SLHS 574 Speech Disorders II
Tuesdays & Thursdays 11 – 12:15
Architecture 302A

Description of Course
This course will cover normal and disordered voice production in adults and children. It is intended to provide skills for understanding, assessing, and managing resonance and voice disorders across the lifespan.

Course Prerequisites
Preclinical Speech Science

Instructor and Contact Information
Robin Samlan, Ph.D., CCC-SLP
SLHS 509, office hours by appointment (email me some times that will work for you)
621-8618
rsamlan@email.arizona.edu

Course Format and Teaching Methods
Lecture, discussion, individual and small group case studies. You will be required to use the information from your readings (particularly articles) for in-class activities and exams.

Course Objectives and Expected Learning Outcomes
Demonstrate knowledge of:
1. Treatment for resonance disorders and speech disorders related to velopharyngeal incompetence
2. Anatomy and physiology of normal and disordered voice production
3. Voice disorders across the lifespan
4. Causes of voice disorders
5. Laryngeal pathologies and their unique characteristics
6. Perceptual and instrumental assessment of voice problems
7. Therapy goals and activities for a variety of laryngeal and voice disorders
8. Anatomy, physiology, assessment and management of alaryngeal voice and speech

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: https://deanofstudents.arizona.edu/absences
Participating in the course is vital to the learning process. As such, attendance is expected at all course meetings.

**Course Communications**

I will use the course d2L site to communicate with the whole class. You are responsible for checking the course announcements page (I recommend having new announcements automatically sent to you via email).

**Required Texts or Readings**

** The required book is: QBQ! The Question Behind the Question: Practicing Personal Accountability at Work and in Life” by John G. Miller. It’s available on Amazon for prices ranging from $0.01 to $12.35 (depending on format). We will be discussing this book in the context of Voice Therapy (following the midterm). **

Readings will be posted on d2L. The textbook chapters are to support the material learned in class. Articles will be posted as indicated on the syllabus. There will often be multiple articles per day. While each article will be available to all students, you are only responsible for being able to knowledgeably discuss articles assigned to you. Please feel free to switch articles amongst yourselves (to better accommodate your interests or to deal with anticipated absences).

Chapters are from the following textbooks:


**Required or Special Materials**

None
Required Extracurricular Activities (if any)
None

Assignments and Examinations: Schedule/Due Dates
There will be 4 graded case studies during the course. They will occur on 1/19, 2/16, 3/23, and 4/20. If you have an excused absence on one of these days, the instructor will designate a different in-class case that will be graded instead (typically the week prior to your absence or the week following your absence).

There will be one midterm and one final exam for this course. If you have an excused absence for one of these exams, you will have the option to complete an oral exam within one week of the scheduled exam.

Final Examination
The final exam will be during the scheduled final exam period:

**Tuesday 5/9 from 10:30-12:30.** The date and time of the final exam, along with links to the Final Exam Regulations, [https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information](https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information), and Final Exam Schedule, [http://www.registrar.arizona.edu/schedules/finals.htm](http://www.registrar.arizona.edu/schedules/finals.htm)

Grading Scale and Policies
University policy regarding grades and grading systems is available at [http://catalog.arizona.edu/policy/grades-and-grading-system](http://catalog.arizona.edu/policy/grades-and-grading-system)

Final grades will be determined by the total percentage of points you earn. A standard grading scale will be used: A = 90.0-100%, B = 80.0-89.99%, C = 70.0-79.99%, D = 60.0-69.99%, E = < 60.0%.

Your grade will be calculated based on the following activities:

40%: Midterm
40%: Final exam
20%: 4 graded case studies (5% each)

The midterm and final exam will include short answer, essay, and case-study questions. The final exam will be cumulative by nature (you need to understand anatomy, physiology, evaluation, and disorders in order to understand how treatment works and to make good decisions about treatment).

Case studies will be graded for accuracy, completeness, and professional presentation.

**Requests for incomplete (I) or withdrawal (W)** must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete](http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete) and [http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal](http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal) respectively.

