## Course Description

*ASLS 563 — Section I: Voice* covers the study of dysphonia and laryngectomy. The course focuses on the following areas:

<table>
<thead>
<tr>
<th>Table I: Areas of Focus</th>
<th>Text Book / References</th>
</tr>
</thead>
</table>
| Anatomy & physiology                                            | Chapter 3  
Chapter 12  
Chapter 13  
Chapter 14                                               |
| Etiologies, signs and symptoms of the disorders                  | Chapter 1  
Chapter 4  
Chapter 5  
Chapter 6  
Chapter 7  
Chapter 11                                                |
| Assessment strategies and treatment approaches, with an         | Assessment Strategies  
Chapter 1  
Chapter 2  
Chapter 8  
Treatment Approaches  
Chapter 9  
Chapter 10  
Chapter 11                                               |
| emphasis on the role of the speech-language pathologist on      |                                                      |
| clinical / medical teams                                       |                                                      |

This course is taught via Blackboard (unco.blackboard.com). All relevant course information (i.e., course notes, web links, course syllabus & schedule) will be posted to the course Blackboard website.

Course lectures will be delivered via Microsoft PowerPoint, and may be in PowerPoint format or Adobe Acrobat format. Please have a current version of Adobe Acrobat reader on your computer as I may post course lectures in this format as well as additional course readings.

## Course Competencies

### Part I: Dysphonia – Weeks 1 – 4 (May 31st – June 26th)

**Learning Objectives:** At the conclusion of this course, students will be able to

<table>
<thead>
<tr>
<th>Table II: Dysphonia Objectives</th>
<th>Text Book / References</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| 1- Describe the interrelationships of respiration, phonation,   | Chapters 1 – 3  
Chapters 12 – 14                                               | Week 1 – June 5th        |
| and articulation from anatomical and physiological perspectives|                              |                        |
| 2- Identify the primary systems used to classify dysphonias     | Chapters 4 – 7               | Week 2 – June 12th     |
Table II: Dysphonia Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Text Book / References</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- Recognize basic perceptual signs and symptoms of various, specific dysphonias</td>
<td>Chapter 2, Chapters 4 – 7</td>
<td>Week 2 – June 12th</td>
</tr>
<tr>
<td>4- Discuss prevention, assessment &amp; treatment of disorders related to vocal misuse/abuse</td>
<td>Chapters 4 &amp; 5</td>
<td>Week 2 – June 12th</td>
</tr>
<tr>
<td>5- Differentiate between dysphonias and multi-system speech disorders, such as dysarthrias or various forms of muteness</td>
<td>Chapters 4 &amp; 5</td>
<td>Week 2 – June 12th</td>
</tr>
<tr>
<td>6- Attempt to scale perceptual dimensions of voice</td>
<td>Chapter 8</td>
<td>Week 3 – June 19th</td>
</tr>
<tr>
<td>7- Demonstrate the ability to use pertinent history and examination findings in order to accurately rule in or out likely etiologic possibilities</td>
<td>Chapter 8</td>
<td>Week 3 – June 19th</td>
</tr>
<tr>
<td>8- Discuss reasonable prognoses for treatment of voice disorder in a given individual</td>
<td>Chapter 10</td>
<td>Week 4 – June 26th</td>
</tr>
<tr>
<td>9- Review both classical and contemporary models for treatment of voice disorders</td>
<td>Chapter 10</td>
<td>Week 4 – June 26th</td>
</tr>
<tr>
<td>10- Identify interdisciplinary literature sources likely to be helpful in searching for clinically valid treatment ideas</td>
<td></td>
<td>Week 4 – June 26th</td>
</tr>
</tbody>
</table>

Part II: Laryngectomy – Week 5 (June 27th – July 3rd)

Learning Objectives: At the conclusion of this course, students will be able to

Table III: Laryngectomy Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Text Book / References</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Demonstrate knowledge of the causes and vocal symptoms of laryngeal cancer</td>
<td>Chapter 11</td>
<td>Week 5 – July 3rd</td>
</tr>
<tr>
<td>2- Identify the effects on voice production of medical &amp; surgical options for treatments of laryngeal cancer</td>
<td>Chapter 11</td>
<td>Week 5 – July 3rd</td>
</tr>
<tr>
<td>3- Describe the roles and responsibilities of the speech-language pathologist before and after surgery</td>
<td>Chapter 11</td>
<td>Week 5 – July 3rd</td>
</tr>
<tr>
<td>4- Identify the primary options for providing the laryngectomee with a new sound source for voice production</td>
<td>Chapter 11</td>
<td>Week 5 – July 3rd</td>
</tr>
</tbody>
</table>

ASHA Standards Addressed – 2014 Standards, Revised March 1, 2016

Standard IV: Knowledge Outcomes

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 … voice and resonance, including respiration and phonation …” [one of nine areas listed].

