Voice Disorders
Fall, 2008
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Required Text:

Philadelphia, PA: Lippincott Williams & Wilkins.

Student Learning Outcomes

This course enables students to demonstrate the required knowledge and ability as
specified by the following standards for the Certificate of Clinical Competence in
Speech-Language Pathology. Information will be provided by class lectures, readings,
videotape viewing, demonstrations, hands-on practice, and class discussions.

The standards are:

Std III-C: Voice and Resonance: Etiologies & Characteristics

1) Describe the anatomical, physiological and acoustic parameters of disorders of
   voice and resonance
2) Discuss the developmental and psychological aspects of disorders of voice and
   resonance
3) Identify the linguistic and cultural aspects of disorders of voice and
   resonance
4) Classify the etiologies of disorders of voice and resonance
5) Summarize the symptoms of voice and resonance disorders
6) Identify principles of prevention relevant to voice and resonance disorders
7) Describe different assessment approaches for voice and resonance
   disorders
8) Discuss intervention approaches for voice and resonance disorders

Std III-D: Voice and Resonance: Prevention

1) Discuss the relevant anatomical/physiological and psychological aspects of voice
   and resonance disorders that are relevant in prevention programs.
2) Identify principles of prevention relevant to voice and resonance disorders
3) Examine the components of effective prevention programs for voice and
   resonance disorders.
4) Analyze the relevant linguistic and cultural factors that need to be considered when designing prevention programs for voice and resonance disorders.

**Std III-D: Voice and Resonance: Assessment**

1) Describe the principles underlying assessment relevant to voice and resonance disorders.
2) Discuss different assessment approaches, including standardized tests, behavioral sampling and criterion-referenced measures for voice and resonance disorders.
3) Identify concepts relevant to assessment (e.g., normative data, reliability and validity).
4) Summarize relevant anatomical/physiological and psychological factors related to the assessment of voice and resonance disorders.
5) Explain the linguistic and cultural aspects of behavior that need to be considered when assessing children and adults who exhibit voice and resonance disorders.

**Std III-D: Voice and Resonance: Intervention**

1) Describe principles underlying intervention with children and adults exhibiting voice and resonance disorders.
2) Discuss different intervention approaches for voice and resonance disorders exhibited by children and adults.
3) Summarize anatomical/physiological and psychological factors that are relevant to the treatment of voice and resonance.
4) Explain the linguistic and cultural aspects of behavior that need to be considered when in the development of intervention programs for voice and resonance disorders.
5) Develop procedures to measure outcomes of performance resulting from intervention.

**Measurement of Student Performance**

Student performance will be measured by successful completion of projects, a midterm examination and a final examination.

**Remediation**

Each student must demonstrate at least an emerging level of competence for each of the above learning outcomes. If a student does not demonstrate emerging mastery on an initial evaluation of the content (e.g., assignment, exam) s/he will have to complete remediation(s) until emerging competency is demonstrated. Remediations provide additional time/activities needed to obtain knowledge; they will not result in a grade change. Successful completion of a remediation results in the professor’s ability to indicate that the target competency level has been achieved (as recorded on KASA form or in SAMS).
Student Responsibilities

If you do not understand material in the text or lecture, please ask questions. I will be happy to answer questions in class, by email, on WebCT, or by appointment.

Examinations/Projects

There will be a midterm covering material from the first half of the semester, and a final, covering material from the last half of the semester, each tentatively worth 100 points. If you have any conflicts with the schedule of exams and assignments, please let me know well before the date in question.

You will complete three projects over the course of the semester. They are:

Prevention
Assessment
Treatment

Each project is outlined under “Assignments” at webCT.

Voice Disorders File

Finally, you will compile a Voice Disorders File, worth 20 points. In the file, include ALL handouts, and at least two articles for each section that you believe are the most useful and/or relevant.

Work must be submitted by hard copy. If you are not going to be in class, email your assignment to a fellow student (not Mr. Whitley or the professor) and ask them to print and submit it for you. Assignments will be collected at the beginning of class. If you do not submit an assignment by the end of class, it will be considered late. Five points will be deducted for each day late (beginning with the due date).

