

ANDREWS UNIVERSITY
DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY

COURSE: **DISORDERS OF VOICE, FLUENCY, AND SWALLOWING**
SPPA 447 3 Credits
SPRING 2016 Tuesday and Thursday 8:30-9:45 a. m.
Bell Hall Rm 181

INSTRUCTOR: **Tammy Shilling, M.A. CCC/SLP**
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REQUIRED TEXT: Ferrand, C. (2012) *Voice Disorders – Scope of Theory and Practice*
Pearson Education Inc., Upper Saddle River, New Jersey

Guitar, B. (2014) *Stuttering: An Integrated Approach to Its Nature, Fourth Edition*, Lippincott Williams & Wilkins, Baltimore, Maryland.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore

OPTIONAL TEXT: Logemann, J (1998) *Evaluation and Treatment of Swallowing Disorders, Second Ed*
Pro-Ed, Inc. Austin, Texas.

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 and swallowing mechanism, with emphasis on normal and abnormal processes of voice, fluency, and swallowing. Assessment and treatment principles of functional, organic and neurological voice pathologies will be addressed, as well as basic principles of stuttering and swallowing diagnosis and therapy. Prerequisites: SPPA234, 280, 310.

COURSE OBJECTIVES:

- Discuss the anatomy and physiology central to normal voice production and swallowing.
- Determine the parameters of normal voice, swallowing, and fluency
- Explain various theories of phonation, swallowing, and fluency.
- Describe the characteristics of various voice, swallowing, and fluency disorders including their clinical manifestations.
- Outline assessment and treatment techniques for voice, swallowing, and fluency disorders.

COURSE REQUIREMENTS:

1. **Class Attendance:** Attendance and promptness is vitally important to the continuity of class discussion. If you are unable to attend class, please notify the instructor prior to class to make arrangements to make up work and obtain handout material. Three absences will be allowed. Absences beyond that will jeopardize your grade 2% per day missed after the third day. Prolonged illness with physician explanation will be addressed on an individual basis. Throughout the semester there will be in-class activities (in the first 5 minutes of class) that will be worth attendance points.
2. **Quizzes** will be scheduled and announced at various times throughout the semester, either in-class or take-home.
3. **A total of four exams will be given.** Exams missed due to an excused absence may be made up within three days of the original administration of the exam. Arrangements must be made prior to the day of the exam. Exams missed due to a medical illness will only be made up with a signed medical note.
4. **A stuttering simulation experience project** will be required of each student. This experiential assignment is important in order that the student 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.** The following should be included in the reaction paper: the audience for each situation, the location, the type of pseudo-stuttering that you utilized, your audience reactions, your personal emotions, and whether you resolved the situation and told your audience about the project. Examples of pseudo-stuttering include silent blocks, voluntary stuttering, cancellations/pull-outs, etc. 25 points
5. **Three case studies will be assigned.** This will include one voice case, one fluency case, and one dysphagia case. The cases and questions to answer will be distributed at least 2 weeks before it is due. The questions need to be answered thoroughly with support from what is learned in class and through textbook readings. Each is worth 20 points
6. **Movie Review.** Each student is required to watch the King's Speech. A 2-page response paper will be completed by each student. Specific questions that will need to be addressed in your response paper will be provided. Students will watch the movie at the time of their choosing. This movie is available in the James White Library as well as in the department. The movie can be signed out for 3 hours at a time and must be returned to the department. If signed out overnight, it must be signed out no earlier than 4 pm and must be returned by 8 am the following morning. 20 points
7. **Three Research Article Reviews.** Student will find a research-based article, one in the area of voice disorders, one in the area of dysfluency, and one in the area of dysphagia. You will need to locate an article in one of the professional SLP journals found in the library. Each article review should be at least 2 pages in length and will review the **purpose of the article, research question, method used to conduct the research, final findings and questions or additional research that the article could inspire.** Your personal reflection should also be included as to your interest in the topic/research and why. 25 points

8. Each student will prepare a **clinical case portfolio**. The portfolio will include one voice disorder, one fluency disorder, and one swallowing disorder. The portfolio is due on **April 21**.

