

Syllabus
Voice Disorders EDSL 663
California State University San Marcos
First term, Fall 2012

Instructor: Katherine Verdolini Abbott, Ph.D., CCC-SLP

Class times (live classes): 1:00 – 4:30 p.m. Pacific Time

Class dates (live classes): September 5, 19, 26, October 3, 10, 17 (20 hr total live class time; remaining 10 hr will involve student assignments with feedback from the professor)¹

Contact information: 412-983-0836 (cell); kav25@pitt.edu

Office hours: By appointment

SCHOOL of EDUCATION MISSION STATEMENT

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Course description: The course is an introduction to voice disorders and their rehabilitation in children and adults. The approach converges basic science and clinical practice. Course content will address the societal and personal relevance of pathologies affecting voice, effects of pharmaceutical agents on voice, basic vocometry, basic science foundations of voice therapy, and an overview of critical voice therapy programs and outcome data. The course will incorporate both academic and applied activities.

Purpose of course: The course's general purpose is to provide a platform for discovery of information and rudimentary skills pertinent to: (1) the societal and personal relevance of voice disorders; (2) pathologies affecting voice; (3) effects of selected pharmacological agents on voice; (4) basic voice assessment; (5) basic science principles guiding contemporary voice therapy models; and (6) introduction to systematic voice therapies and associated outcome data.

Course objectives:

- (1) For students to acquire *analytical knowledge* about pathologies affecting voice, effects of pharmacological agents on voice, vocometrics, basic science foundations of contemporary voice therapy, and essential models of voice therapy for children and adults as well as outcome data where available; and
- (2) For students to acquire *rudimentary practical experience* in voice assessment and therapy.

¹ We assume 3 hr 20 min instructional time per class (each class will have a 10-min non-instructional break)

Approximate course schedule (may vary depending on student needs):

Date	Topic	Readings or assignments	Assignment due
Aug. 27 (no live class; student assignments only)	Voice disorders: Who cares?	Work on PBL 1 & 2	
Sept. 5	Voice disorders: Frequency, personal, and societal impact, occupational issues Pathologies affecting voice		PBL 1 and PBL 2 <i>(note: PBL 1 is due to the professor by midnight, Pacific Time, on Sept. 4 – the day <u>before</u> class; PBL 2 is due by class time on Sept. 5).</i>
Sept. 12 (no live class; student assignments only)	Effects of selected pharmaceutical agents on voice	Work on PBL 3 & 4	
Sept. 19	Basic voice assessment		PBL 3 PBL 4
Sept. 26	Basic science of biomechanics and biology of voice production and wound healing		PBL 5
Oct. 3	Basic science of perceptual-motor learning Essential findings in patient compliance		PBL 6 PBL 7
Oct. 10	Voice therapy models for children and adults		
Oct. 17	Voice therapy models for children and adults		Final papers due
Oct. 24	Final exam		

Text:

Titze IR & Verdolini Abbott K (2012). *Vocology: The Science and Practice of Voice Habilitation*. Salt Lake City: National Center for Voice and Speech.

Articles:

Verdolini Abbott (unpublished monograph). *Chapter 1+*.

Verdolini Abbott, K., Li, N.Y.K., Branski, R.C., Rosen, C.A., Grillo, E., Steinhauer, E., Hebda, P.A. (in press). Vocal exercise may attenuate acute vocal fold inflammation. *Journal of Voice*.²

Optional materials:

Verdolini Abbott K (2008). *Lessac-Madsen Resonant Voice Therapy: Clinician Manual*. San Diego: Plural Publishing.

Verdolini Abbott K (2008). *Lessac-Madsen Resonant Voice Therapy: Patient Manual*. San Diego: Plural Publishing.

Verdolini Abbott K & Gartner-Schmidt J (2005). *Casper-Stone Confidential Flow Therapy: Clinician Manual*. Kankakee, IL: MultiVoiceDimensions.

Verdolini Abbott K & Gartner-Schmidt J. (2005). *Casper-Stone Confidential Flow Therapy: Patient Manual*. Kankakee, IL: MultiVoiceDimensions.

Verdolini Abbott K, Hersan R, Hammer D. & Potter Reed P (2011). *Adventures in Voice: Clinician Manual*. Kankakee, IL: MultiVoiceDimensions.

Verdolini Abbott K, Hersan R, Hammer D. & Potter Reed P (2011). *Adventures in Voice: Patient Manual*. Kankakee, IL: MultiVoiceDimensions.

Verdolini Abbott K, Hersan R, Hammer D. & Potter Reed P (2011). *Adventures in Voice: Clinician Materials*. Kankakee, IL: MultiVoiceDimensions.

