

GOVERNORS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
Division of Communication Disorders

COURSE SYLLABUS

COURSE TITLE: Voice Disorders
COURSE NUMBER: CDIS 810
CREDITS: 3
INSTRUCTOR: Gail B. Kempster, Ph.D.
TERM: Fall 1990

CATALOG DESCRIPTION: Covers the investigation of functional and organic voice disorders, including causes, acoustic products, and physiologic correlates. Examines diagnostic and management procedures.

PREREQUISITES: CDIS 330, 345, 310

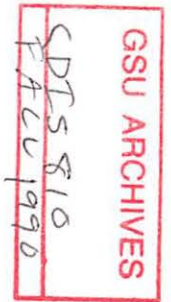
INTENDED AUDIENCE: Graduate students in CDIS who have completed the prerequisites.

COURSE OBJECTIVES: Upon completion of this course the student should be able to:

1. Describe the anatomy of the vocal mechanism.
2. Discuss the physiology of phonation.
3. Assess vocal quality both subjectively and objectively.
4. Differentiate among the common vocal pathologies with respect to etiology, diagnostic features, and treatment approaches.
5. Determine appropriate treatment strategies for voice-disordered clients.
6. Counsel clients regarding vocal abuse.
7. Describe changes in anatomy and physiology as a result of laryngeal cancer surgery.
8. Plan alaryngeal voice therapy for clients.

REQUIRED TEXTS:

- A. Colton & Casper, Understanding Voice Problems. Williams & Wilkins, 1990.
- B. Kempster, CDIS 810 Classroom Materials and Study Guide.



CDIS 810 Syllabus, Page 2

REQUIRED READINGS - ON RESERVE IN LIBRARY:

1. Bassich & Ludlow (1986). The use of perceptual methods by new clinicians for assessing voice quality. JSHD, 51, 125-133.
2. Brewer, D. (1989). Voice Research. The next ten years. J. of Voice, 3(1), 7-17.
3. Daniloff, Schuckers, & Feth. (1980). The Physiology of Speech and Hearing. Prentice-Hall, Chap. 6.
4. Duguay, M. (1989). Esophageal voice: an historical review. J. of Voice, 3(3), 264-268.
5. Jensen, P. (1965) Adequacy of terminology for clinical judgment of voice quality deviation. Eye, Ear, Nose & Throat Monthly, 44, 77-82.
6. Koufman & Blalock. (1989). Is voice rest never indicated? J. of Voice, 3(1), 87-91.
7. Martin, F. (1988). Drugs and vocal function. J. of Voice, 2(4), 338-344.
8. Salmon & Goldstein. (1978). The Artificial Larynx Handbook. Grune & Stratton, Chapters 3 & 9.
9. Sataloff, R. (1988). Discussion: Acute medical problems of the voice. J. of Voice, 2(4), 345-353.
10. Shipp, T. & McGlone, R. (1971). Laryngeal dynamics associated with vocal frequency change. JSHR, 14, 761-768.
11. Weinberg, B. (ed.). (1980). Readings in Speech Following Total Laryngectomy. University Park Press, pp. 45-59, pp. 105-110.
12. Arguments Against... and the Need for ...LSHSS (1989) 20, 94-101. Wilcox, Sander, & Kahane & Mayo.
13. Wilson, D. (1987). Voice Problems of Children, 3rd ed. Williams & Wilkins, pp. 162-188; 248-258.
14. Prater & Swift (1984). Manual of Voice Therapy. Little, Brown & Co., pp. 247-281.

LEARNING ACTIVITIES:

1. Lectures
2. Classroom presentation of audiotapes
3. Classroom presentation of videotapes on voice production
4. Classroom review of research article in voice disorders
5. Annotated bibliography (see below)
6. Observation of evaluation or treatment of a voice-disordered client.

Annotated Bibliography

The student is to select a topic of her own choice in the areas of normal, disordered, or alaryngeal voice production. The topic must be approved by the instructor. The student is to summarize, in writing, five (5) articles on the topic selected published since 1983. The summary of each article should include the question(s) under investigation, the subjects studied, the procedures used, and the results and implications of the research. After the five (5) summaries, a short, integrated summary of how the 5 articles tie together and where research in that area is leading should be made. The entire annotated bibliography should be approximately five (5) typed pages in length. Students will be penalized for copying or merely paraphrasing a printed abstract. A photocopy of each article's abstract, published with the article, should be included with the paper. Any sentences taken verbatim from the article should be in quotation marks with the page number listed (see APA manual). Evaluation of the paper will be based on: (1) organization & clarity of writing; (2) mechanics of writing (e.g., punctuation, spelling, grammar) and (3) integration of the material.

COURSE OUTLINE:

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
9/10	Introduction - listening to & describing voices; review of anatomy	Colton, Chap. 1
9/17	Reading and critiquing a recent article; vocal physiology	Colton, Chap. 3 & 10 Jensen Bassich
9/24	Vocal Physiology	Colton, Chap. 11 Daniloff chapter
10/8	Parameters of voice	Colton, Chap. 2 Shipp & McGlone
10/15	Voice development; common organic voice disorders	Prater, Chap. 6 Wilson, Chap. 1 Colton, Chap. 6 Koufman; Martin
10/22	Common voice problems functional	Sataloff; Colton, Chap. 4 Brewer
10/29	Voice evaluation; VARP	Prater, Chap. 2 Colton, Chap. 7
11/5	Voice treatment techniques	Prater, Chap. 4 Wilson, Chap. 8 Colton, Chap. 9
11/12	Intro to laryngeal cancer & surgery	Prater, Chap. 9
11/19	No class	
11/26	Physiology of alaryngeal voice	Weinberg
12/3	Teaching alaryngeal voice	Salmon
12/10	Final Exam	

EVALUATION:

Over the course of the term, 11 quizzes will be given at the start of class. Each quiz will cover the material presented in the preceding lecture(s) as well as the readings assigned for the week. The lowest quiz grade will be dropped. The remaining 10 quizzes will be averaged, and this cumulative average will contribute 40% toward the final course grade.

The final exam is COMPREHENSIVE. Students may review their weekly quizzes in the CDIS laboratory to help study for the final. Make arrangements with the graduate assistant or professor. Sorry, no xeroxing of the quizzes will be permitted.

Comprehensive final exam	35%
Accumulation of weekly quizzes	45%
Annotated Bibliography	20%

A course grade will be computed and based on a curve using a distribution of students' scores. Generally this results in

- 90-100 = A
- 80-89 = B
- 70-79 = C
- less than 70 = F