

Course Syllabus

Instructor: Jan Lougeay

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Course Meets: Monday 3:00-4:45 p.m., C.114

Office Hours: Wed. 12:00-4:00, Thurs. 1:00-5:00

Prerequisites: None

Course Description

The purpose of this class is to develop an understanding of the physiological processes of voice production as they relate to voice disorders and their treatment. Differential diagnosis will be stressed in discussion of etiology and symptoms of disorders resulting from abuse, misuse, pathology, trauma and neurological involvement. Both medical and behavioral approaches to management will be examined and applied to case examples.

This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class are: IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, IV-H, V-A, V-B

Student Learning Outcomes

Students will:

1. Describe anatomy and physiology of voice production (Std. IV-B, IV-C, IV-D)
2. Describe processes of pathological voice production (Std. VI-C, IV-D)
3. Understand and apply strategies to assess and diagnose voice disorders (Std. IV-D, IV-E, V-B)
4. Interpret assessment data and develop treatment plans for individuals with voice disorders (Std. IV-C, IV-D, and V-B)
5. Analyze rationales and apply a variety of treatment approaches (Std. IV-C, IV-E, V-B)
6. Acquire strategies to evaluate patient progress and treatment efficacy (Std. IV-E, IV-G, V-B)
7. Apply ethical considerations and information about professional issues to assessment and treatment of voice disorders (Std. IV-F IV-H)
8. Demonstrate cultural sensitivity as it applies to practice in voice disorders (Std. IV-D)

Required Textbook

Boone, D., Mcfarlane, S., Von Berg, Zraick, R. (2010) The Voice and Voice Therapy (9th ed.) Boston: Allyn and Bacon.

****Class lecture notes will be posted on E-Learning. Please have the power point and handouts available during class so you can use them to take notes efficiently.**

PLEASE NOTE: Information on power point handouts is not all inclusive. You will be examined over course content AND content of reading assignments.

Assignments and Calendar

(These descriptions and timelines are subject to change at the discretion of the instructor)

Aug. 22

Introduction to voice disorders and their management
(power point labeled Introduction)

Reading: Chap. 1

Aug.29

Review of the anatomy and physiology of voice production as they relate to vocal pathology
(PowerPoint labeled Anatomy and Physiology)

Reading: Chap. 2

Sept. 5 Labor Day Holiday

Sept. 12

Voice disorders resulting from misuse and abuse, signs and symptoms
(PowerPoint labeled Disorders)

Reading: Chap. 3

Sept. 19

Organic voice disorders, Disorders associated with nervous system involvement
Signs and symptoms
Ethical considerations
(same PowerPoint as 9/14)

Reading: Chap. 4, 5

Sept. 26

Voice Assessment
(PowerPoint labeled assessment and observation. Also assessment handouts)

Reading: Chap. 6, handout

Oct. 3

Voice assessment continued
Ethical Considerations
(same PowerPoint as 9/28)

Reading: Chap. 6, handout

Oct. 10

Exam (covers chapters 1-6 and all lecture notes Aug. 24-October 5. You can take the exam on-line on Sunday October 9 from 4:00-5:00 or in class on Oct. 10. If you take the on line exam you do not need to attend class on Oct. 10)

Oct. 17

The Interaction between Otolaryngology and SLP in the Treatment of Voice Disorders
The interaction Between Surgical and Therapeutic Treatment Paradigms
Guest Lecture Dr. Lindsey Arviso, MD, Otolaryngologist, Kim Coker, Speech-Language Pathologist

Oct 24

Voice Therapy strategies as they relate to vocal physiology and vocal symptoms
(PowerPoint labeled therapy)

Reading: Chap 7

Oct. 31

Specialization in medical voice disorders and professional voice

GUEST LECTURE; Laura Toles , MS, CCC-SLP

UT Southwestern Dept. of Otolaryngology

Reading: Chap 8

Nov. 7

Therapy Methods, Treatment Planning and Efficacy

Reading: Chap 7 &10

(same PowerPoint as 10/26)

Visipitch Project Due

Nov 16

Therapy Methods, Treatment Planning and Efficacy continued

Reading: Chap 7 & 10

Nov. 14

TREATMENT PLAN PROJECT DUE

Nov. 21

Thanksgiving Break

Nov.28

Laryngectomy

GUEST LECTURE: Janis Deane, M.S., CCC-SLP

UT Southwestern Department of Otolaryngology

Reading: Chap. 9

Ethical Issues in the Practice of Voice, Specialization, and Vocology

Dec 5

Exam 2 (you may choose to take this exam via e-learning on **Sunday, Dec 4th** from 4-5. If you take it online you do not need to come to class on the 5th)

CLASS PROJECTS

TREATMENT PLAN PROJECT

This paper will provide you the opportunity to synthesize the information you have acquired via lectures, reading, and class discussion and apply it to treatment planning and implementation. I have recorded a set of speaking samples of individuals with voice disorders. They are available to you in the Callier library. Please check out the CD and choose a patient to use to write your treatment plan. You will develop an assessment and treatment plan for that individual.

Your plan will include:

1. A description of your assessment/diagnostic session including the rationale for the strategies you have decided to use in your assessment. Since you do not have case history information, you will be developing a diagnostic plan as if this person had shown up at your clinic before any information has been provided to you. Include in your diagnostic plan, types of questions you

must ask to determine possible etiology, additional referrals that need to be made, etc. Provide the rationale for the questions. (i.e. "Questions concerning health history are particularly important because this person sounds as if vocal cord paralysis may be causing some of his symptoms.")

2. The goals and objectives you will target and the rationale for working on the goals you have chosen. Obviously, you may feel that you don't have enough information to determine a treatment plan until you get info back from referral sources. Develop your plan based on WHAT YOU HEAR in the sample. Make your best clinical judgment, based on the way the voice sounds.
3. A description of the strategies you intend to use to accomplish the goals and the rationale for use of those strategies with the patient you have chosen.
4. A list and description of practice activities you will use. This should include a few activities for each goal that will provide me with insight into how you plan to help the individual learn and practice the strategies during therapy.
5. A plan to assess progress and efficacy of your program.

There is no specific number of pages required. You should be able to develop this plan using the information covered in class and in your text but use of additional sources is recommended. Be sure to attribute information used to the sources in the literature.

Please Note: If you know a person with a voice disorder, you can create this plan for the person you know. You will need to include a description of how their voice sounds or a tape of their voice with your project. If you have questions about how to do this I'll be happy to talk to you about how to modify the project.

I expect that you will discuss these cases among your friends. However, I expect that each plan submitted will be original.

VISI-PITCH ASSIGNMENT

For this project, you will collect data on your own voice and turn in a protocol form. Specific instructions will be posted on E-Learning.

Grading Policy

Acquired knowledge will be assessed via exams which will cover information presented lectures, readings, and class discussion. Knowledge will be applied and skills demonstrated via class discussion, VISI-Pitch project and treatment plan project. Only full letter grades will be given.

- 1) Two exams - each is 25% of the final grade
- 2) VISI-pitch project-20% of your grade **DUE NOVEMBER 7**
- 3) Treatment plan 30% of final grade **NOV. 14**

ASHA STANDARDS ADDRESSED IN THIS CLASS: How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences and swallowing disorders, including the appropriate etiologies, characteristics, anatomic/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard IV-D

For each of the areas specified in Standard VI-C, the applicant must have demonstrated current 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.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles in to evidence-based clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of professional contemporary issues.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes.

Field Trip Policies**Off-campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are

available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The