

**Dewar College of Education and Human Services
Valdosta State University
Department of Communication Sciences and Disorders**

**CSD 5160
Voice and Voice Disorders
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

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. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

STANDARD IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation; fluency; voice and resonance, including respiration and phonation, receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing; hearing, including the impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, and orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem-solving, and executive functioning); social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); and augmentative and alternative communication.

Standard IV-F: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical 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 specific skilled outcomes relative to (1) evaluation, (2) intervention, and (3) interaction and personal qualities (see <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> for specific skilled outcomes under each of the three areas).

COURSE DESCRIPTION

A theoretical and applied study of the diagnosis and treatment of vocal disorders.

RECOMMENDED TEXTBOOKS

Boone, D.R., McFarlane, S.C., von Berg, S.L., & Zraick, R.I. (2013). *The voice and voice therapy* (9th ed). Allyn and Bacon.

Colton, R.H., Casper, J.K., & Leonard, R. (3rd ed.). (2006). *Understanding voice problems: A physiological perspective for diagnosis and treatment*. Lippincott Williams & Wilkins.

COURSE OBJECTIVES:

The teacher candidate will:

- CO 1. Demonstrate knowledge of normal and abnormal physiology of the larynx from birth to old age in order to effectively explain and discuss these parameters with clients, family members, and other voice professionals (ASHA Std. IV-B; CPL_{1.1}).
- CO 2. Demonstrate understanding of the symptoms and etiologies of voice disorders across the life span to facilitate the development of effective diagnostic skills and plan treatment appropriately (ASHA Standards IV-B, IV-C; CPL_{1.1}).
- CO 3. Demonstrate the ability to describe and apply components of a voice evaluation as well as the aspects of vocal function assessed by each of these components (ASHA Std. IV-B, IV-C, IV-F, V-A, V-B; CPL_{1.1}).
- CO 4. Develop the ability to perceive specific parameters of voice quality in order to discriminate differences in pitch, loudness, breathiness, hoarseness, hyperfunctional, hypofunctional, and oral resonance balance (ASHA Std IV-B, IV-C, IV-F, V-B; CPL_{1.1}).
- CO 5. Demonstrate the ability to explain, exhibit, and apply a variety of therapy techniques in the treatment of individuals with voice disorders across the life span (ASHA Std. IV-B, IV-C, V-A, V-B; CPL_{1.1}).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1. Students will attend class regularly and participate in class discussions (CO 1-5).
- 2. Students will participate in scheduled on-line chats (CO 1-5).
- 3. Students will demonstrate voice therapy techniques in class (CO 4-5)

4. Students will analyze normal and disordered voice samples (CO 3-5).
5. Students will complete a comprehensive voice assessment (CO 1-4). **O-AL₂ (OSP Assessment Level 2 – Applying; O-AL_{2.1}, O-AL_{2.2}). *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.***

COURSE EVALUATION

Exam 1	116 points
Exam 2	130 points
Case History Form	10 points
Perceptual Assessment	60 points
Video Analysis	50 points
Demonstration of Skills	40 points
Voice Assessment Project	336 points
TOTAL	742 POINTS

****Late exams and assignments will lose 5 points for each day past the original due date.**

Grading Scale:

A	90-100%	667-742 points
B	80-89%	593-666 points
C	70-80%	519-592 points
D	60-70%	445-518 points
F	below 60%	less than 445 points

DESCRIPTION OF ASSIGNMENTS

Two exams are included in the course. Each exam consists of a few definitions, short answer essay, and application questions. You are expected to know anatomy and physiology as related to voice production. The first part of the course includes a review of anatomy & physiology as well as a discussion of assessment procedures and application to voice based on anatomical and physiological factors. The second part of the course builds on the first part and includes application of assessment and treatment techniques to a variety of voice disorders. Students will complete group analysis assignments, e.g., perceptual voice and videostroboscopic analyses, as well as a voice assessment project (see *Voice Assessment Project, Voice Assessment Report, and Voice Assessment Rubric*). Finally, students will complete a Demonstration of Skills assignments, which includes the ability to explain and demonstrate various clinical assessment techniques and therapy techniques reviewed in class.

ATTENDANCE POLICY

The graduate school has no written attendance policy. For this class, any student who misses or is late for more than ¼ of the course work will fail the course. The course relies on participation and interaction of students and guest speakers. If you are going to be absent, the professional behavior is to contact the instructor *prior* to beginning of class.

MAKE-UP WORK

Make-up work or alternative assignments will be **determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original** and will not entitle other students to the same alternatives since they may not have experienced the same situations.

PROFESSIONALISM

As a teacher candidate, students are expected to conduct themselves in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators (<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>). Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

As a future speech-language pathologist or audiologist, students are expected to conduct themselves in a professional manner as defined by the American Speech-Language-Hearing Association Code of Ethics (www.asha.org).

CELL PHONES, PAGERS, AND LAPTOPS

Cell phones and pagers are to be turned off /silenced during all scheduled classes. If your phone goes off during class, you will be asked to leave and not return until the next class session. Text messages may not be sent during class.

At any time during the semester, inappropriate usage of laptop/computers (i.e. checking email, accessing social networking sites, surfing the internet, completing outside course work, etc.) can result in banning laptop/computer usage for the remainder of the semester. This decision will be made by the instructor.

Please be courteous of others and observe professional classroom decorum.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website

<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php>

The consequences for acts of academic dishonesty in the Dewar College of Education and Human Services are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academics/academic-affairs/vp-office/forms/academicdishonesty.pdf>)

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academics/academic-affairs/vp-office/forms/academicdishonesty.pdf>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

Instructor Note: *Cheating is inappropriate in all course and educational activities. In a graduate level class it is unacceptable and will not be tolerated.*

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts

and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, GA 31698, 229-333-5463.

**Course schedule may be subject to change; due dates for lecture schedules, assignments, and tests may be changed to an earlier date or later date depending on class progress