James I. Perkins College of 
Education Department of Human Services
SPHS 5312 Voice and Resonance Disorders Summer 2023

Program: SPHS 5312 
Course: Voice and Resonance Disorders 
Section: 600 
Semester: 2023 
Instructor: Nandhu Radhakrishnan

<table>
<thead>
<tr>
<th>Instructor: Nandhu Radhakrishnan, PhD., CCC-SLP</th>
<th>Course Time &amp; Location: Online</th>
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<tbody>
<tr>
<td>Office: Virtual</td>
<td>Office Hours: Thu:11:00 AM – 12:30 PM appt via email</td>
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<tr>
<td>Office Phone:</td>
<td>Credits: 3</td>
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<tr>
<td>Other Contact Information:</td>
<td>Email: <a href="mailto:radhakrin@sfasu.edu">radhakrin@sfasu.edu</a></td>
</tr>
<tr>
<td>Class Meetings (Link will be provided via BrightSpace MTW – 5:30 PM-8:05 PM)</td>
<td>Course Delivery: Virtual</td>
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Prerequisites: 12 semester hours of speech-language pathology and audiology

I. Course Description:

This is an advanced course related to voice and resonance disorders. The content includes overview of anatomy and physiology of voice production, theory and practice on vocal function assessment, description of different vocal pathologies, procedures for prevention and intervention of voice problems.

Course Justification

This is an online course that meets via Zoom once a week. Students have significant weekly reading assignments, quizzes, one term paper, one presentation, and three exams including final examination. These activities average at a minimum 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 professionals committed to enhancing the quality of life of persons with communication disorders. To meet this
mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of 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 of
- **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-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

**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, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Articulation
- Fluency
- Voice and resonance
- Receptive and expressive language
- Hearing, including the impact on speech and language
- Swallowing
- Cognitive aspects of communication
- Social aspects of communication
- Augmentative and alternative communication modalities

**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 IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

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.

Standard V-B: The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   e. Complete administrative and reporting functions necessary to support evaluation.
   f. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients/patients’ needs. Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients/patients’ performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard V-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience, must not be less than
25% of the student’s total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

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.

Student Learning Outcomes:
Upon completion of this course, given appropriate level of guidance and supervision for a beginner to intermediate level clinical practicum, students will be able to:
1. Describe anatomy and physiology of the vocal mechanism. (IV-B)
2. Describe respiration, phonation, resonance and articulation as related to modulation of voice. (IV-B&C)
3. Describe life span changes including pediatric development of the vocal mechanism and aging influences on respiration, phonation, resonance, and articulation. (IV-B&C)
4. Demonstrate knowledge of variables related to modulation of voice (e.g., acoustic, aerodynamic, perceptual). (IV-C)
5. Identify etiologies and describe characteristics of vocal pathologies (e.g., organic, functional, neurological). (IV-C)
6. Identify high-risk populations (e.g., professionals such as teachers, singers, actors, lawyers, persons with hearing loss) and their specialized evaluation and treatment needs. (IV-C&D)
7. Recognize the needs of specific and culturally diverse populations and their assessment and treatment options (e.g., transgender, transsexual, mutational falsetto). (IV-C&D)
8. Outline a complete evaluation protocol and identify clinically appropriate assessment tools. This includes, interpreting subjective and objective voice production data using current literature. (IV-D)
9. Identify techniques for prevention of voice disorders and promotion of vocal wellness (e.g., vocal hygiene, avoiding phonotrauma) in varied clinical, educational, and corporate settings. (IV-D)
10. Identify evidence-based treatment approaches and outcomes to voice disorders: behavioral, medical (including pharmacological), surgical, and combination strategies. (IV-F)
11. Outline the anatomical and physiological changes in patients with tracheostomies. Identify procedures for assessing communication needs and speaking valve selection. (IV-B&C)
12. Outline a clinically appropriate alaryngeal voice assessment protocol, including stimulability, insufflation testing, prosthesis fitting, and modality selection. (IV-B, C, &D)
13. Describe evidence-based treatment approaches and supportive outcomes to alaryngeal speech production: behavioral, medical (including pharmacological), surgical, and combination strategies. (IV-D&E)
14. Outline the anatomical and physiological changes in infants born with cleft lip and palate.
Identify procedures for assessing communication needs, swallowing, and speaking in these infants. (IV-B&C)

15. Outline a clinically appropriate voice assessment protocol for these infants. (IV-B, C, &D)

16. Describe evidence-based treatment approaches and supportive outcomes to cleft lip and palate voice production: behavioral, medical, surgical, and combination strategies. (IV-D&F)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Examinations: (100 pts)
There will be four examinations including final exam. Exams are a combination of multiple choice and short answers. Final Exam is NOT comprehensive.

