I. Course Description:
This course is an advanced study of typical versus atypical respiratory, phonatory, and resonatory systems, including the identification, assessment, and treatment of communicative impairments in children and adults. Perceptual and instrumental assessment measures related to voice and resonation will be discussed. Topics will include intervention strategies for special populations across the lifespan.

SPH 5312 typically meets three times a week (Tuesday, Wednesday, Thursday) in 150-minute segments for 5 weeks, and also meets for a 2-hour final examination. Students are expected to complete reading assignments, take quizzes related to course material, complete exams, make a class presentation, and complete a voice project over treatment practices. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students' personal and professional development.
This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

Standard I: Degree
Standard II: Education Program
Standard III: Program of Study
Standard IV: Knowledge Outcomes
Standard V: Skills Outcomes
Standard VI: Assessment
Standard VII: Speech-Language Pathology Clinical Fellow
Standard VIII: Maintenance of Certification

Standard IV: Knowledge of Outcomes

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
  - Voice and resonance, including respiration and phonation

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.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct
Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Standard V: Skills Outcomes

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology Program Learning Outcomes. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders
III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders.
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes in planning Capstone projects and in clinical practice.
VII. Students will communicate professionally and demonstrate comprehension of professional and ethical responsibilities of speech-language pathologists.

Course Objectives/Goals:

The purpose of this course is:
1. To facilitate an advanced understanding of anatomy & physiology related to voice and resonance, including study of the respiratory, phonatory, and articulatory (for resonance) systems.
2. To facilitate knowledge of procedures and equipment used in the differential diagnosis of voice and resonance disorders.
3. To facilitate knowledge of different classifications of etiological substrates of voice and resonance disorders, and classifications of specific voice disorders.
4. To facilitate knowledge of various medical interventions used to treat vocal pathologies and structurally based resonance disorders.
5. To facilitate knowledge of the different approaches to behavioral intervention for voice and resonance disorders.

Behaviorally defined objectives for student knowledge and skill:

Each of the objectives below describes the behavior to be achieved and the mechanism for evaluation.
1. The student will demonstrate knowledge of respiratory, phonatory, and articulatory (resonance) anatomy & physiology related to normal and abnormal communication processes via formal testing, which will be evaluated and graded by the instructor via quizzes and exams. (Addresses ASHA standards IV-B, IV-C)
2. The student will demonstrate knowledge of processes and instrumentation used in the process of differential voice and resonance diagnostics via in class demonstrations, case studies, and experiential learning, which will be evaluated and graded by the instructor via quizzes, exams, and discussion posts. (Addresses ASHA standards IV-C, IV-D, IV-A)
3. The student will demonstrate knowledge of etiological substrates of voice and resonance disorders, and specific types pathological voice and resonant disorders via quizzes and exams, which will be evaluated and graded by the instructor. (Addresses ASHA standard IV-C, IV-D)
4. The student will demonstrate knowledge of medical interventions used to treat voice and resonance disorders via formal testing and experiential learning, which will be evaluated and graded by the instructor. (Addresses ASHA standards IV-C, IV-D, IV-E, IV-F, IV-G)
5. The student will demonstrate knowledge of behavioral intervention for voice and resonance disorders via formal testing and experiential learning, which will be evaluated and graded by the instructor. (Addresses ASHA standards IV-C, IV-D, IV-E, IV-F, IV-G)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Instructional Methods

Each class period will consist of either a lecture or discussion format, with some sessions culminating in group activities and/or practice of course components via ZOOM breakout sessions. For example, case studies will be used to evaluate voice disorders (e.g., listening to a client with vocal fold nodules and rating his/her vocal quality using the CAPE-V). Guided module videos will be incorporated in order to explore the identification, assessment, and treatment of craniofacial anomalies. Open discussion of topic materials and questions are greatly encouraged. Audiovisual stimuli and other electronic media will be utilized to foster knowledge acquisition of the study areas. Students are encouraged to read ahead, watch pertinent video modules, and come prepared to class to discuss topics related to book chapters and assigned journal articles. As the instructor for this course, I have the utmost respect for my students and expect the same in return. I value an open-door policy. I will be available to discuss any issues/concerns via email, phone, and/or in person (e.g., Skype/ZOOM/FaceTime). If you are in need of help with subject material, please contact me as soon as possible so we can discuss strategies to help you succeed in the course. You may contact me via email: prezasrf@sfasu.edu, GroupMe (Dr. P), or via cell phone: 817-907-2670. I check email regularly and receive email notifications on my cell phone. Moreover, I also text regularly and will respond more quickly in some cases (i.e., evenings, weekends) that way (GroupMe Message). If you are sending a text for the first time, please start with your full name so that I am aware of whom I am communicating with. I generally respond to texts most days until 11pm.

Evaluation

Evaluation for this class will consist of performance on quizzes, exams, an in-class treatment demonstration, discussions, and a paper.

Quizzes

Quizzes 1-5. There will be five quizzes throughout the course. All quizzes will cover class material and textbook information from each respective section. Quiz 1 will be over anatomy and physiology. Quizzes 2-4 will cover resonance and craniofacial anomalies. Quiz 5 will cover verbal imitations of voice therapy techniques as well as voice disorders. In some cases, quizzes will cover additional material such as website content, videos introduced in class, experiential learning (e.g., craniofacial anomalies), or from articles/literature posted on D2L.

Exams

Midterm and Final Exam. There will be two exams in this course. The midterm exam will cover all previous course material up to that point and include a live in-class listening portion. The final exam will be comprehensive and cover all course content.

