

**SYLLABUS**  
**SPHR 260.10: Voice Disorders**  
**Fall, 2007**  
**Tuesday 8:00-10:30, Duques room 251**

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**CONTACT INFORMATION:**

**Instructor:** Adrienne B. Hancock, Ph.D.

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**Office Hours:** MW 3:00-4:45 and by appointment, Room 215 Hall of Government

**COURSE DESCRIPTION:**

“Normal anatomy and physiology of the human vocal mechanism. Nature, causes, and clinical management of functional and organic voice disorders, including laryngectomy.”

**COURSE MATERIALS:**

**Blackboard site:** Articles, lectures, grades, most handouts, and helpful resources will be posted on the course blackboard site.

**Required Texts:**

Andrews, M.L. (2006). *Manual of voice Treatment: Pediatrics through Geriatrics* (3<sup>rd</sup> ed.). Canada: Thomson-Delmar Learning.

Boone, D.R., McFarlane, S.C. & Von Berg. S.L. (2005). *The Voice and Voice Therapy*. Boston: Allyn and Bacon.

**Supplementary Readings:** (This list may change with advance notice)

Barkmeier, J., Case, J., & Ludlow, C. (2001). Identification and evaluation of symptoms for spasmodic dysphonia, vocal tremor, and muscle tension dysphonia: A comparison of expert and non-expert judges. *Journal of Communication Disorders*, 34(1/2): 21-37.

Behrman, A. & Orlikoff, R.F. (1997). Instrumentation in Voice Assessment and Treatment: What's the Use? *Am J Speech Lang Pathol*, 6, 9-16.

Behrman, A. (2006). Facilitating Behavioral Change in Voice Therapy: The Relevance of Motivational Interviewing, *Am J Speech Lang Pathol*, 15, 215-225.

Casper, J.K. & Colton, R.H. (2000). Current understanding and treatment of phonatory disorders in geriatric populations. *Current Opinion in Otolaryngology & Head & Neck Surgery*, 8(3), 158-164.

Gelfer, M.P. (1999). Voice Treatment for the Male-to-Female Transgendered Client *Am J Speech Lang Pathol*, 8, 201-208.

Glaze, L.E. (1996). Treatment of Voice Hyperfunction in the Pre-Adolescent. *Lang Speech Hear Serv Sch*, 27, 244-250.

Harvey, G.L. (1996). Treatment of Voice Disorders in Medically Complex Children *Lang Speech Hear Serv Sch*, 27, 282-291.

Hooper, C.H. (2004). Treatment of Voice Disorders in Children. *Lang Speech Hear Serv Sch*, 35, 320-326.

Jacobson, B., Johnson, A., Grywalski, C., Silbergleit, A., Jacobson, G., Beninger, M., & Newman, C. (1997). The voice handicap index (VHI): Development and validation. *American Journal of Speech-Language Pathology*, 6, 66-70.

Pannbacker, M (1998) Voice Treatment Techniques: A Review and Recommendations for Outcome Studies, *Am J Speech Lang Pathol*, 7, 49-64.

Ramig, L. O., Countryman, S., Thompson, and Horii. (1995). Comparison of two forms of intensive speech treatment for Parkinson's disease. *Journal of Speech and Hearing Research*, 38, 1232-1251.

Ramig, L.O. & Verdolini, K. (1998). Treatment Efficacy: Voice Disorders *J Speech Lang Hear Res*, 41, S101-S116.

Robbins, J., Fisher, H.B., Blom, E.C. & Singer, M.I. (1984). A Comparative Acoustic Study of Normal, Esophageal, and Tracheoesophageal Speech Production. *J Speech Hear Disord*, 49, 202-210.

Roy, N., Weinrich, B., Gray, S., Tanner, K., Stemple, J., & Sapienza, C. (2003). Three treatments for teachers with voice disorders: A randomized clinical trial. *Journal of Speech, Language, and Hearing Research*, 46, 670-688. amplification, resonance therapy, respiratory mm training

Roy, N., Weinrich, B., Gray, S., Tanner, K., Toldeo, S., Dove, H., Corbin-Lewis, K., & Stemple, J. (2002). Voice amplification versus vocal hygiene instruction for teachers with voice disorders: A treatment outcomes study. *Journal of Speech, Language, and Hearing Research*, 45, 623-638 voice amplification, hygiene, control

**COURSE OBJECTIVES:**

<i>The student will:</i>	<i>Assessment method*</i>	<i>KASA Standard</i>
1. Identify musculature and innervation of the phonatory mechanism	Test 1	III A, B
2. Describe the physiology of normal voice production using technical and lay terms.	Test 1	III A, B
3. Describe the parameters of voice assessed during a voice evaluation	Test 2 Guest evaluations Case study	III D
4. Determine appropriate methods (including instrumentation) for each parameter of voice assessment.	Test 2 Guest evaluations Case study	III D
5. Distinguish normal and abnormal findings in a voice assessment	Test 2 Guest evaluations	III C
6. Distinguish signs associated with functional, neurogenic, and organic-based voice problems	Case study	III C
7. Select and provide rationale for treatment methods addressing functional, alaryngeal, neurogenic, and organic-based voice problems using evidence-based practice guidelines.	Guest evaluations Treatment presentation Case study	III D
8. Demonstrate treatment methods, including but not limited to: resonant voice, vocal function exercises, laryngeal and lingual massage, laryngeal digital manipulation.	Treatment presentation	III D
9. Describe additional considerations related to age, gender (transgender), and head/neck cancer.	Final exam	III C, D
10. Identify other professionals associated with a voice team and determine appropriate referral related to assessment and management of voice problems.	Case Study Final exam	III D

\*all of these will be addressed on the final exam.

