

Voice and Resonance Disorders



Course Goals

Welcome to ODU's graduate voice course! I am excited to share one of my favorite topics and classes. This course is designed to facilitate an interactive and inspiring learning experience. It is my hope to reinforce and extend your understanding and knowledge of voice and resonance disorders using the parameters of respiration, phonation, pitch, and resonance.

In accordance with ASHA guidelines, this course provides an advanced body of knowledge which will scaffold your clinical reasoning, facilitate effective communication skills, and outline evidence-based practices as related to the diagnosis and treatment of voice and resonance disorders. We will progress through course content in order to achieve the following:

- ◆ Identify and describe the location and function of important structures within the respiratory, phonatory, and resonatory systems. CFCC IV-B; CAA 3.1.2B
- ◆ Use clinical reasoning skills, auditory-perceptual judgment, and visual analysis to identify vocal fold pathology and to identify voice disorders through various assessment tools. CFCC IV-C, IV-D; CAA 3.1.2B, 3.1.3B, 3.1.4B
- ◆ Use clinical reasoning skills to select and describe evidence based and client appropriate treatment techniques. CFCC IV-D; CAA 3.1.5B

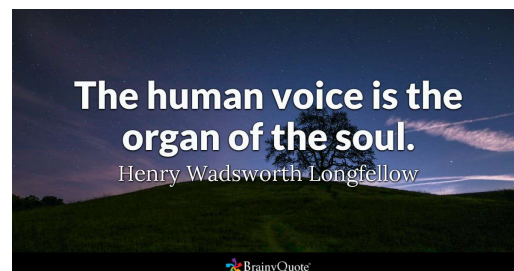
Course Description from ODU's Catalog

Lecture 3 hours; 3 credits. In this course, the neuroanatomical and neurophysiological constructs of normal voice production will be studied so that students can effectively recognize functional, organic and neurogenic voice disorders according to visual presentation, etiology, and symptomatology. Evidence based interventions for voice disorders will be discussed.



These are the tools you will need:

- Clinical Voice Pathology – Theory and Management; Stemple, Roy, & Klaben (Fifth Edition); ISBN13: 978-1-59756-556-1
- Enrollment in SimuCase – instructions to be provided through blackboard
- A laptop Computer



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Face-to-face
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I value student engagement and hope to get to know each of you. The easiest way to communicate with me is through email. I do my best to respond to email within 24 hours. If an email is received over the weekend, I do my best to respond by the following Monday.

Please note: this course is designed to meet CFCC/KASA standards as required by ASHA. This course meets standards IV-B Foundations of SLP practice, IV-C knowledge of communication disorders and differences, and IV-D knowledge pertaining to prevention, assessment, and treatment of communication disorders.

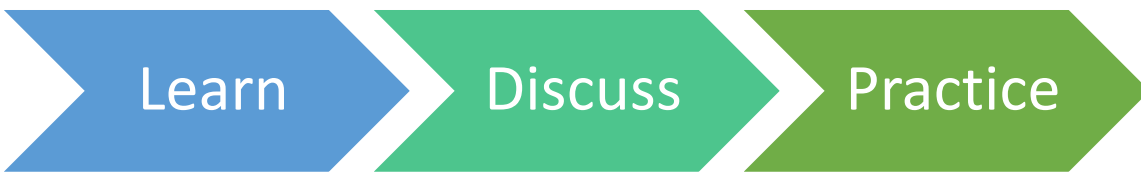
Course Philosophy and Format

This semester, it is my goal to engage and motivate you using active and problem-based learning. My teaching is rooted in a three-pronged philosophy of aspiring to teaching excellence, meaningful student relationships, and constant self-reflection. It is my hope that combined these tenets will serve as the foundation for inspiring critical thinking, reinforcing creativity, and developing lifelong learners.



This course uses a method for organizing and facilitating the curriculum and content that I created.

That method is called “**Learn – Discuss – Practice**” (LDP). Each class is developed and created using this framework. The class will begin with learning activation which provides the foundation for new learning. Then, new content will be introduced and discussed. Once reviewed, that content will be discussed through evidence-based learning activities. Finally, that content will be practiced using case studies, simulations, grand rounds, and other clinical application formats. You are encouraged to engage with the material and communicate connections you form with other class content.