Projects

Projects will include an in-class treatment demonstration and a paper. For the in-class treatment demonstration, each student is asked to choose two treatment approaches related to voice therapy. During the assigned class day (see tentative course schedule), students will be demonstrating how to use the approaches (with the assistance of a chosen classmate, if desired) and discuss use of the approach as supplemental information related to the lecture provided by the professor. Voice papers will be an overview of voice therapy as it relates to a specific voice population of choice. The population should be related to the demonstration topics chosen by the student. Information for the paper should include the following: how the techniques are used as well as target populations, relevant research that either supports or refutes the therapy approaches, future research needed, and a section that includes a proposed idea for a research project related to the chosen population and therapy approaches. The presentations will be approximately 5-10 minutes and should include handouts with information related to the therapy approaches and include citations and references. The treatment papers should be approximately 8 to 10 pages in length with citations and references in APA formatting. The instructor reserves the right to assign items as deemed necessary.

IV. Evaluation and Assessments (Grading):

Course grades will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 1-5</td>
<td>100 pts</td>
</tr>
<tr>
<td>Midterm</td>
<td>100 pts</td>
</tr>
<tr>
<td>Final</td>
<td>100 pts</td>
</tr>
<tr>
<td>Tx Demo/Discussions</td>
<td>100 pts</td>
</tr>
<tr>
<td>Voice Paper</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500 pts</td>
</tr>
</tbody>
</table>
Grades for this course are applied as follows:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69% and F = Below 60%

Grade points are listed above and the grade you receive in the course will correspond to the letter grade shown. If you receive a .5 or higher in the course (e.g., 89.50 – 89.99), I will round your grade up to the next letter grade. I WILL NOT round your grade if you receive a .4 or lower in the course (e.g., 89.0 – 89.499). No exceptions. *You can keep track of your grades for this course online (i.e., D2L). If you have questions on how to access your grades online, please let me know in class or contact me by phone, email, or text. If you are having trouble with the content of this class, please contact me as soon as possible. I am happy to help clarify concepts and expectations to alleviate your concern(s) and help facilitate the earning of a higher grade through a better understanding and comprehension of class material.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus; Course Overview &amp; Introduction</td>
<td>Syllabus; PPT Lecture</td>
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<tr>
<td></td>
<td>Voice Diagnostics; Differential Diagnosis</td>
<td>PPT Lecture</td>
</tr>
<tr>
<td></td>
<td>Case Studies (Practice CAPE-V + Perceptual)</td>
<td>PPT Lecture; Book Chapters</td>
</tr>
<tr>
<td>May 23, 2021</td>
<td>Quiz 1 over A &amp; P (online)</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Case Studies (Practice CAPE-V + Perceptual)</td>
<td>PPT Lecture; Book Chapters</td>
</tr>
<tr>
<td></td>
<td>Instrumentation &amp; Etiological Substrates</td>
<td>PPT Lecture; Book Chapters</td>
</tr>
<tr>
<td>May 30, 2021</td>
<td>Quiz 2 over Resonance Review for Midterm Exam</td>
<td></td>
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<tr>
<td></td>
<td>D1 – Instrumentation Due June 4, 2021</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>June 2, 2021: Midterm (live in-class portion)</td>
<td>PPT Lecture</td>
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<tr>
<td></td>
<td>Voice Rehabilitation; Special populations</td>
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<tr>
<td></td>
<td>Voice Rehabilitation; Special Populations</td>
<td>Book Chapters</td>
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<td></td>
<td>Transgender voice; Professional voice users</td>
<td>Articles on D2L</td>
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<tr>
<td>June 3-6, 2021</td>
<td>Midterm (online portion)</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>June 6, 2021: Quiz 3 over Resonance</td>
<td>PPT Lecture; Book Chapters</td>
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<tr>
<td></td>
<td>Special Populations, continued</td>
<td>Articles on D2L</td>
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<tr>
<td></td>
<td>D2 – Instrumentation Due June 11, 2021</td>
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<tr>
<td></td>
<td>June 14-16, 2021: Presentations</td>
<td>PPT Lectures; Handouts</td>
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<tr>
<td></td>
<td>In-Class Demonstrations over Voice Rehabilitation</td>
<td></td>
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<tr>
<td></td>
<td>June 13, 2021: Quiz 4 over Resonance</td>
<td>PPT Lectures; Handouts</td>
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<tr>
<td></td>
<td>D3 – Laryngectomy Due June 18, 2021</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>June 23, 2021: Quiz 5 over Vocal Imitations</td>
<td>PPT Lecture</td>
</tr>
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<td></td>
<td>Wrap-up; Final Exam Review</td>
<td></td>
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<tr>
<td></td>
<td>June 27, 2021: Voice Paper Due</td>
<td></td>
</tr>
<tr>
<td>Final Online</td>
<td>– Opens June 23rd – June 27th 2021</td>
<td>Online</td>
</tr>
</tbody>
</table>

*Course Outline subject to change. Any changes/modifications made will be discussed in class at least one week prior to the change. Every effort will be made to make positive changes which will benefit students (e.g., postponing an exam to a later date).
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required:**

**LiveText Statement:**
Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

**Textbook:**

**Recommended:**

Assigned Chapters, Journal Articles, and Computerized Speech Lab

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.
Graduate level study is the final preparation before students enter the profession. As such, students should consider class attendance to be similar to attendance in a professional setting. It is mandatory. Unexcused absences may be penalized by a drop of one letter grade per absence. Absences during exam periods or during the class presentations must be accounted for by appropriate documentation (e.g., doctor’s note). Late assignments will not be accepted unless permission is granted from instructor. If allowed to submit late work, 10% will be deducted from grade for each day it is late.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitiyservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

IX. Other Relevant Course Information:
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.