SLHS 606: Voice, Resonance, and Fluency Disorders
Fall 2015

Instructor: Ignatius Nip, Ph.D., CCC-SLP
Office: SLHS 242
Phone: (619) 594-2421
E-mail: inip@mail.sdsu.edu
Office Hours: T 3-3:45pm or by appointment

Course Location: SSW 2650
Course Times: Tuesdays 4:00-6:40 PM
Course Website: http://blackboard.sdsu.edu/

Course Description:
This course will cover: theoretical frameworks of voice, resonance, and fluency; the anatomical and physiological bases of voice, resonance, and fluency disorders; the assessment of voice, resonance, and fluency disorders; and the treatment and management of voice, resonance, and fluency disorders.

Outcomes and Competencies
Summary: Upon completion of the course, students will be able to demonstrate knowledge of theories pertaining to voice, resonance, and fluency, to demonstrate knowledge of anatomy and physiology as related to speech production, to demonstrate understanding of the principles of assessing voice, resonance, and fluency disorders in children and adults, and to demonstrate knowledge of principles for the treatment and management of voice, resonance, and fluency disorders.

This course meets the following outcomes and standards:

SDSU Student Outcomes Assessment Program (SOAP) Outcomes:

Graduate Outcomes: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 4A, 4B, 4C, 5B, 5E, 8A, 8B
At the end of the semester, given assignments, class discussions, laboratory activities, and exams, the student will be able to
• compare and contrast different theoretical perspectives related to the normal aspects of voice, resonance, and fluency in terms of psychological, developmental, linguistic, and cultural bases; and
• compare, contrast, interpret, critique, and test different theoretical perspectives related to the assessment and remediation of voice, resonance, and fluency disorders in terms of psychological, developmental, linguistic, and cultural bases.

Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CAA) Standards:

III-A: Knowledge of Basic Principles
Biological and physical sciences

III-B: Basic Communication and Swallowing Processes
Biological, neurological, acoustic, psychological, developmental, and linguistic processes

III-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences
Articulation, fluency, voice and resonance: including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates
III-D: Prevention, Assessment, and Intervention
Articulation, fluency, voice and resonance: Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical physiological, psychological, developmental, linguistic, and cultural correlates of the disorders

III-F: Research
Processes used in research and the integration of research principles into evidence-based clinical practice

California Commission on Teaching Credentialing (CTC) Standards:
General Program Standards
1: Program Design, Rationale and Coordination
2: Professional, Legal, and Ethical Practices
3: Educating Diverse Learners
4: Communication and Collaborative Partnerships
5: Assessment of Students
6: Using Educational and Assistive Technology

Speech-Language Pathology Standards
1: Speech, Language, Hearing, and Swallowing Mechanisms
2: Child Development and Speech, Language, and Hearing Acquisition
3: Speech, Language, Hearing, and Swallowing Disorders
4: Assessment of Speech and Language Disorders
5: Management of Speech and Language Disorders

Remediation
Students in the M.A. program in speech-language pathology as well as doctoral students working toward clinical certification will be reviewed every Fall and Spring semester by the faculty of the Speech and Language Sciences Division. Each student’s academic and clinical progress will be addressed; remediation recommendations, if any, will be determined by the faculty of the Division.

Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Religious Observances
The University’s policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.”

Commitment to Diversity and Inclusion
The University is committed to cultivating “…a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community...Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall
denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people."

**Academic Honesty**
Students are expected to maintain the highest standards of academic honesty and respect. According to **SDSU's Center for Student Rights and Responsibilities**, students may be expelled, suspended, or put on probation for academic dishonesty.

Per **SDSU’s STANDARDS FOR STUDENT CONDUCT**, examples of **academic dishonesty** include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain unfair academic advantage; furnishing false information to a University official, faculty member, or campus office; forgery, alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

**Examples of cheating** include unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for regrading, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructors involved.

**Examples of plagiarism** include any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in a paper; paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work.

*Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty.*

**California State University Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.**

**Required Text and Readings:**

Readings, unless otherwise marked in the schedule, are required. Students are strongly encouraged to read the required material before class.


**Recommended Text:**


**General Policies:**

1. **Attendance and Class Participation:** Class meetings will be mixture of lecture, discussion, and lab work. Regular attendance and class participation will be expected from all students and will be an important factor in determining borderline grades for this course.

2. **Makeups/Incompletes:** There will be **NO** opportunities available for make-ups or incompletes except in emergencies as determined by the instructor or in special circumstances, with arrangements made **in advance** with the instructor.
3. Assignments: Assignments are due at the beginning of the class of the specified due date. One letter grade will be deducted for each day an assignment is late.
4. Please check with me first if you want to record lectures.
5. Tests will be handed back to you but the tests must be returned after you have reviewed it in class.

**Grading**

A = 93-100%; A- = 90-92.5%
B+ = 87-89.5%; B = 83-86.5%; B- = 80-82.5%
C+ = 77-79.5%; C = 73-76.5%; C- = 70-72.5%
D+ = 67-69.5%; D = 63-66.5%; D- = 60-62.5%
F = 0-59.5%

Grading will be evaluated on the following (total points = 300):

1. Labs (15 pts or 5%): Labs will be conducted during regular class time and may occasionally require some time outside of class for completion. Lab assignments are due at the end of the class meeting, unless otherwise indicated. The solutions for some labs may be discussed or posted in class and some labs will be submitted to the instructor for grading.
2. Tests (75 pts or 25% each; 225 pts or 75% total): Three non-cumulative tests will be administered at the beginning of class. Questions may include true/false, multiple choice, matching, case studies, and/or short-answer.
3. Clinical project (60 pts or 20% total): Students will work in groups of 3 and put together a resource for clinicians, teachers, families and clients affected by voice, resonance, or fluency disorders. Students may sign up for projects beginning the second week of class. Assignments will be due at the beginning of class on Dec. 2.

**Course Schedule**

*Recommended readings in italics*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25</td>
<td>Overview; Introduction to Voice Disorders</td>
<td>Boone et al. (2014) Ch. 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Assessment of Voice Disorders Lab 1: Listening practice</td>
<td>Boone et al. (2014) Ch. 6 Behrman et al. (1997) Kent (1996)</td>
</tr>
<tr>
<td>Sept. 15</td>
<td>Treatment (cont’d)</td>
<td>Van Stan (2015)</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>Test #1: Voice</td>
<td></td>
</tr>
<tr>
<td>Oct. 6</td>
<td>Introduction to Cleft Palate &amp; Resonance Disorders</td>
<td>Peterson-Falzone et al. (2001) Kummer (2008) Ch. 1, 2, 4</td>
</tr>
</tbody>
</table>
Readings

Voice:


**Cleft Palate:**
  
Overview


  
Interdisciplinary team management; Assessment (clinical); Surgery

  
Intervention overview

**Fluency:**


  
Intervention