Assignments and Grading

- **Learning Unit Assessments:** To evaluate your learning and measure knowledge outcomes, two assessments will be scheduled during the semester. Assessments will be generated from information presented and discussed during the learning unit and associated readings. Assessments will be administered either using pen/paper or through blackboard and will contain questions which require the ability to apply theoretical information using sound clinical reasoning skills. Learning assessment I CFCC IV-B; CAA 3.1.2B; CFCC IV-C, IV-D; CAA 3.1.2B, 3.1.3B, 3.1.4B Learning assessment II CAA 3.1.2B, 3.1.3B, 3.1.4B; CFCC IV-D; CAA 3.1.5B
- **Class Engagement Activities (CEA):** You will be asked to complete low-stakes, critical thinking, cased based class engagement activities which are based on class content, extend knowledge regarding voice and resonance disorders, and facilitate students’ clinical reasoning skills and ability to apply evidence based practice. These activities will include group discussions, active learning activities, SimuCase assignments, and learning centered activities. Although almost all class meetings will include CEAs, there will be specific class meetings in which CEAs will be graded. CEA’s are required but by design are low-stakes and, as such, the resulting grade will be primarily dependent upon: following directions, meeting CEA timeline, and completeness.
- **Student-as-teacher Projects (SAT):** In order to extend your discovery and construction of knowledge regarding voice and resonance disorders, three SAT projects will be assigned. Instructions and a grading rubric for each SAT project will be provided, explained, and posted to blackboard. Please note that some of these projects will require the use of ePortfolios. You are encouraged to review and interact with your ePortfolio in order to become proficient in the platform. Project I CFCC IV-B; CAA 3.1.2B; Project II CFCC IV-C, IV-D; CAA 3.1.2B, 3.1.3B, 3.1.4B; Project III CFCC IV-D; CAA 3.1.5B

**When
you can hear
a smile in
someone's
voice.**

<u>Component</u>	<u>Projected Due Date</u>	<u>Total Points</u>
Learning Unit Assessments x 2 @ 100 points/each	(see course schedule)	200
Student-As-Teacher Projects x 3 @ 50 points/each	(see course schedule)	150
Class Engagement Activities x 5 @ 10 points/each	(announced in class)	50
TOTAL POTENTIAL POINTS		500

This is how you calculate your grade: you divide the total number of points you earned by the total course possible to generate a percentage. Then you use the chart provided outlining the grading scale. The letter grade is assigned based on the calculated percent.

If you are reading this syllabus prior to the first day of class, please post a picture of yourself and your favorite food to the blackboard thread. If posts are received by 420 on the first day of class, you will receive two extra credit points. Extra points will be added to your point total earned for the course.

Class Policies

Accountability – Late Assignment Policy:

Except in *extenuating circumstances* or when *prior arrangements have been made*, the penalty for late assignments is a loss of 10 points off the total grade for every day that the assignment is late for each calendar day.

THIS IS HOW YOU ARE GRADED:

A = 94.00 – 100.00
 A - = 90.00-93.99
 B+ = 87.00 – 89.99
 B = 84.00 – 86.99
 B - = 80.00 – 83.99
 C+ = 77.00 – 79.99
 C = 74.00 – 76.99
 C - = 70.00 – 73.99
 D+ = 67.00 – 69.99
 D = 64.00-66.99
 D- = 60.00 – 63.99
 F = <59.99

KASA Standards and Remediation Plans

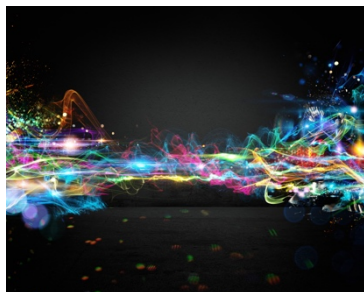
When enrolled graduate student fails to demonstrate competency (grade of less than B-) on an assessment or assignment, a remediation plan will be implemented to help the student meet competency. The instructor will review the plan with the student who will sign the plan to indicate agreement to fulfill the terms of the plan. Should the student refuse to sign the action plan, the student will be at risk of failing the course. The original form will be placed in the student's academic folder. The faculty member will sign and date elements of the plan as competency is demonstrated or remediation tasks are completed. At the completion of the action plan, the student and the program director will meet and sign the form to indicate that all requirements have been accomplished. Should the action plan not be completed, the student will receive a failing grade in the course. Completing an action plan will NOT change the student's original grade on the assignment or exam.