**Dispute of Grade Policy:** If you have a dispute with your grade on any assignment or exam, please schedule an appointment with me via email (rsamlan@email.arizona.edu). In your email, specify that you would like to discuss your grade and suggest some times to meet. Plan the meeting within 1 week of receiving your grade on the assignment/exam. Come to the meeting prepared with references to course notes or readings showing why your answer is correct.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings due</th>
<th>Graded Activity</th>
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<tbody>
<tr>
<td>R 1/12</td>
<td>CL &amp; P: Early intervention</td>
<td>Zajac &amp; Vallino (2017) p 181-188</td>
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<td><strong>R 1/19</strong></td>
<td>CL &amp; P: School age</td>
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<td><strong>Case study</strong></td>
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<td>T 1/24</td>
<td>Voice: Anatomy</td>
<td>Stemple, Roy, &amp; Klaben (2014) Ch. 2</td>
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<td>R 1/26</td>
<td>Biology</td>
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<td>T 1/31</td>
<td>Physiology</td>
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<td>R 2/02</td>
<td>Evaluation: Stroboscopy</td>
<td>Samlan &amp; Kunduk (2015), Ch. 55</td>
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<td>T 2/07</td>
<td>Evaluation: Perceptual &amp; physical</td>
<td>Colton, Casper, &amp; Leonard (2011) Ch. 2</td>
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<td><strong>R 2/09</strong></td>
<td>Evaluation: Instrumental</td>
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<td>T 2/14</td>
<td>Disorders: Etiologies</td>
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<td><strong>R 2/16</strong></td>
<td>Disorders: Function</td>
<td>Assigned Article Colton, Casper, &amp; Leonard (2011) Ch. 4</td>
<td><strong>Case study</strong></td>
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<td>Disorders: Medical &amp; trauma</td>
<td>Stemple, Roy, &amp; Klaben (2014) Ch. 4</td>
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<td>R 2/23</td>
<td>Disorders: Pediatric &amp; geriatric</td>
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<td>R 3/02</td>
<td>Disorders summary</td>
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<td><strong>T 3/07</strong></td>
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<td>R 3/09</td>
<td>Case history &amp; patient reported outcomes</td>
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<td>T 3/21</td>
<td>Treatment: Vocal health</td>
<td>Assigned Article Sapienza &amp; Hoffman Ruddy (2013) Ch. 3</td>
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<td><strong>R 3/23</strong></td>
<td>Treatment: Manual &amp; semiocclusions</td>
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<td><strong>Case study</strong></td>
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<td>T 3/28</td>
<td>Treatment: Resonant voice</td>
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<td>R 3/30</td>
<td>Treatment: Vocal function exercises and PHoRTE</td>
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<td><strong>T 4/04</strong></td>
<td>Treatment: Conversation Training Therapy &amp; Facilitating technique</td>
<td>Assigned Article Boone et al. (2014) Ch. 7</td>
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<td>R 4/06</td>
<td>Flow phonation &amp; Smith Accent Method</td>
<td>Assigned Article</td>
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<td><strong>T 4/11</strong></td>
<td>Medical / Surgical Treatment &amp; Post-op care</td>
<td>Assigned Article</td>
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Classroom Behavior Policy
To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Threatening Behavior Policy
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Notification of Objectionable Materials
This course will contain material of a mature nature, which may include pictures of cadavers, surgeries, larynges, and stomas. We will be discussing cancer and its treatment. You are encouraged to speak with the instructor to voice concerns.

Accessibility and Accommodations
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.
Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

**UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

**Additional Resources for Students**

UA Academic policies and procedures are available at [http://catalog.arizona.edu/policies](http://catalog.arizona.edu/policies)

Student Assistance and Advocacy information is available at [http://deanofstudents.arizona.edu/student-assistance/students/student-assistance](http://deanofstudents.arizona.edu/student-assistance/students/student-assistance)

**Confidentiality of Student Records**


**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
### Learner Outcomes for SLHS Coursework Relative to ASHA 2014 Standards

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<th>Learner Outcomes:</th>
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ASHA standards can be found at: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/