CMDS 7540: Advanced Voice Disorders
Summer 2016
T-Th, 8-9:45
3304 Haley

Mary Sandage, Ph.D.
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Email: sandamj@auburn.edu
(I will respond to your emails within 24 hours, excluding weekends)
Office Hours: 10:00-11:30 T Th, or by appointment
Phone: 844-9646

Required Textbook:

Required Journal Articles & Web Resources:


Course Description: This course provides a comprehensive study of voice disorders through the lifespan, current methods in voice assessment, and evidence-based treatment strategies.

Knowledge and Skills Addressed & Assessed via ASHA Certification Standards: Upon completion of the course, the student will be able to:
1. Describe anatomy and physiology of the vocal mechanism. (IV-B)
2. Describe respiration, phonation, resonance and articulation as related to modulation of voice. (IV-B)
3. Describe neurophysiology of respiration, phonation, and resonance. (IV-B)
4. Identify measurable variables as related to modulation of voice (e.g., acoustic, aerodynamic, perceptual). (IV-B)
5. Describe lifespan changes including pediatric development of the vocal mechanism and aging influences on respiration, phonation, resonance, and articulation. (IV-BC)
6. Articulate theories and processes of respiration, phonation, and resonance. (IV-B)
7. Identify etiologies and describe characteristics of vocal pathologies (e.g., benign, malignant, and neuropathologic) including incidence and prevalence. (IV-C)
8. Identify structural, neuropathologic, functional/behavioral, and idiopathic laryngeal pathologies. (IV-CD)
a. Identify the mechanical, acoustic, and aerodynamic effects of each. (IV-CD)
9. Identify high-risk populations (e.g., those in specific occupations such as teachers, singers, actors, lawyers, persons with hearing loss) and their specialized evaluation and treatment needs. (IV-CD)
10. Recognize the needs of specific and culturally diverse populations (e.g., transgender, transsexual, mutational falsetto). (IV-CD)
   a. Consider the specific needs of non-English speakers.
11. Outline a complete evaluation protocol and identify clinically appropriate assessment tools. Include history, acoustic and aerodynamic measures, perceptual ratings, imaging, and electroglottography. (IV-D)
   a. Interpret subjective and objective voice production data using current literature. (IV-D; V-B 1-e)
12. Identify techniques for assessing the psychosocial impact of voice disorders across the life span (e.g., validated questionnaires). (IV-D)
13. Identify techniques for prevention of voice disorders and promotion of vocal wellness (e.g., vocal hygiene, avoiding phonotrauma) in varied clinical, educational, and corporate settings. (IV-D)
14. Identify evidence-based treatment approaches and outcomes to voice disorders: behavioral, medical (including pharmacological), surgical, and combination strategies. (IV-D)
15. Describe appropriate management procedures including recommendations and referrals. (IV-D; V-B 2-g)
16. Outline the anatomical and physiological changes in patients with tracheostomies. Identify procedures for assessing communication needs and speaking valve selection. (IV-D)
17. Outline a clinically appropriate alaryngeal voice assessment protocol, including stimulability, insufflation testing, prosthesis fitting, and modality selection. (IV-D)
18. Describe evidence-based treatment approaches and supportive outcomes to alaryngeal speech production: behavioral, medical (including pharmacological), surgical, and combination strategies. (IV-D)
19. Demonstrate knowledge of contemporary professional issues, i.e., knowledge of professional issues that affect speech-language pathology, including trends in professional practice, ASHA practice policy and guidelines, and reimbursement procedures. (IV-F)