Voice disorders may be one of the following or one of the student's choosing:

- Polypoid Degeneration/Reinke's Edema
- Paradoxical Vocal Fold Dysfunction (PVFD)
- Spasmodic Dysphonia
- Psychogenic/conversion Disorders
- The Trans-sexual Voice
- Dysplasia & Laryngeal Cancer
- Sulcus Vocalis
- Essential Voice Tremor
- Voice and Craniofacial Anomalies
- Vocal Disorders in Parkinson's disease

Stuttering Disorders may be chosen include:

- Mild
- Moderate
- Severe

Swallowing Disorders may include:

- Oral Dysphagia
- Pharyngeal Dysphagia

The **clinical portfolio** is worth 100 points and will include the following for each disorder:

- a. Review of each disorder (Voice, Fluency and Swallowing)
- b. Case History Form
- c. Copies of Test forms or Assessments that would be appropriate for each disorder
- d. Sample Therapy Plan for each disorder
- f. At least 1 Long-term goal and 2 Short-term goals for each disorder

GRADES:

Grades are based on the following:

1. Exams (including comprehensive final examination) - 30%
2. Quizzes - 5%
3. Portfolio Project - 30%
4. All other assignments - 30%
 - a. Stuttering simulation experience
 - b. Case study
 - c. Movie review
 - d. Research article review
5. Attendance and Participation - 5%

Adjustments to the syllabus may be made at the instructor's discretion

Grading Scale:

A	94.0 - 100.0%
A-	90.0 - 93.99%
B+	87.5 - 89.99%
B	83.5 - 87.49%
B-	80.0 - 83.49%
C+	77.5 - 79.99%
C	73.5 - 77.99%
C-	70.0 - 73.49%
D	65.0 - 69.99%
F	Below 65%

COURSE POLICIES

- **Academic Integrity:** University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participant's true and accurate self-representation. In Ephesians, Paul invites believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness" (Ephesians 4:23-24). As scholars and as Christ's servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University's faculty and students pledge to learn and grow together, committing to the following standards and affirming honesty as a core component of an Andrews University education.
- **Cell phones:** All cell phones are to be **turned off** during class time. Ringing and/or vibrating cell phones are a distraction to the students as well as to the instructor.
- **American Disabilities Act:** Andrews University is committed to the education of all students on campus. If you qualify for accommodations under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilitiesandrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.
- **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.
- **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.

TENTATIVE CLASS SCHEDULE

DATE	TOPIC	CHAPTER	ASSIGNMENT	
SWALLOWING DISORDERS				
January	5	Review of Syllabus and Course Requirements		
	7	Swallowing: Definitions, Basic Principles, Anatomy & Physiology		
	12	Instrumental Techniques		
	14	Evaluation of Swallowing Disorders- Bedside		
	19	Evaluation of Swallowing Disorders- MBS		
	26	Disorders of Deglutition		
February	28	Management of the Patient with Oropharyngeal Swallowing Disorders	Swallowing Case Study Due	
	2	Swallowing Problems Associated with Cancer, Neurologic Lesions, and Degenerative Diseases		
	4	Overview of Medical Treatment, and Clinical decision making	Swallowing Research Article Review Due	
	9	Examination 1		
	FLUENCY DISORDERS			
	11	Introduction to Stuttering with Constitutional Factors	Chapters 1 & 2	
	16	Theories about Stuttering	Chapter 6	
	18	Guest Speaker		
	23	Simulation Experience Project Presentations		Simulation Experience Project Due
25	Normal Dysfluency and Development of Stuttering /Assessment and Diagnosis	Chapter 7 & 8		
1	Assessment and Diagnosis	Chapters 8 & 9	Stuttering Case Study Due	

March	3	Treatment of Fluency Disorders	Chapters 11 & 12		
	8	Treatment of Fluency Disorders	Chapters 13 & 14	Stuttering Research Article Review Due	
	10	Examination #2			
	15	SPRING BREAK NO CLASS			
	17				
	VOICE DISORDERS				
	22	Anatomy & Physiology of the Respiratory and Laryngeal Systems	Chapters 1	Movie Review Due	
	24	Considerations in Voice Treatment	Chapters 3		
	27	Diagnosis and Evaluation of Voice Disorders	Chapters 4	Voice Lab- Visipitch	
	31	Clinical Management	Chapter 5		
April	5	Inflammation conditions of the Larynx	Chapter 6		
	7	Structural Lesions of the Larynx	Chapters 7&8	Voice Disorders Case Study Due	
	12	Movement Disorders	Chapter 9		
	14	Voice Disorders related to self & identity/ Disorders related to respiration/Laryngeal cancer	Chapters 10, 11& 12	Voice Disorders Research Article Review Due	
	19	Examination #3			
	21			Portfolio Due	
		Comprehensive Final Exam			