduction & Orientation	
7	Anatomy and Physiology	Chapter 1: Pre-eval
12	Evaluation Principles & Procedures	Chapter 3: Pre-eval
14	Evaluation Principles & Procedures <b>Voice Analysis LAB-1</b>	<b>Voice Analysis LAB-1</b>
19	Functional Disorders	Chapter 4: Pre-eval
21	Organic Disorders	Chapter 8: Pre-eval (pp. 331 –344)
26	Psychogenic Voice Disorders	Chapter 6: Pre-eval
28	Psychogenic Voice Disorders	
<b>Feb</b> 2	<b>Exam #1</b>	
4	<b>Respiration LAB-2</b>	<b>Respiration LAB-2</b>
9	Laryngeal Innervation & VF Paralysis	Chapter 5: Pre-eval
11	Spasmodic Dysphonia/EVT	
16	Dysarthria	
18	Alaryngeal Voice Disorders	Chapter 7: Pre-eval
23	Alaryngeal Voice Disorders	
25	Resonance & Misc. Disorders	Chapter 8: Pre-eval <b>Resonance LAB-3</b>
<b>Mar</b> 2	Resonance & Misc. Disorders	
4	<b>Exam #2</b>	
9	Fluency Defined	Chapter 1: Pre-Eval



11	Stuttering: Nature, Onset & Development	<b>Voice Portfolio Due</b> Chapter 2: Pre-Eval
12 - 21	<b>SPRING BREAK</b>	
23	Theories of Stuttering	Chapter 3: Pre-Eval
25	Cluttering & Other Fluency Disorders	Chapter 4: Pre-Eval
30	Emotional Dimensions: Counseling	<u>Seminar</u>
April 1	Assessment: Multicultural/Family Issues <b>Report on Stuttering Experience</b>	Chapters 5 & 6 <b>Stuttering Experience Due</b>
6	Major Therapy Approaches	Chapter 7: Pre-Eval
8	<b>Exam # 3</b>	
13	Children: Assessment	Chapters 8 & 9
15	Children: Treatment	
20	Adolescents & Adults: Assessment	Chapter 10 <b>Literature Review Due</b>
22	Adolescents & Adults: Treatment	
April 29	<b>ORAL PRESENTATIONS</b> (Lit Review Report)	<b>Final Exam Time</b> (10:00 – 12:00 noon)

