





# Department of Speech-Language Pathology & Audiology

ANDREWS UNIVERSITY

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY

**COURSE:** **DISORDERS OF VOICE, FLUENCY, AND SWALLOWING**  
SPPA 448                      3 Credits  
SPRING 2017                Tuesday and Thursday 8:30-9:45 a. m.  
Bell Hall                      Rm 181

**INSTRUCTOR:** **Tammy Shilling, M.A. CCC/SLP**  
Associate Clinical Professor of Speech-Language Pathology  
Bell Hall Rm 114  
Office Phone: 269-471-3451  
E-mail: [Tammys@andrews.edu](mailto:Tammys@andrews.edu)  
Office hours: Posted on office door

**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](http://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.



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- 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. Prolonged illness with physician explanation will be addressed on an individual basis.
2. **Quizzes** will be scheduled and announced at various times throughout the semester, either in-class or take-home.
3. **A total of three 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. **Observation and Case studies will be assigned.** This will include observation of a current voice/dysphagia client in the Andrews University SPLAD Clinic and one fluency case study. Groups will be formed to present on specific areas of these observations and case studies in lieu of the final examination. **75 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**



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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 each**
8. Each student will complete a Sona-Match Visipitch Lab assignment/project. Details to be announced.
9. **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" (Eph. 4:23-24, NRSV). As scholars and as Christ 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.
  - **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.
  - **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](http://disabilitiesandrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.
  - **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.
  - **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.



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- Presentation is important. Your attention to detail, demeanor, timeliness, 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.
- You will be responsible for reading the text and all supplemental material assigned and/or handed out during the semester.
- You will be expected to attend all class sessions and to participate fully in class discussions/activities.
  
- **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.

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

## GRADES:

Grades are based on the following:

1. Exams (including comprehensive final examination) - 30%
2. Quizzes - 5%
3. Research Article reviews-30%
4. All other assignments - 30%
  - a. Stuttering simulation experience
  - b. Observations and Case study
  - c. Movie review
  - d. Visipitch Lab assignment
5. Attendance and Participation - 5%

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%

## TENTATIVE CLASS SCHEDULE



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DATE		TOPIC	CHAPTER	ASSIGNMENT
<b>VOICE DISORDERS</b>				
<b>January</b>	10	Review of Syllabus and Course Requirements		
	12	Anatomy & Physiology of the Respiratory and Laryngeal Systems	Chapter 1	
	17	Considerations in Voice Treatment	Chapter 3	
	19	Diagnosis and Evaluation of Voice Disorders	Chapter 4	
	24	Diagnosis and Evaluation of Voice Disorders	Chapter 4	
	26	Clinical Management	Chapter 5	
	31	Clinical Management	Chapter 5	<b>Voice Research Article Review Due</b>
<b>February</b>	2	Voice Disorders	Ch 6 - 9	
	7	Voice Disorders	Ch 10 - 12	
	9	Examination # 1		
	14	Report/Goal Writing		<b>Visipitch Lab Assignment due</b>
	<b>FLUENCY DISORDERS</b>			
<b>March</b>	16	Introduction to Stuttering with Constitutional Factors	Chapters 1-2	
	21	Theories about Stuttering	Chapter 6	
	23	Normal Dysfluency and Development of Stuttering/Assessment and Diagnosis	Ch. 7-8	
	28	Guest Speaker	Ch. 7-8	<b>Simulation Experience Project Due</b>
	2	Assessment and Diagnosis	Chapter 8-9	
	7	Treatment of Fluency Disorders	Chapters 11-12	
	9	Treatment of Fluency Disorders	Chapters 13-14	<b>Stuttering Research Article Review Due</b>
	14	<b>Examination #2</b>		
	16	Report/Goal Writing		
	21	<b>SPRING BREAK</b>		
23				
<b>SWALLOWING DISORDERS</b>				



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April	28	Swallowing: Definitions, Basic Principles, Anatomy & Physiology		<b>Movie Review Due</b>
	30	Instrumental Techniques		
	4	Evaluation of Swallowing Disorders- Bedside		
	6	Evaluation of Swallowing Disorders- MBS/FEES		
	11	Disorders of Deglutition		
	13	Management of the Patient with Oropharyngeal Swallowing Disorders		
	18	Swallowing Problems Associated with Cancer, Neurologic Lesions, and Degenerative Diseases		<b>Swallowing Disorders Research Article Review Due</b>
	20	Overview of Medical Treatment Clinical Decision Making		
	25	Exam #3		
	27	Report/Goal Writing		
May	4	<b>Group Presentations - Observations and Case Studies</b>		

INSTRUCTOR PROFILE

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**Tammy Shilling, M.A. CCC-SLP**

Program Director Undergraduate SLP

Associate Professor of Speech-Language Pathology

## Education

Tammy Shilling received her Bachelor of Arts degree in Speech Pathology from the University of Kansas in Lawrence, Kansas in 1990. She received her Master of Arts degree in Speech Pathology from the University of Kansas Medical Center campus in Kansas City, Kansas in 1992. She furthered her education with a Master of Science degree in Management in 1998 from Baker University in Gardner, Kansas.

## Biography

Before joining Andrews University faculty, Tammy had 22 years of experience as a Speech Language Pathologist clinician as well as Operations and Clinical Management. She brings experience with adult neurocognitive disorders, Dysphagia, Voice, Tracheostomy and Ventilator, and Modified Barium Swallow Studies in a variety of settings. Tammy has worked in Skilled nursing facilities, Home health, Acute care, Rehab hospital, and Outpatient settings. Tammy has supervised graduate students and CFY's over the past 22 years while practicing in the field. She has had a passion for clinical education in the field. Her passion is to ensure that our graduate students in Speech Pathology are prepared for employment and understand the "real working world."

Tammy was born in Kileen, Texas at the Fort Hood Army Hospital. Tammy returned to Michigan where her mother's family was born and raised in Battle Creek. She is married to Jerry Shilling who works for Siemens Medical. Together, they have two children, Paige and Nicholas.