Grading

90% - 100% = A  
87% - 89% = B+  
83% - 86% = B  
80% - 82% = B-  
77% - 79% = C+  
73% - 76% = C  
70% - 72% = C-  
67% - 69% = D+  
63% - 66% = D  
60% - 62% = D-  
< 60% = F

WebCT

Please email me at mmchenry@uh.edu to ask questions. I will post the question anonymously and respond to it in the discussion section of WebCT. I will also use the WebCT to provide handouts prior to class and links to websites of interest. I encourage
you to check it frequently and ask about anything related to the lecture or reading that is unclear. You can also use WebCT to check your grades.

**Weekly Topics**

**NOTE:** Related references and recommended readings are under Articles on WebCT by topic. For the Voice Notebook, you will be required to include ALL handouts, as well as at least TWO articles you feel are the most useful or relevant.

**August 27 –** Overview, Normal Processes, laryngeal videostroboscopy, view diagnostic videos  
*Output:* Videostroboscopy Fiberoptic observation worksheet  
Videostroboscopy report format  
Lamina propria ECM table  
*Reading:* Chapters 3, 11, and 12

**Sept. 3 –** Case History, Voice Evaluation, Vocal Quality rating, report writing, goal writing  
*Output:* Voice evaluation  
Voice evaluation report  
Goal examples  
*Reading:* Chapters 2 and 8

**Sept. 10 –** Efficacy for general voice therapy – Efficacy for MTD therapy  
Efficacy for manual laryngeal musculoskeletal tension reduction technique (laryngeal massage)  
*Output:* Data Sheets  
*Reading:* Chapter 4

**Sept. 17 –** Efficacy and methods of resonant voice therapy. In class practice of RVT  
*Output:* Data Sheets, Emerich RVT hierarchy, RVT practice

**Sept. 24 –** Voice disorders related to faulty usage: Etiology and treatment of behavioral voice disorders - goal writing and therapy practice  
Evidence for vocal function exercises, confidential voice therapy, relaxation therapy, EMG biofeedback, accent method, yawn-sigh, semi-occluded vocal tract - Counseling/psychosocial dynamics  
In class practice of vocal warm-up.
Output: Data Sheets


Oct. 8 – Midterm - 100 points

Oct. 15 – Evaluation (history taking and data acquisition) and report due.
Professional voice/Vocal Hygiene - goal writing and therapy practice
GERD
Allergies
Medications
Vocal warm-up with intro to resonant voice
Posture
Respiration
Vocal Hygiene techniques
Amplification

Output: Guidelines for vocal use reduction program

Reading: Chapter 10

Oct. 22 - Pediatric voice disorders and treatment
Treatment of vocal hyperfunction in adolescents
Treatment of vocal nodules

Output: General approaches to developing task sequences; treatment model for children with hoarseness; PVFM differential dx; PVFM assessment

Reading: Chapter 7

Oct. 29 - Voice disorders related to organic changes/Surgical and medical management of voice disorders

Benign lesions
- Papilloma
- Kerasosis
- Granuloma (contact ulcer)

Vascular disorders
- Hemorrhage
- Varix and ectasia
- Laryngeal web
- Blunt trauma
- Inhalation and thermal trauma

Acquired disorders
- Laryngeal paralysis
- Glottal incompetence
Practice pushing exercises program to correct glottal incompetence
Practice Resonant Voice Therapy to achieve optimal vocal fold closure

Reading: Chapter 9

Nov. 5 - cleft palate/resonance – guest speaker

Nov. 12 – laryngectomy – tumor staging – treatment options – treatment practice- guest speakers

Nov. 19 – Prevention Projects Presentations

Nov. 26 – No Class – Thanksgiving holiday

Dec. 3 – Voice Treatment Projects due

Voice disorders and treatment of special populations:
  Theory, goal writing, and treatment practice
  Transgender clients
  Aging Voice disorders and treatment of special populations:
    Theory, goal writing, and treatment practice
    Spasmodic Dysphonia

Reading: Chapter 7

December 10 - Final – 100 points
December 10 - Voice Notebooks Due – 20 points