Standard IV-D: “For each of the areas specified in Standard IV-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.”

Course Policies

Communication
Please contact me via my university email account (janet.graveswright@unco.edu). If you need to speak with me by telephone, please email your request so that we may make arrangements. I generally check email several times each day between 8:00 am and 8:00 pm (Monday – Saturday) and will endeavor to respond to your contact within 48 hours; I do not check email on Sundays. I am usually unable to respond to email during daytime business hours. If I don’t respond, please re-send your message. Please note that I am based in New York in the Eastern Daylight Time zone. My phone system is not set up to receive International calls.

You are expected to check your email and the course website (for announcements) daily. Missing a due date or change in the course schedule due to not reading the course website or your email is not an acceptable excuse for missing or late work.

Late Work
Homework assignments are due on the date posted on the course website. Late work will be reduced by 25% of the total possible points per day late (i.e., on the 4th day late, the paper is worth 0 points). I will not accept late submissions for the final paper (see below).

There will be no exceptions to the above policy. I will ensure that you have adequate time to complete each assignment; therefore, lateness is unacceptable.

Disabilities
Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center (970) 351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Academic Honesty
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, profession, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC’s policies and recommendations for academic misconduct will be followed.

The official University Catalog addresses plagiarism as follows:

“The following is the approved definition of plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting or a substantial or essential portion thereof.
Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in a form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes.

As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgement may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgement and some may evaluate a project on the basis of form.”


**Course Content**

All materials on the course website (i.e., Blackboard) are for your use only. Materials may not be forwarded electronically, nor may print copies be shared with other individuals who are not registered for this course. Students are advised that some materials may be protected by copyright laws, and that electronic or print distribution of these materials may be considered to be unauthorized “publication” of copyrighted material.

**Topic Outline**

The anticipated time frame for each topic area is outlined below. However, changes may be made after the course begins. Students are expected to check Blackboard daily for course announcements and updates.


<table>
<thead>
<tr>
<th>Topic</th>
<th>Text Book / References</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Chapters 1 &amp; 2</td>
<td>Unit One Week 1 – Homework #1 Due June 8th</td>
</tr>
<tr>
<td>Anatomy and Physiology of the Phonatory System</td>
<td>Chapters 3 and 12 - 14</td>
<td></td>
</tr>
<tr>
<td>Theories of Voice Production</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>Clinically Significant Aspects of the Voice</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>Classification of the Dysphonias: Disorders related to Phonotrauma &amp; Nervous System Involvement</td>
<td>Chapters 4 &amp; 5</td>
<td>Unit Two Week 2 – Homework #2 Due June 19th</td>
</tr>
<tr>
<td>Classification of the Dysphonias: Disorders related to Organic Disease and Trauma</td>
<td>Chapters 6</td>
<td></td>
</tr>
<tr>
<td>Classification of the Dysphonias: Disorders of the Pediatric and Geriatric Voice</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Assessment: Voice &amp; Medical History – Patient Interview</td>
<td>Chapter 8</td>
<td>Unit Three Week 3 –</td>
</tr>
<tr>
<td>Assessment: Laryngeal Exam</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>Assessment: Acoustic Measures</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>Assessment: Physiologic Studies</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>Assessment: Respiratory Studies</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>Assessment: Non-Instrumental Objective Measures</td>
<td>Chapter 8</td>
<td></td>
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</tbody>
</table>
### Part I: Dysphonia (120 Points)

Three open-book homework projects (40 points each) - explained below. Each homework project is due following the last day of the corresponding instructional unit (i.e. Homework #1 is due on June 8th; Homework #2 is due on June 19th; Homework #3 is due on June 26th).

