

## The University Of Toledo

### Existing Course Modification Form

Administrative Use Only (rev. 9/2011)	
<b>Code:</b>	CM
<b>Date Received:</b>	/ / (mm/dd/yyyy)
<b>Date Effective:</b>	/ / (mm/dd/yyyy)
<b>CIP Code (If changed):</b>	
<b>Subsidy (If changed):</b>	

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

<b>College:</b> Judith Herb College of Education, HSHS	<b>Dept:</b> Rehabilitation Sciences
<b>Contact Person:</b> Lori Pakulski	<b>Phone:</b> x2573
<b>Email:</b> Lori.Pakulski@utoledo.edu	

PRESENT	PROPOSED
<b>Course Alpha/Numeric:</b> SLP 6600	<b>Course Alpha/Numeric:</b> SLP 6600
<b>Course Title:</b> Voice Disorders: Diagnosis And Treatment	<b>Course Title:</b> Voice and Resonance Disorders
<b>Credit Hours:</b> 3	<b>Credit Hours:</b> 4
<b>Cross Listings:</b>	<b>Cross Listings:</b>
<b>Prerequisites:</b>	<b>Prerequisites:</b>
<b>Catalog Description:</b> Advanced course in the evaluation and treatment of voice disorders. Major voice disorders in children and adults are emphasized.	<b>Catalog Description:</b> An advanced course in the nature, evaluation and treatment of voice and resonance disorders. Major voice and resonance disorders in adults and children are emphasized.
<b>UNIV CORE:</b> <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture	<b>UNIV CORE:</b> <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture
<b>TRANSFER MODULE:</b> <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics	<b>TRANSFER MODULE:</b> <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics

<p><b>Reason for Change:</b> As the field of speech-language pathology evolves, the expectation for knowledge and skill in the area of voice and resonance disorders has grown tremendously. Based</p>
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upon recent graduate and employer feedback, and instructor input, it has become increasingly important to provide students with a course that allows for additional content. Consequently, this request is made to expand the course to four credits to meet the knowledge and skill outcomes necessary for certification and appropriate clinical preparation.

**Has course content changed?**  Yes  No

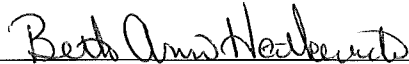



If Yes, give a brief topical outline of the revised course: The content will be expanded to provide students with more information about voice and resonance issues, particularly as they relate to patient intervention and care.

**NOTE: Please attach a copy of the syllabus or course outline.**

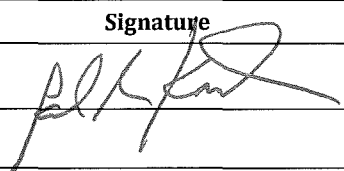
**Has the course changed from a non-core curriculum course to a core curriculum course?**  
 Yes  No

**List any course or courses to be dropped: .**

**APPROVAL:**

	Signature	Date
Department Curriculum Authority:		4-12-12
Department Chairperson:		4-12-12
College Curriculum Authority:		4-23-12
College Dean:		4-24-12

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date
UUCG or Graduate Council Curriculum Chair:		9-4-2012
Faculty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		

## SLP 6600: Voice and Resonance Disorders

### Course Description:

An advanced course in the evaluation and remediation of voice and resonance disorders. Major voice and resonance disorders in adults and children are emphasized. Some review of normal voice and resonance production is included, but it is assumed that students have a basic understanding of the vocal mechanism based on previous coursework (4 credits).

### Required Texts:

Boone, D., McFarlane, S., & Von Berg, S. (2010). *The voice and voice therapy*. Eighth Edition. Boston: Pearson Education, Inc.

### Recommended:

Awan, S. (2001). *The voice diagnostic protocol: A practical guide to the diagnosis of voice disorders*. Gaithersburg, MD: Aspen Publishers

### Required Articles:

Casper, J., & Murray, T. (2000). Voice therapy methods in dysphonia. *Otolaryngologic Clinics of North America*, 33(5), 983-1002.

Ramig, L., & Verdolini, K. (1998). Treatment efficacy: Voice disorders. *Journal of Speech, Language, Hearing Research*, 41(1), S101-S116.