Video and Auditory Perceptual Training:
There will be a ample amount of practice watching videos of voice disorders and audio recordings of patients. Students will practice rating these clippings. An individual assignment to test competency will be performed during the last week of classes.

Presentation and Paper (100 pts)
Students will work in groups to present on a topic related to voice and/or resonance disorders. Each team will write a paper on the information presented by them.

a. Presentation
   Each team will present a ~20-minute oral presentation of a specific type of voice disorder/assessment procedure/treatment. The presentation will be followed by Q&A.

b. Paper
   The above-mentioned presentation should be formally written as a report. The paper must be double-spaced with 1 inch margins, font size of no less than 12 (Times New Roman), and must be shared with the instructor via D2L. The paper must be submitted with the required information and documents for full credit of this assignment by the Tuesday of last week.

The following guidelines will be used for the grading of presentations.

a. Paper: Introduction and review of literature (25pts), quality of references (25pts),

b. Presentation: Delivery of content within the given time (25pts), defending questions (25pts)

Participation:
Successful class interactions depend on prepared and present communicators! Students are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion and/or making other relevant and timely comments. Diversions due to personal notes, visiting, working on day planners, etc. is not considered appropriate and will be addressed when observed.

IV. Evaluation and Assessment (Grading) Points for grade are as follows:

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<tr>
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<th>Points</th>
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<tr>
<td>Exam x 4</td>
<td>100</td>
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<tr>
<td>A-V perceptual</td>
<td>50</td>
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<tr>
<td>Presentation &amp; Report</td>
<td>100</td>
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<td><strong>Total Points:</strong></td>
<td><strong>250</strong></td>
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**NOTICE:** These assignments may be subject to change according to the instructor’s discretion.

The course grading scale is as follows:

Grade Calculation: (Points Earned to date) / (Points Possible to Date) x 100 = Current Grade

Avoid point penalties by attending class and by submitting assignments on time and according to the required formats. Late assignments are only accepted for excused absences or by the
discretion of the instructor. Late work must be turned in at the next class period after an excused absence to receive credit. No late work will be accepted Finals Week without written permission from the instructor attached. Make-ups for scheduled exams will be allowed only in an extreme emergency including illness or death of a family member and documentation must be provided. You are responsible for scheduling the make-up exam with the instructor. This must be done **within one week of your missed exam**.

Individual grades will be rounded up when appropriate. Due to this, final grades will **NOT** be rounded up. A final grade of a 90.1 and a 90.9 are both a 90.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>A&amp;P of Voice Production</th>
<th>Exam 1</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Evaluation of Voice and Resonance</td>
<td>Exam 2</td>
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<tr>
<td></td>
<td>Presentation: (1) Facilitative Techniques; (2) SOVTE - 4 per group</td>
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<tr>
<td>Week 3</td>
<td>Voice and Resonance Intervention</td>
<td>Exam 2</td>
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<td></td>
<td>Presentation: (3) Resonance Based Voice Therapy; (4) Vocal Function Exercises - 3 per group</td>
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<tr>
<td>Week 4</td>
<td>Disorders - Resonance - Special Population</td>
<td>Exam 3</td>
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<td></td>
<td>Presentation: (5) Surgical Intervention - 3 per group</td>
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<tr>
<td>Week 5</td>
<td>Disorders - Functional - Organic-Neurogenic</td>
<td>Exam 4</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):


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.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. One unexcused absence will result in 20 points being subtracted from your total grade and two unexcused absences will result in the failure of clinic. 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/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**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 within 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., Active Military Service (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.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

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.