_Tentative Course Schedule, Assigned Readings, & Activities:_
The course schedule is intended to assist in the completion of reading assignments and preparation for exams. It is tentative and subject to change. The instructor reserves the right to make any changes in the schedule as necessary to meet student or instructor needs.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>5/19</td>
<td>Introduction to the course review basic laryngeal &amp; respiratory anatomy &amp; physiology</td>
<td>Ch 1, 12, 13, &amp; 14</td>
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<tr>
<td>5/24</td>
<td>Vocal fold physiology</td>
<td>Ch 3</td>
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<td>5/26</td>
<td>Finish up anatomy &amp; physiology</td>
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<tr>
<td>5/31</td>
<td>Phonotrauma; Neurogenic voice disorders</td>
<td>Ch 4 &amp; 5</td>
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<tr>
<td>5/31</td>
<td><strong>Exam 1</strong></td>
<td><strong>Canvas Exam</strong></td>
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<tr>
<td>6/2</td>
<td>Organic Disease &amp; Trauma</td>
<td>Ch 6</td>
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<td>6/9</td>
<td>Pediatric &amp; Geriatric Voice, exam review</td>
<td>Ch 7</td>
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<td>6/14</td>
<td><strong>Exam 2</strong></td>
<td><strong>In Class</strong></td>
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<tr>
<td>6/16</td>
<td>Assessment</td>
<td>Ch 2</td>
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<td>6/21</td>
<td>Assessment</td>
<td>Ch 8</td>
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<tr>
<td>6/23</td>
<td><strong>Peer-reviewed reference list due for annotated bibliography</strong></td>
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<tr>
<td>6/28</td>
<td>Treatment</td>
<td>Ch 10</td>
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<td>6/30</td>
<td>Treatment</td>
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<td>7/5</td>
<td>Surgical/Medical management</td>
<td>Ch 9</td>
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<tr>
<td>7/7</td>
<td><strong>Exam 3</strong></td>
<td><strong>Canvas Exam</strong></td>
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Course Requirements & Expectations:
Attendance is expected. Regular attendance in class is highly correlated with academic success. An absence must be discussed prior to the missed class or as soon after the missed class as possible. If you miss class, you will be responsible for getting notes from a class colleague. It is expected that you will take responsibility for the assigned reading, assignments, and exams that are scheduled. Students may withdraw from a course with a W on their transcript until 6/22/16.

Assignment:
Annotated Bibliography: Details are outlined on Canvas under the Assignments tab. APA citation style will be part of grading. Peer-reviewed reference list will be handed in on 6/23/16. The final paper is due 7/28/16 in class.

Evaluation:

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<thead>
<tr>
<th>Exam</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1</td>
<td>20%</td>
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<tr>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>20%</td>
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</tbody>
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Assignment:
- Peer-reviewed reference list 10% (APA formatted)
- Annotated Bibliography 20%
- Class Participation/Attendance 10%

100%

A= > 90%; B= 80-89%; C= 70-79%; D= 60-69%; F= <60% (scores may be rounded up for > .50)

Student Evaluation of Course and Professor: Students will be provided with the IAS evaluation instrument expected by Auburn University and augmented with an anonymous comment sheet to collect further input from students.

Academic Honesty: Students are expected to be aware of, and to abide by, the University’s academic honesty policy. Violations will be reported to the Academic Honesty Committee according to the procedures outlined in the Student Policy eHandbook - http://www.auburn.edu/student_info/student_policies/.

Students with Disabilities: Students with disabilities who may need accommodations in this course should first work through the Program for Students with Disabilities. The eligible student should arrange a meeting with Dr. Sandage during the first week of class; come during office hours or visit/email for an appointment. If the student does not have an Accommodation Memo but needs special accommodations, an appointment should be made with The Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
**Disruptive Behavior:** Maintenance of a constructive learning environment is essential in this course. Behaviors cited as disruptive will not be tolerated and will be dealt with according to University policy: see [http://www.auburn.edu/academic/provost/facultyHandbook/chapter%204-Instruction.html#classroombehavior](http://www.auburn.edu/academic/provost/facultyHandbook/chapter%204-Instruction.html#classroombehavior)

**Emergencies:** The University fire alarm, weather siren, or other warning systems may occur during this class period. Instructions issued by the teacher or other University personnel should be followed and may include to “shelter” or “evacuate,” or to “barricade” in the room (see [http://www.auburn.edu/administration/public_safety/emergency/policies.html](http://www.auburn.edu/administration/public_safety/emergency/policies.html)).

When *sheltering*, students are to walk calmly to the nearest *Severe Weather Shelter Area* (green & white wall-mounted signs). Students should assemble there, sitting in the hallway, so that all classmates can be accounted for.

When *evacuating*, students are to walk calmly down the hall and stairs, cross the concourse, and assemble on the grassy knoll leading to Cater Hall. Students should gather on the grassy knoll so that all classmates can be accounted for. Dr. Sandage will join the class and take attendance to make sure that everyone in the class is accounted for.

When *barricading* in the room, turn out the lights, draw the blinds, turn off computers and cell phones, barricade the door, stay away from windows, and crouch behind furniture and walls.