Thomas, L., & Stemple, J. (2007). Voice therapy: Does science support the art? *Communicative Disorders Review*, 1(1), 51-79.

### Course Objectives/Student Learning Outcomes\*:

*The student will demonstrate fundamental knowledge about normal voice and resonance production*

*(Standard III B)*

- 1.0 In order to demonstrate knowledge of normal voice and resonance production, including the processes of phonation, resonance and respiration, the student will
  - 1.1 Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to the anatomy, physiology, acoustics, development and cultural correlates of normal voice and resonance production.

*The student will demonstrate fundamental knowledge about the nature of abnormal voice and resonance*

*(Standard III C)*

2.0 In order to demonstrate knowledge of the nature of voice and resonance disorders/vocal pathologies in children and adults, the student will

- 2.1 Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to etiologies, characteristics, anatomical/physiological, acoustic, psychological, and cultural correlates of voice and resonance disorders

*The student will demonstrate detailed knowledge about the assessment of voice and resonance disorders*

*(Standards III D; IV B, G)*

3.0 In order to demonstrate knowledge of the principles and methods of prevention, assessment and diagnosis for persons with voice and resonance disorders and ways to adapt procedures to meet individual needs (including considerations of anatomical/physiological, psychological, developmental, linguistic and cultural correlates of the disorder), the student will

- 3.1 Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to

- 3.1.1 principles and methods of voice and resonance screening
- 3.1.2 major instrumental and noninstrumental assessment procedures and their advantages, disadvantages, and use in accordance with evidence-based practice
- 3.1.3 associated signs and symptoms that contribute to differential diagnosis
- 3.1.4 prognostic factors and implications related to specific diagnostic categories
- 3.1.5 indications and procedures for referral to other professionals
- 3.1.6 accepted formats for documenting and reporting assessment results

**3.2 Administer, score, interpret results of a voice diagnostic protocol (with an actual client or in a videotaped role playing interaction) and write a complete report of the assessment using an acceptable format**

*The student will demonstrate detailed knowledge about intervention for voice and resonance disorders*

*(Standards III D; IV B, G)*

4.0 In order to demonstrate detailed knowledge of principles and methods of evidence based intervention for people with voice and resonance disorders and ways to adapt procedures to meet individual needs (including considerations of anatomical/physiological, psychological, developmental, linguistic and cultural correlates of the disorder), the student will

- 4.1 Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to
- 4.1.1 current models of intervention

- 4.1.2 specific treatment approaches
- 4.1.3 special treatment procedures (e.g., selecting, fitting, and effective use of prosthetic devices for laryngectomized patients)
- 4.1.4 prevention and voice improvement programs for at-risk populations
- 4.1.5 current efficacy/effectiveness research findings related to the treatment of voice and resonance disorders
- 4.1.6 accepted methods for documenting treatment results

**4.2 Demonstrate assigned therapy approaches in videotaped simulations or with an actual client based on acceptable lesson plans.**

**Course Requirements and Grading:**

The final course grade will be based on the following:

- |                              |     |
|------------------------------|-----|
| 1. Exam One                  | 20% |
| 2. Exam Two                  | 20% |
| 2. Final examination         | 30% |
| 3. Voice Diagnostic Protocol | 15% |
| 4. Therapy Demonstrations    | 15% |

Exams will cover material dealt with in class and in the assigned readings. The exams will be essay and "objective" in nature. The format and forms for the voice assessment and therapy demonstrations will be discussed in class. Additional lab times will be scheduled to provide practice in assessment and treatment skills.

The following grading scale will be used:

94 - 100 = A	73 - 76 = C
90 - 93 = A-	70 - 72 = C-
87 - 89 = B+	66 - 69 = D+
83 - 86 = B	63 - 65 = D
80 - 82 = B-	60 - 62 = D-
76 - 79 = C+	0 - 59 = F

**\*NOTE: Satisfactory performance in this course requires completion of all student learning outcomes at the 83% level of proficiency or above. Students not achieving this level of proficiency for one or more student learning outcomes may be assigned a PR for the course pending successful completion of the student learning outcome(s).**

**Policies**

**Electronic devices:** phones, mp3s, multimedia devices should be turned to vibrate or silent when you enter the classroom. If it is required that you receive a call/text please