

## Term Information

Effective Term Spring 2022

## General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science  
Fiscal Unit/Academic Org Speech & Hearing - D0799  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 6739  
Course Title Voice Disorders  
Transcript Abbreviation Voice Disorders  
Course Description This course is designed to provide advanced studies of anatomy and physiology of the voice production mechanism and clinical management of voice disorders for the students in the singing health specialization program.  
Semester Credit Hours/Units Fixed: 2

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Always  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 51.0202  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Describe anatomy and physiology of the respiratory and laryngeal systems and changes taking place across the lifespan.
- Identify the etiologies and describe clinical features of voice disorders.
- Identify different types of voice disorders and describe possible clinical manifestations in relation to physiologic, acoustic, and perceptual signs.
- Outline a complete evaluation protocol and identify clinically appropriate instrumental and non-instrumental assessment tools.
- Describe various treatment approaches and discuss them in relation to current research literature.
- Recognize the needs of specific and culturally diverse populations.

### Content Topic List

- voice disorders, voice assessment, voice treatment, gender affirmative voice rehabilitation, singing health specialization, alaryngeal speech options

### Sought Concurrence

No

## Attachments

- SHS6739\_Syllabus\_Spring 2022.docx: Syllabus

*(Syllabus. Owner: Harnish, Stacy M)*

## Comments

- Creation of this course is to suit the special curricular need of OSU Singing Health Specialization. Singing Health Specialization is an interdisciplinary program with an emphasis on practical healing and health maintenance for the professional voice. Students in Singing Health Specialization are particularly interested in the voice disorders section of an already existing course (SHS 5741: Voice Disorders and Cleft Palate) that is part of the Speech-Language Pathology graduate curriculum. The voice disorders section comprises 67% of the course content and requirements of SHS 5741. Creation of SHS 5740 (Voice Disorders, 2 credit hours) and instruction in conjunction with SHS 5741 will provide the voice disorders content to the students in the Singing Health Specialization program as well as those in the Speech-Language Pathology program. This course is only offered to those who are not in the Speech-Language Pathology graduate program. *(by Harnish, Stacy M on 03/26/2021 11:47 AM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish, Stacy M	04/01/2021 05:59 PM	Submitted for Approval
Approved	Fox, Robert Allen	04/29/2021 02:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/04/2021 03:01 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	05/04/2021 03:01 PM	ASCCAO Approval





# SHS 6739 SYLLABUS

Voice Disorders

Spring 2022

Format of instruction: Lecture, Mondays/Wednesdays, 1:30 – 2:50 pm

Classroom: Pressey 35

## COURSE OVERVIEW

### Instructor

Instructor: Dr. Youkyung Bae

Phone number: 614-688-4948

Office: Pressey Hall, 134C

Office hours: by appointment

Email address: [bae.180@osu.edu](mailto:bae.180@osu.edu)

### Course description

This course is designed to provide advanced studies of anatomy and physiology of the voice production mechanism and clinical management of voice disorders for the students in the singing health specialization program.

### Learning outcomes

Upon completion, the student will be able to:

1. Describe anatomy and physiology of the respiratory and laryngeal systems and changes taking place across the lifespan.
2. Identify the etiologies and describe clinical features of voice disorders.
3. Identify different types of voice disorders and describe possible clinical manifestations in relation to physiologic, acoustic, and perceptual signs.
4. Outline a complete evaluation protocol and identify clinically appropriate instrumental and non-instrumental assessment tools.

5. Describe various treatment approaches and discuss them in relation to current research literature.
6. Recognize the needs of specific and culturally diverse populations.

## HEALTH AND SAFETY REQUIREMENTS

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<http://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% in-person. Synchronous teaching will take place throughout the semester.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### REQUIRED BOOKS

1. Colton, R. H., Casper, J. K., & Leonard, R. (2011). *Understanding Voice Problems – A Physiological Perspective for Diagnosis and Treatment* (4<sup>th</sup> ed.). Baltimore, MD: Lippincott Williams & Wilkins.

\*An earlier edition will be fine; however, the chapter numbers/pages may differ the various editions so make sure you are reading the right topic.

