

# The University Of Toledo

## Existing Graduate Course Modification Form

\* denotes required fields

Contact Person\*: Rodney Gabel Phone: 530-6682 (xxx - xxxx) Email:  
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### Present

Supply all information asked for in this column.  
(Supply core, research intensive and transfer module  
info if applicable)

College\*: College of Health and Human Service

Dept/Academic Unit\*:

School of Intervention and Wellness

Course Alpha/Numeric\*: SLP  
6600

Course Title:

Voice and Resonance Disorders

Credit hours: Fixed: 4 or Variable: to

CrossListings:

Insert

To add a course,  
type in course ID  
and click the Insert  
button.

To remove a course,  
select the course on  
left and click the  
Remove button.

Remove

**Prerequisite(s)**(if longer than 50 characters, please  
place it in Catalog Description):

**Corequisite(s)**(if longer than 50 characters, please  
place it in Catalog Description):

### Proposed

Fill in appropriate blanks only where entry differs from  
first column.

College: College of Health and Human Service

Dept/Academic Unit:

School of Intervention and Wellness

Course Alpha/Numeric: SLP  
6600

Course Title:

Voice and Resonance Disorders

Credit Hours: Fixed: 3 or Variable: to

CrossListings:

Insert

To add a course,  
type in course ID  
and click the Insert  
button.

To remove a course,  
select the course on  
left and click the  
Remove button.

Remove

**Prerequisite(s)**(if longer than 50 characters, please  
place it in Catalog Description):

**Corequisite(s)**(if longer than 50 characters, please  
place it in Catalog Description):

**Catalog Description** (*only if changed*) 75 words max:

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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.

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Has course content changed?

Yes

No

If course content is changed, give a brief topical outline of the revised course below( less than 200 words)

Proposed effective term\*:  ( e.g. 201140 for 2011 Fall)

File Type	View File
Syllabus	<a href="#">View</a>

List any course or courses to be deleted.

Effective Date:




Effective Date:








Comments/Notes:

Over the past several years the faculty have discovered that this course can exist better as a 3 credit course instead of a 4 credit course. This course had been 3 credits in the past, so the faculty would rather have the course return to a 3 credit offering. This will not have an impact on students, since our students already take plenty of credits toward their degree.


**Rationale:**

We had a faculty member (Lee Ellis) suggest changing the course to 4 credits 3 or 4 years ago. He requested this change to cover related disorders to voice. The course had been 3 credits for a long time. Since this change, we have had multiple instructors teach the course. All agree that the course does not operate well as a 4 credit course and that it should return to a 3 credit offering. The SLP faculty are taking steps to increase efficiencies in our curriculum. Returning this course to 3 credit hours is the first positive change we are requesting. This will not have an adverse effect on the students and will not alter what they learn, because the expected material has been covered well by multiple instructors over the past few years, and all agree 3 credits is sufficient. Finally, one of our goals is to reduce the amount of credits students pay during the summer, and this course is generally taught in the summer.

**Approval:**

Department Curriculum Authority:	<input type="text" value="Wendy S Cochrane"/>	 Date <input type="text" value="2016/12/13"/>
Department Chairperson:	<input type="text" value="Christopher P. Roseman"/>	 Date <input type="text" value="2016/12/13"/>
College Curriculum Authority or Chair:	<input type="text" value="Eric Longsdorf"/>	 Date <input type="text" value="2017/02/27"/>
College Dean:	<input type="text" value="Barry W. Scheuermann"/>	 Date <input type="text" value="2017/02/27"/>
Graduate Council:	<input type="text" value="Constance Schall, GC mtg 4/18/17"/>	 Date <input type="text" value="2017/04/19"/>
Dean of Graduate Studies:	<input type="text" value="Amanda C. Bryant-Friedrich"/>	 Date <input type="text" value="2017/05/01"/>
Office of the Provost :	<input type="text"/>	 Date <input type="text"/>