### Part II: Laryngectomy (40 Points)

One open-book homework project (40 points): Due July 1st

### Referenced Paper (40 Points) – Due July 3rd

One referenced paper that includes relevant information on Evidence-Based Practice

You may choose from either of the following topics:

- **Referenced paper on assessment & therapy strategies (40 points)**
  - Pick a specific clinical diagnosis (your choice). Describe techniques for assessment and potential therapeutic management.

- **Referenced paper on Laryngectomy intervention strategies (40 points)**

### Special Instructions: The referenced paper is due on the last day of the voice section of the course (July 3rd), at the end of the day. This paper will not be accepted if submitted after the deadline.

### Total Points for Part I & II: 200
Guidelines for Student Work

Although students are encouraged to discuss course content with peers, each student must submit his / her own original written work (i.e., homework projects and referenced papers) for evaluation by the instructor. Collaboration is not permitted for these assignments.

Information on Homework Projects

1. The objective of the homework projects is to summarize key concepts in a concise written format that may later be used for quick reference as you begin clinical work in voice.

2. For each project, you will answer 10 open-book questions drawn from the content of each of the course’s 3 areas of focus (see Table I on page one, above).
   - Each assignment will be provided to you as an MS-Word document, with questions presented in table format. You may use the assignment document to answer the questions by typing directly in the table cells, or you may submit the assignment in paragraph style as a separate document. If you choose to use the table format, answers must use the pre-set line spacing. If you choose paragraph format, text must use 1.5 point line spacing. For both formats, a standard font such as Arial or Calibri (11- or 12-point) must be used.
   - Assignments must be submitted in MS-Word or Adobe Acrobat format. If you cannot use these formats, let me know and we'll find a mutually acceptable solution.
   - Questions are to be answered in short essay format (maximum of one half page of typed text for each question). Lists or bulleted items may be used where appropriate.
   - Each answer must include (1) the original question, and (2) referenced textbook page number(s) to indicate where you found the information for each question.
   - Answers should be concise, brief summaries written in your own words (i.e., not copied verbatim from the text book or lectures). Limited use of cited direct quotations is permitted.
   - Points will be awarded based on accuracy and clarity of information, and form (e.g., grammar, syntax and spelling).

Guidelines for Papers

1. Each paper must be at least 3 pages and a maximum of 5 pages long, not including references; therefore, at least 3 pages of double-spaced text.
2. Text must be double-spaced, using a standard font such as Arial or Calibri (11- or 12-point).
3. The paper must have at least 3 references (in addition to the text book), cited using APA style.
4. Your textbook may be used as a reference; however, it does NOT count as one of the three required references.
5. Papers must be written in your own words; excessive use of lengthy direct quotations is to be avoided. Sources must be properly cited, using APA style.
6. Papers must be submitted in MS-Word or Adobe Acrobat format. If you cannot use these formats, let me know and we'll find a mutually acceptable solution.
7. You will be graded on content, mechanics (APA style), and form (e.g., grammar, syntax and spelling).
8. References may come from:
   a. Journal articles (scientific journals such as the Journal of Speech, Language, and Hearing Sciences, the Journal of Communication Disorders, the Journal of Voice, etc.)
   b. Other textbooks on voice production & disorders
9. References may NOT come from websites, unless they are associated with a print scientific journal. If you have a question whether or not a reference is acceptable, please let me know BEFORE you turn in your paper. Once a paper is submitted, I will consider it to be in its final form.
Evaluation

The total number of points earned (including points from the second section of the course on Resonance Disorders) will be calculated into a percentage of the total available. The following grading scale will be used:

- A 94-100%
- A- 90-93.9%
- B+ 87-89.9%
- B 84-86.9%
- B- 80-83.9%
- C+ 77-79.9%
- C 74-76.9%
- C- 70-73.9%
- D+ 67-70.9%
- D 64-66.9%
- D- 60-63.9%
- F <60%

Required Text


The print edition of the textbook is required in order to access thePoint, the publisher’s online resource library. thePoint includes a variety of resources, such as video clips and images; it also includes an electronic edition of the text, which may be accessed from your computer via Internet connection. Your print edition of the textbook will include an access code for thePoint.

Course Schedule

May 31 – July 22
- May 31 – July 3 — Section I: Voice
- July 4 – July 22 — Section II: Resonance (see separate syllabus)