2. Access to **CARMEN** is required for the course; additional readings will be posted.

#### RECOMMENDED READINGS

1. Boone, D., McFarlane, S., Von Berg, S., & Zraick, R. (2019). *The Voice and Voice Therapy* (10<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

## GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Exam 1: online exam, 60 minutes	15%
Exam 2: in-class exam, 80 minutes	20%
Voice treatment technique presentation/report	10%
Final case analysis report	10%
Discussion participation points	12%
Perceptual rating exercise (4%)	
Instrumentation exercise (video review & voice report, 4%)	
Video lecture summaries (4%)	
<b>TOTAL</b>	<b>67%</b>

*\*Schedule details are summarized in the tentative course schedule below.*

- 1. Lecture attendance and participation policy:** The course will consist of lectures, case studies, student presentations, and discussion of material related to theoretical and clinical issues pertinent to voice disorders. Each student is expected to attend every class in order to learn the content, actively engage with the material, and contribute to class discussions. Arriving to class late is disruptive to the learning environment and is unprofessional. Consult with the course instructor if you have extenuating circumstances.
- 2. Readings:** Readings will be assigned from course texts with additional outside readings including book chapters and journal articles.
- 3. Two examinations:** The class will have two exams, and each exam will cover specific portions of the course (see course schedule below). Exam 1 is an online exam and Exam 2 will take place in class; check out the tentative schedule. No make-up exams will be offered; only exceptions include illness, medical/family emergency with adequate proof/documentation.
- 4. Voice disorders prevention program or voice treatment technique presentation (due 2/27, 11:59 pm):** Each student is responsible for presenting/demonstrating either a voice disorders prevention program (educational material for a selected population: e.g., elementary schools, professional voice users, etc.) or a voice therapy program/technique from the list below. You are responsible for creating:

1) A one-page handout for class

- that summarizes the prevention program, rationale of the program, a reference list supporting the effectiveness of prevention program and 3 or more online resources

OR

- that describes the selected therapy technique, rationale, indication for use, and a reference list of 3 or more research articles discussing the selected technique

2) A 8-minute presentation during which you teach the class how to correctly use the selected technique (i through viii) or effectively deliver educational material (ix and x).

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Topic options

- i. Hygienic Voice Therapy
  - ii. Confidential Voice Therapy
  - iii. Facilitating Techniques
  - iv. Manual Laryngeal Musculoskeletal Reduction Technique
  - v. Resonant Voice Therapy
  - vi. Semi-Occluded Vocal Tract Exercise
  - vii. Vocal Function Exercise
  - viii. Lee Silverman Voice Treatment
  - ix. Prevention Program 1 (Schools)
  - x. Prevention Program 2 (Professional Voice Users)
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**5. Final case analysis report (due 4/24, 11:59 pm):** Each student will be required to develop a pseudo-case and complete a diagnostic report for his/her case. The case should focus on a particular voice disorder that you believe will be of interest in your future work setting. The purpose of this assignment is to have each student write up a full evaluation report concerning a voice disorder case. You can build your case based on Simucase (several voice disorder cases available) or develop a pseudo case based on research articles/other resources available to you.

If you work on a voice case, you can use the sample voice evaluation report posted on Carmen as a structural guideline – include statement of problem, case history (e.g., medical, vocal, occupational, etc.), assessment data (oral-facial exam, hearing screening, perceptual, acoustic, and physiologic analyses), summary (clinical impressions), and recommendations.

The following areas will be evaluated:

1. Student was able to come up with reasonable assessment data with the necessary components for their selected case (6 points).

2. Student was able to draw conclusions based on the assessment data (2 points).
3. Student presented reasonable recommendations based on the conclusion (2 points).

No late submission will be accepted.

**6. Discussion participation points:** Participating in class discussions and activities will be counted towards your final grade. Participation point opportunities include auditory-perceptual rating exercise, instrumentation exercise, and video lecture summary reports.

- Auditory-perceptual rating exercise: Students will be responsible for completing the perceptual rating exercise modules, which are comprised of several samples illustrating various clinical features relevant to voice disorders. Refer to the Kempster et al. study (2009) regarding the development of the CAPE-V protocol before you rate exercise samples. The training should be completed before the time of class discussion.
- Instrumentation exercise: A video reviewing voice assessment protocols using Visi-Pitch equipped at the Voice/Resonance Laboratory (Pressey 007) will be provided for your review (in lieu of hands-on activities due to COVID 19). Voice assessment protocols will be further simulated using Praat. Detailed instructions and the report guideline will be provided in class.
- Video lecture summaries: Each student is responsible for watching the following four online lectures provided by the University of Wisconsin-School of Medicine (Voice and Swallow Clinics Lecture Series) and submitting a one-page summary for each video clip: [https://cme.surgery.wisc.edu/courses/voice?\\_ga=2.35572900.402615875.1604065582-1737737767.1586788845](https://cme.surgery.wisc.edu/courses/voice?_ga=2.35572900.402615875.1604065582-1737737767.1586788845)
  - 1) *Adapting voice therapy techniques to children* by M. Braden (due 2/21, 11:59 pm)
  - 2) *Evidence Based Assessment and Treatment of Gender Expansive Voice* by D. Francis and K. Pasternak (due 3/7, 11:59 pm)