**Administrative Use Only**

**Effective Date:**   (YYYY/MM/DD)

**CIP Code:**

**Subsidy Taxonomy:**

**Program Code:**

**Instructional Level:**

**Registrar's Office Use Only**

**Processed in Banner on:**  

**Processed in Banner by:**

**Banner Subject Code:**

**Banner Course Number:**

**Banner Term Code:**

**Banner Course Title:**



**SLP 6600**  
**3 Credit Hours**  
**Voice and Resonance Disorders**  
**Summer Semester 2016**

<b>Instructor:</b>	Rodney Gabel, Ph.D., CCC-SLP, BCS-F
<b>Office Hours:</b>	Monday and Wednesday 12-2 or by appointment in my lab (room 1200)
<b>Course Website:</b>	<a href="https://blackboard.utdl.edu">https://blackboard.utdl.edu</a>
<b>Class Room:</b>	2402 HHS
<b>Office Location:</b>	2024 HHS
<b>Office Phone:</b>	419-530-6682
<b>Email:</b>	Rodney.Gabel@utoledo.edu

### **COURSE OVERVIEW**

*SLP 6600 is an advanced course in the evaluation and treatment 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).*

### **COURSE OBJECTIVES**

*The student will demonstrate fundamental knowledge about normal voice and resonance (Standard IV B)*

*1.0 In order to demonstrate knowledge of normal voice and resonance, 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 IV C)*

*2.0 In order to demonstrate knowledge of the nature of voice and resonance disorders 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 IV B,D,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 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 IV D,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 role-play simulations and through use of avatars.*

**\*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).**

## **TEACHING STRATEGIES**

*This will be a traditional lecture/discussion course, supplemented with some on-line materials. There will also be utilization of the SIMUCASE avatars and SpeechPathology.com lectures.*

1.

## **REQUIRED TEXTS AND MATERIALS**

*Boone, D.R., McFarlane, S.C., Von Berg, S.L., & Zraick, R.I. (2010). The voice and voice therapy. (8<sup>th</sup> ed.) Boston, Mass.:Pearson-Allyn and Bacon.*

*Handouts and other materials can be found through the course site.*

## **Graded Work**

### **Exams:**

*There will be two exams during the semester. The exams will cover material discussed during lectures, discussion groups, and assigned readings. Format will include multiple choice, true/false, short answer, definitions, and essays. Both exams will be taken on-line, and will be worth 100 points. Exams will be "open" for 48 hours and students will have 90 minutes to complete the exam. You may use any course materials to complete the exams, but keep in mind that you only have 90 minutes.*

**Clinic Paper:**

*This paper will require the student to choose a voice disorder and discuss all aspects of the nature and treatment of the disorder chosen. More detail on this assignment will follow.*

**Demonstration Assignment:**

*Students will be placed in groups of 2-3 and expected to demonstrate common voice techniques. Detail about this assignment will follow.*

**Assessment project/report:**

Students will be assigned a type of voice disorder and given a brief case study of a person with that disorder. You will be responsible for conducting an evaluation using the voice instrumentation and non-instrumental measures of voice. This will involve some role-playing during the evaluation. You will then write a clinical report on this "client." More information will be posted on Blackboard.

**COURSE POLICIES**

**Special Accommodations:** *Any student requiring special accommodations for any aspect of this course is advised to contact the instructor and the Office of Accessibility (419-530-4981; TDD 419-530-2612) as soon as possible to make necessary arrangements.*

**Academic Dishonesty:** *Academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes academic dishonesty, they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:*

- *Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; Plagiarizing includes: (a) copying materials from other students from previous years or using another student's work, (b) unauthorized collaboration in the preparation of reports, term papers or theses, and (c) adopting, paraphrasing or reproducing ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.*
- *Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;*
- *Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;*
- *Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;*
- *Giving or receiving substantive aid during the course of an examination;*
- *Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;*
- *Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;*
- *Submitting the same written work to fulfill the requirements for more than one course, without the instructor's permission.*

*Should cases of academic dishonesty be found among students, the instructor may choose any of the following actions:*

- *The instructor may provide a verbal warning to the student.*
- *The student may be assigned an F for the work in question.*

- *The student may be assigned an F for the course. In this case the instructor should inform the Chair of the department, the Dean and the student of this action. The Chair and/or Dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.*
- *The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the Dean will consult with the instructor and the student in making such a judgment, and that the Dean will notify the student of the sanction imposed and of the appeals procedure.*
- *A record of the academic dishonest will be filed with the department.*

*Students are responsible for adhering to all policies and procedures indicated in the Student Handbook. To view the Student Handbook, go to [www.utoledo.edu](http://www.utoledo.edu), click on current students and highlight student handbook.*