- As a graduate student, you are expected to demonstrate professionalism consistent with the program's professionalism statement. This includes: coming to class on time, being accountable, and engaging in a way that promotes inclusivity and facilitates a safe learning environment. In the words of Dr. K. Gannon (2018), I expect myself to treat you with respect and courtesy, and I expect you to reciprocate respect with both me and your classmates.
- You are required to navigate blackboard and use ODU email in order to complete readings, prepare for class activities, and complete assignments correctly.
- In this class, we will engage technology as a learning tool during almost every class. I expect you to maintain professional and responsible standards when using devices during learning activities.
- Your class attendance is important and required for success in this course. Absences can only be excused with appropriate documentation.

What if you need academic accommodations? That is no problem! Be sure to advocate for yourself through the office of student accessibility. Once the paperwork is available, please deliver it to me and we can work together to coordinate your required accommodations. I am also happy to meet with students who do not have accommodations to discuss strategies which can help them be successful in the course.

A statement from the Provost:

“Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing accommodation letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the accommodation letters are provided to instructors each semester.”



Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.
- If you feel that you will experience barriers to your ability to learn

and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website: <http://www.odu.edu/educationalaccessibility/>

OTHER IMPORTANT UNIVERSITY POLICIES and STATEMENTS

Student Code of Conduct and Academic Integrity

Old Dominion University is committed to students' personal and academic success. In order to achieve this vision, students, faculty, and staff work together to create an environment that provides the best opportunity for academic inquiry and learning. All students must be honest and forthright in their academic studies. Your work in this course and classroom behavior must align with the expectations outlined in the Code of Student Conduct, which can be found at www.odu.edu/oscai. The following behaviors along with classroom disruptions violate this policy, corrupt the educational process, and will not be tolerated.

Cheating: Using unauthorized assistance, materials, study aids, or other information in any academic exercise.

Plagiarism: Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise.

Fabrication: Inventing, altering or falsifying any data, citation or information in any academic exercise.

Facilitation: Helping another student commit, or attempt to commit, any Academic Integrity violation, or failure to report suspected Academic Integrity violations to a faculty member.

Academic dishonesty will be reported to the Office of Student Conduct & Academic Integrity and may result in sanctions up to and including expulsion from the University.

ODU Honor Code

We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenges to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others. <https://www.odu.edu/about/monarchcitizenship>

Academic Integrity Tutorial. <https://www.odu.edu/about/monarchcitizenship/academic-integrity>

Tentative Course Schedule [Often there are unexpected circumstances which will require this schedule be adjusted, all changes will be announced, explained, and posted to blackboard.]

January				
Monday	Tuesday	Wednesday	Thursday	Friday
	14 Introduction Syllabus Review CEA – Introducing Voice Disorders CEA – Anatomy and Physiology			
	21 <u>Learning Unit – Anatomy and Physiology</u> LDP			
	28 <u>Learning Unit – Anatomy and Physiology</u> CEA – Cadaver lab (with IPE?)			

February				
Monday	Tuesday	Wednesday	Thursday	Friday
	4 <u>Learning Unit – Assessment and Disorders</u> LDP SAT Project I - DUE			
	11 <u>Learning Unit – Assessment and Disorders</u> LDP			
	18 <u>Learning Unit – Assessment and Disorders</u> LDP			
	25 <u>Learning Unit – Begin Intervention</u> LDP SAT Project II - DUE			

March				
Monday	Tuesday	Wednesday	Thursday	Friday
	3 <i>Learning Assessment I</i> Anatomy and Physiology Assessment and Disorders			
	10 SPRING BREAK NO CLASS			
	17 <i>Learning Unit – Intervention</i> LDP			
	24 <i>Learning Unit – Intervention</i> LDP			
	31 <i>Learning Unit – Intervention</i> LDP			

April				
Monday	Tuesday	Wednesday	Thursday	Friday
	7 <i>Learning Unit – Intervention</i> LDP Guest Speaker (?)			
	14 <i>Learning Unit – Intervention</i> LDP Guest Speaker (?)			
	21 <i>Learning Unit – Intervention</i> Learning Assessment II			
	28		30	

May 5, 2020.
SAT Project III Due by 645 pm