**7. Classroom policies:**

- It is expected that you will maintain a professional disposition while in class and office hours. A lack of professionalism includes rudeness, talking while others are talking, having your cell phone on, obvious signs of disinterest, frequently leaving the classroom during class, immature behavior, disrespectful attitude, etc.
- Students are responsible for demonstrating classroom courtesy at all times. This includes arriving at class on time and staying until the class is over. Students should be prepared for class and be attentive and courteous in the classroom. Courtesy also implies that differences in thought and ideas will be treated with respect and value. Relationships among students and between students and the instructor are expected to be respectful and cordial.



- You are responsible for attending every lecture. If you are absent from class and an assignment is due, it must be submitted before the scheduled class period or you will not receive credit for the assignment. Emailed attachments of your assignment will not be accepted unless you have prior approval from the instructor.
- Give prior notice of absences and conditions of concern that may affect your performance in this class. Simply leaving a phone message or an e-mail to the instructor does not constitute prior approval.
- Any cheating or plagiarism will result in no credit for the assignment or exam in question.
- Student concerns about course instruction are encouraged to be communicated to me directly. It is in your best interest to communicate these concerns to me before the end of the semester. If you have any concerns PLEASE see me as soon as possible so we can discuss/clarify any issues together.

## Grading scale

62–67: A	48.6–51.2: C
60–61.9: A-	46.6 –48.5: C-
58–59.9: B+	44.6 –46.5: D+
55.3–57.9: B	39.9 –44.5: D
53.2–55.2: B-	Below 39.8: E
51.3–53.1: C+	

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For course assignments and exams, you can generally expect feedback within **7-10 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Email etiquette:** Include a subject line beginning with the course number (e.g., SHS6739 – Video lecture summary report). This will help me orient which course your email is about. Let's keep our emails concise and professional with adequate salutations. You are leaving a written record via email – it is a reflection of you.
- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the

- Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## STATEMENT OF TITLE IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **YOUR MENTAL HEALTH**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## **DIVERSITY STATEMENT**

Our department and our university have a long legacy of embracing inclusion, diversity, community, and openness. Our challenge is to ensure that we continue to be proactive in our efforts to nurture and realize these values. Therefore, we will continue to make every effort to welcome students of different backgrounds, cultures, and opinions and work to maintain an environment that is respectful of this diversity. University policies and other resources may be found here: <http://www.studentaffairs.osu.edu/bias/>.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Accommodations**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a

timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113W. 12<sup>th</sup> Ave.

## TENTATIVE COURSE SCHEDULE

Wk	Date	Lecture Topic	Assigned Readings
1	1/10	Introduction / Respiratory and Laryngeal Anatomy and Physiology	Colton et al. (Ch. 1, 11, 12)
	1/12		
2	1/19	Differential Diagnosis	(Ch. 2)
3	1/24		
	1/26		
4	1/31	Functional Voice Problems / Phonotrauma / Voice Misuse and Abuse	(Ch. 4)  *Instrumentation exercise due: 2/1, 11:59 pm  *Exam 1 due: 2/6, 11:59 pm
	2/2		
5	2/7	Voice Problems with Structural Anomalies	(Ch. 6)
	2/9		
6	2/14	Voice Problems with Nervous System Involvement	(Ch. 5, 13)
	2/16	Voice Assessment	(Ch. 8)  *Perceptual rating exercise I due: 2/16, 11:59 pm
7	2/21	Voice Assessment / Voice Treatment	* Video lecture summary 1 due: 2/21, 11:59 pm  *Voice treatment technique presentation/report due: 2/27 (Sunday), 11:59 pm

8	2/28	Voice Treatment	
	3/2	<b>Special Topics:</b> Vocal tract physiology and its contribution to voice production	
9	3/7	<b>Special Topics:</b> Gender affirmative voice rehabilitation	* Video lecture summary 2 due: 3/7, 11:59 pm
	3/9	<b>Special Topics:</b> Singing Health Specialization	
10	3/14	<b>SPRING BREAK</b>	
	3/16		
11	3/21	<b>Special Topics:</b> Laryngectomy and alaryngeal speech options	
	3/23	<b>EXAM 2</b>	
		*Final Case Analysis Report due by 3/25, 11:59 pm	