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

II. Course Delivery: This is a virtual course that will be offered virtually via Zoom. The camera should be active during Zoom sessions.

II. Course Justification: This is an online course that meets via Zoom twice a week and one day is asynchronous. Students have significant weekly reading assignments, quizzes, one presentation/project, and three exams including the final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

III. 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:

i. Academic excellence through critical, reflective, and creative thinking

ii. Life-long learning

iii. Collaboration and shared decision-making

iv. Openness to new ideas, to culturally diverse people, and to innovation and change

v. Integrity, responsibility, diligence, and ethical behavior
vi. Service that enriches the community.

**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.**

i. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

ii. Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication.

iii. Empirical and Quantitative Skills: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

iv. Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

v. Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making

vi. Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**IV. 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, no standardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. 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.

Intended Learning Outcomes/Goals/Objectives

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:

- Students will recognize and articulate the foundational skills related to communication and its disorders.
• Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders
• Students will analyze, interpret, and synthesize clinical findings in the management of language disorders
• Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders.
• Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
• Students will integrate research principles and processes in planning Capstone projects and in clinical practice.
• 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 the appropriate level of guidance and supervision for a beginner to intermediate-level clinical practicum, students will be able to:

• Describe anatomy and physiology of the vocal mechanism. (IV-B)
• Describe respiration, phonation, resonance and articulation as related to modulation of voice. (IV-B&C)
• Describe life span changes including pediatric development of the vocal mechanism and aging influences on respiration, phonation, resonance, and articulation. (IV-B&C)
• Demonstrate knowledge of variables related to modulation of voice (e.g., acoustic, aerodynamic, perceptual). (IV-C)
• Identify etiologies and describe characteristics of vocal pathologies (e.g., organic, functional, neurological). (IV-C)
• 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)
• Recognize the needs of specific and culturally diverse populations and their assessment and treatment options (e.g., transgender, transsexual, mutational falsetto). (IV-C&D)
• 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)
• 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)
• Identify evidence-based treatment approaches and outcomes to voice disorders: behavioral, medical (including pharmacological), surgical, and combination strategies. (IV-F)
• Outline the anatomical and physiological changes in patients with tracheostomies. Identify procedures for assessing communication needs and speaking valve selection. (IV-B&C)
• Outline a clinically appropriate alaryngeal voice assessment protocol, including
collectability, insufflation testing, prosthesis fitting, and modality selection. (IV-B, 
C, &D)
• Describe evidence-based treatment approaches and supportive outcomes to alaryngeal
speech production: behavioral, medical (including pharmacological), surgical, and
combination strategies. (IV-D&F)
• 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)
• Outline a clinically appropriate voice assessment protocol for these infants. (IV-B, C, &D)
• Describe evidence-based treatment approaches and supportive outcomes to cleft lip
and palate voice production: behavioral, medical, surgical, and combination
strategies. (IV-D&F)

V. **Course Assignments, Activities, Instructional Strategies, use of Technology:**

Examinations: There will be three examinations and a final exam. Exams are a combination of
multiple-choice and short answers. The final Exam is comprehensive.
Presentation/Project: Students will work in groups to present on specific topics assigned during
each week of class. The topics include the evaluation of voice, different types of voice disorders,
and norms for voice measures. These presentations should not be more than 10 minutes. You
will record and upload them on Wednesdays (Friday for the first week).

Rubric: The information should be from scholarly articles, authentic textbooks, and/or
reliable sources. The presentation should be clear and precise. The citation should be in APA
format.

Audio-Video Description: Students in groups will watch/listen to audio video files and describe
the voice and vocal fold vibratory pattern observed in those videos.

Rubric: keywords that match the lectures should be used. The description should be well-
organized.

IV. Evaluation and Assessments (Grading):

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<table>
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<tbody>
<tr>
<td>Exam 1</td>
<td>50</td>
<td>A = 270 – 300</td>
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<tr>
<td>Exam 2</td>
<td>50</td>
<td>B = 240 – 269</td>
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<tr>
<td>Exam 3</td>
<td>50</td>
<td>C = 210 – 239</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
<td>D = 180 – 209</td>
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<tr>
<td>Presentation/Project</td>
<td>50</td>
<td>F = below 180</td>
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<tr>
<td>Audio Video Description</td>
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Maximum 300
V. Tentative Course Outline/Calendar:
Contents adhere to PLO I-vii and SLO I-vi

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due</th>
<th>Exam</th>
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<tbody>
<tr>
<td>1</td>
<td>A&amp;P of Voice Production + Evaluation</td>
<td>Due: Showoff -1</td>
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<tr>
<td>2</td>
<td>Evaluation of Voice and Resonance</td>
<td>Exam1</td>
<td>Due: Showoff -2</td>
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<tr>
<td>3</td>
<td>Voice and Resonance Intervention</td>
<td>Exam 2</td>
<td>Due: Showoff -3</td>
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<tr>
<td>4</td>
<td>Disorders - Resonance - Special Population</td>
<td>Exam 3</td>
<td>Due: Auditory perceptual-Video description - 1</td>
</tr>
<tr>
<td>5</td>
<td>Disorders - Functional -Organic-Neurogenic</td>
<td>Exam 4</td>
<td>Due: Auditory perceptual-Video description - 2</td>
</tr>
</tbody>
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VI. Readings:
Recommend:

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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 summarized data will not be available to the instructor until after final grades are posted.

VI. Student Ethics and Other Policy:
• An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity**

• The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of
the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    
    www.sfasu.edu/deanofstudents  
    936.468.7249  
    dos@sfasu.edu

  - **SFASU Counseling Services** • www.sfasu.edu/counselingservices  
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

  - **SFASU Human Services Counseling Clinic** •  
    www.sfasu.edu/humanservices/139.asp  
    Human Services Room 202 • 936-468-1041

  - **The Health and Wellness Hub** “The Hub”  
    Location: corner of E. College and Raguet St.

  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    - Health Services
    - Counseling Services
    - Student Outreach and Support
    - Food Pantry
    - Wellness Coaching
    - Alcohol and Other Drug Education
    www.sfasu.edu/thehub  
    936.468.4008  
    thehub@sfasu.edu

  - **Crisis Resources:**
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741