## **COURSE REQUIREMENTS (100 points possible)**

**10 points: Test 1:** Anatomy & Physiology

**10 points: Test 2:** General assessment and treatment principles

**30 points: Final Exam:** Students must provide theoretically and empirically-based rationales for diagnostic and therapeutic decisions. The exam is cumulative and in essay format.

**10 points (5 each): Guest evaluations:** In groups of 3, you will complete an evaluation (relevant history, assessment, recommendations for treatment) of a guest speaker.

**20 points: Treatment Presentation:** In assigned groups of 3-4, students will present a treatment technique to the class and provide a 2 page handout including: signs and symptoms addressed by treatment, possible populations indicated, description of treatment, example goals, annotated bibliography of EBP refs and rationales for treatment, misc (cautions, other professionals involved). Presentations will be 20 minutes and each member is expected to contribute equally.

**15 points: Case Study Presentation:** in pairs, present voice case from intake form to dismissal criteria as though in rounds. Turn in 2-3 page written paper.

**5 points: Participation:** This includes attending and being prepared for class, speaking regularly and knowledgeably during class, and the voice perception exercises (these will not be graded for accuracy, just completion)

**\*\*The handout for treatment presentation and case study paper go into your e-portfolio\*\***

Graduate School Grading Scale:

	89-86 B+	79-76 C+	69-0 F
100-94 A	85-83 B	75-73 C	
93-90 A-	82-80 B-	72-70 C-	

## **COURSE POLICIES**

**If you miss class for ANY reason:** For an absence to be “excused”, you must present documentation and preferably tell the instructor in advance. In addition, in-class assignments (e.g., peer feedback) cannot be made up. **You are responsible** for all material and announcements made in class. Make arrangements to get information from another class member. After one unexcused absence you will be penalized by **5 points per absence** from your total class grade.

### **Academic Honor Code:**

As students at George Washington University, you are expected to uphold the Code of Academic Integrity (<http://www.gwu.edu/~ntegrity/code.html#definition> ). Academic dishonesty is defined as **cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.** Reported infractions will be discussed privately with the student(s). If it is determined that someone has violated the Academic Honor Code, that person(s) will earn 0 points for that assignment, or possibly receive a failing grade for the course. Violations will be reported to the University Judicial Officer in the Office of Academic Integrity.

### **Americans with Disabilities Act:**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to GWU students with disabilities, contact Disability Support Services: Marvin Center Suite 242, V/TDD: (202) 994-8250, <http://gwired.gwu.edu/dss/> (This syllabus and other class materials are available in alternative format upon request.)

## **SYLLABUS CHANGE POLICY:**

This syllabus is a guide for the course and is subject to change with advanced notice. Changes will be posted on Blackboard.

<i>Date</i>	<i>Topic</i>	<i>Readings to be completed BEFORE class</i>
Sept 4	Introduction/ Overview Pre-test Role of SLP as facilitator of change Listening Practice	Boone Ch 1 (p 1-11) <b>Behrman 2006</b> <i>Written perceptions due</i>
Sept 11	Anatomy and Physiology: respiration, phonation, resonance neurology	Boone Ch 2 (p 12-50) Andrews Ch 1 (p 1-40)
Sept 18	<b>EXAM 1:</b> Anatomy and Physiology Intro to Assessment	<i>Written perceptions due</i>
Sept 25	Assessment Parameters Instrumentation	Boone Ch 5 (p 129-178) <b>Behrman &amp; Orlikoff 1997</b> <b>Jacobson et al 1997</b>
Oct 2	Treatment Overview Types and rationale	Boone Ch 6 (p 179-244) <b>Pannbacker 1998</b> <b>Ramig &amp; Verdolini 1998</b>
Oct 9	5 Student Presentations: Treatments	
Oct 16	4 Student Presentations: Treatments	
Oct 23	Specific Treatments Compared	<b>Roy et al 2002</b> <b>Roy et al 2003</b>
Oct 30	<b>EXAM 2:</b> Assessment and Treatment Functional and organic disorders (Dx and Tx)	Boone Ch 3 (p 51-92)
Nov 6	Adult neurogenic disorders (Dx and Tx) Guest evaluation	Boone Ch 4 (p 93-128) <b>Ramig et al 1995</b> <b>Barkmeier et al 2001</b>
Nov 13	Pediatric voice problems (Dx and Tx)	<i>Guest evaluation due</i> Andrews Ch 4 <b>Hooper 2004</b> <b>Glaze 1996</b> <b>Harvey 1996</b>
Nov 20	Special populations: Transsexual Head/neck cancer Professional voice Aging voice Guest evaluation	Andrews Ch 7 (laryngectomy) Boone Ch 8 (laryngectomy) <b>Gelfer 1999</b> (transgender) <b>Robbins et al 1984</b> (esop speech) <b>Casper &amp; Colton 2000</b> (aging)
Nov 27	6 Student Case Presentations, 15 min each	<i>Guest evaluation due</i>
Dec 4	4 Student Case Presentations, 15 min each Post-test Review for Exam	
Exam week	<b>EXAM 3</b> Cumulative, application-based essay	