Verdolini Abbott K, Hersan R, Hammer D. & Potter Reed P (2011). *Adventures in Voice: Patient Materials*. Kankakee, IL: MultiVoiceDimensions.

Recommended supplemental reference:

Verdolini, K., Rosen, C.A., & Branski, R.C. (Eds.) (2006). *Classification Manual of Voice Disorders-I*. Lawrence, N.J.: Erlbaum.

² Note that the article distributed to the class involves proofs for the paper "in press." It does not contain all corrections and should not be cited until the article is actually published.

Class format:

Assignments and grades:

- **PBL assignments:** The class structure will partially involve a “Problem-Based Learning” (PBL) format. That is, students will read assigned materials, or search for relevant information, to respond to clinical problems posed in “PBL assignments.” The material will be covered in the class *after* students have handed in their PBL assignments. Students will receive a percent grade for each PBL assignment. Students should submit PBLs by email to the instructor by class time on the due date (kav25@pitt.edu) unless otherwise specified.
 - **PBL 1: Voice Disorders: Who Cares?** Students should conduct internet searches to find video, audio, blog, or other materials on the impact of a voice disorder on an individual’s life. Ideally, the materials will be “testimonials” by actual patients, and their experiences with the disorder or its treatment. Students should email the professor a brief description of (a) the disorder type; (b) the material’s content, format (video, audio, blog, etc.) and approximate length; (c) the link to the site; and (d) brief comments (no more than one paragraph – effectiveness of the post? critical commentary?). See PBL 1 instructions in drop box. Hopefully, across the class, a variety of disorder types will be represented. However, materials on some disorder types may be more easily found than others, for example materials on spasmodic dysphonia, Parkinson’s disease, and transgender/transsexual voice. Materials for adults will be more easily found than materials for children. However, pediatric materials are welcome if you can find them. The assignment is due by *midnight Pacific Time, Sept. 4* (the day before class on Sept. 5).
 - **PBL 2: Pathologies Affecting Voice.** Reading is from the course text, Chapter 2. PBLs are due by class time on Sept. 5.
 - **PBL 3: Effects of Pharmacological Agents on Voice.** Reading is from the course text, Chapter 3. PBLs are due by class time on Sept. 19.
 - **PBL 4: Basic Voice Assessment.** Reading is from the course text, Chapters 4 and 5. The PBL assignment involves the completion of a basic voice assessment of a child or adult, with either normal or disordered voice (forms and explicit instructions are provided in the drop box). Students may evaluate another student’s voice, if desired. If the student is evaluating a person with a normal voice, the “patient” should perform the evaluation tasks as indicated in the PBL instructions, rather than attempting to “feign” a voice disorder. PBLs are due by class time on Sept. 19.
 - **PBL 5: Biomechanics of Voice Production and Biology of Wound Healing.** Readings are (a) Verdolini Abbott (unpublished monograph), *Chapter 1+* and (b) Verdolini Abbott et al., in press. PBLs are due by class time on Sept. 26.

- PBL 6: Perceptual-Motor Learning. Reading is from the course text, Chapter 7. PBLs are due by class time on Oct. 3.

- PBL 7: Factors Affecting Patient Compliance. Reading is from the course text, Chapter 8. PBLs are due by class time on Oct. 3.

- Final paper: The final paper will be a 6-8-page review of *one* pathology that may affect voice, its biological or psychological underpinnings, and its behavioral (and possibly pharmaceutical or surgical) treatment. The paper should be a *critical* review, in which the student provides information about the pathology's underpinnings and treatment, critiquing study strengths and weaknesses. Students may ask the professor for guidance if desired. The format should follow APA guidelines. Use double-spacing throughout, 12-point font, and 1" margins on all sides. The page limit does not include references.

- Final exam: The final exam will be multiple choice and short-answer. A study guide will be provided on October 10. Students may request a review session outside of class time, or may email the instructor requesting clarification or guidance on any of the study guide items.

- Course grade: The final course grade will be constituted by the average grade for PBL assignments (30%), the final paper grade (30%), the final exam grade (30%), and class participation (10%).

Grading Standards

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. You will be expected to adhere to the Academic Honesty Policy and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. “Person-first” language (e.g., “Individuals with aphasia” rather than “The aphasic individual;” “Johnny presents with Down Syndrome” rather than “My Down Syndrome student”) must be used throughout all written and oral assignments and discussions.
2. All written documents should be completed with a word processor. Keep an electronic copy of all of your work. You will want these for your review when you are ready to prepare for the PRAXIS exam.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
5. Ensure you receive handouts and information if you miss class, so be sure to get phone numbers from colleagues/classmates.

V. SCHOOL of EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

GENERAL CONSIDERATIONS

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Director of the School of Education.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

Attitude: Please have fun with the materials?