*Academic dishonesty will not be tolerated. Specifically, please read The University's Policy Statement on Academic Dishonesty available at <http://www.utoledo.edu/dl/students/dishonesty.html>.*

### **GRADING POLICIES**

*Student work will be assessed as follows. Specific guidelines, grading criteria, and a timeframe for grades and feedback will be provided as each assignment is announced:*

	<i>Total Points</i>	<i>% of Final Grade</i>
<i>Exam 1 and 2</i>	<i>200</i>	<i>40%</i>
<i>Clinic Paper</i>	<i>100</i>	<i>20%</i>
<i>Demonstration Assignment</i>	<i>100</i>	<i>20%</i>
<i>Assessment Project/Report</i>	<i>100</i>	<i>20%</i>
<b><i>Total</i></b>	<b><i>500</i></b>	<b><i>100%</i></b>

*Students are expected to complete and submit all assignments and tests by the due date listed in the Course Schedule. Late assignments and make-up exams will not be permitted unless arrangements are discussed and approved well before the required due date.*

*One exam will be done through blackboard (use Mozilla Firefox). You may use your book and notes for the exam, but be aware that the exam is timed. So, you will have to budget your time to complete the exam successfully.*

*The grading scale for this course is as follows:*

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

### **AMERICANS WITH DISABILITIES ACT**

*The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact the Office of Accessibility for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).*

### **TECHNICAL SUPPORT**



**If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk** at (419) 530-8835 or [utdl@utoledo.edu](mailto:utdl@utoledo.edu). The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: <http://www.utoledo.edu/dl/helpdesk/index.html>

**Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk** at (419) 530-2400 or [ithelpdesk@utoledo.edu](mailto:ithelpdesk@utoledo.edu). The IT Help Desk website is available at <http://www.utoledo.edu/it/CS/HelpDesk.html>.

## LEARNER SUPPORT

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

### **eTutoring Services**

The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

Learn more at: <https://www.etutoring.org/login.cfm?institutionid=232&returnPage>

### **eLibrary Services Portal**

The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

Learn more at: <http://www.utoledo.edu/dl/students/elibrary.html>

### **Office of Accessibility**

The Office of Accessibility provides accommodations and support services to students with disabilities.

Learn more at: <http://www.utoledo.edu/utlc/accessibility/index.html>

### **Counseling Center**

The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

Learn more at: <http://www.utoledo.edu/studentaffairs/counseling/>

### **Services for Online Students**

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the link below to learn more about the wide range of services for online students. Learn more at: [http://www.utoledo.edu/dl/students/student\\_serv.html](http://www.utoledo.edu/dl/students/student_serv.html)

## Course Outline-Lecture Topics and Assignments

### Course Outline/Lecture Series

#### **Week/Units**

Week 1 -3:

Introduction to the course

Introduction to Voice Disorders

**Text Reading: Chapters 1**

Normal anatomy and physiology

**Text Reading: Chapter 2**

**Week 4 & 5:**

Basic assessment procedures and other  
Considerations  
ASSESSMENT ASSIGNMENT-DUE WEEK 7  
**Text Reading: Chapter 6 and 7**  
**Begin Assessment Assignment, Due week 9**

**Exam 1 on-line**

**Week 6-7:**

Medical Interventions  
Basic therapy approaches  
**Clinic Paper, Due Week 10**  
**Simulation Assignment, Due Week 11**

**Week 8-9:**

Organic and Neurogenic Voice Disorders-Description  
etiologies, signs, and symptoms and treatment  
Laryngeal Cancer  
**Text Reading: Chapters 3, 4 and 9**

**Week 10-11:**

Functional Voice Disorders Descriptions, etiologies, signs, and  
symptoms and treatment  
Special Problems-Descriptions, etiologies, signs, and  
symptoms and treatment  
**Text Reading: Chapters 5 and 8**

**Week 12-13:**

July 6<sup>th</sup>

Resonance Disorders  
**Text Reading: Chapter 8 and 9**

**Week 14:**

Work Weeks: Simulation/On-line lectutes cases, papers,  
and assessment assignment

**Week 15:**

Demonstration Assignments Due

Final Exam On-Line