

# COMD 657 - Voice, Resonance, Upper Airway

Fall 2020: Live Zoom T/Th from 9:30 am - 10:45 am

## Instructor Information

**Name:** Kristine Tanner, PhD, CCC-SLP

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## TA Information

**Name:** Brittany Mills

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## Course Information

This course is designed to facilitate clinical skills related to the assessment and management of children, adolescents and adults with voice disorders. The goal of this course is to introduce you to the topic of voice disorders and provide you with the tools you need to competently assess and treat a variety of dysphonias. While some theoretical and technical material will be presented, the primary focus will be clinical. At the end of the semester you should be able to confidently approach a clinical placement in voice. Emphasis will be placed on adherence to the ASHA Code of Ethics.

## Video Privacy

There are many patient videos used with permission to enhance your learning. Access to these videos is a privilege. ALL videos and instructional content are protected by HIPAA privacy. Videos may not be stored, shared, or recorded--any of these actions is a frank violation of patient privacy, failure of the course, and reporting to the university. **HIPAA privacy applies to all patient/client information in the program and in your clinical practice. Please respect patient privacy and refrain from any downloads, recording, storage or sharing of patient/client videos.**

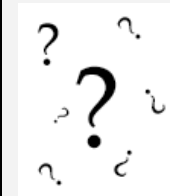
## Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

## Prerequisites

Undergraduate degree in COMD or equivalent

## Materials

	Item	Price (new)	Price (used)
	Clinical Voice Pathology 6e <i>Required</i> by Stemple, J	149.95	112.50

## Learning Outcomes

### Vocal Physiology

Demonstrate knowledge and competence in basic vocal physiology, including biological and neurological aspects of phonation.

## **Voice Disorders**

Describe the nature of disordered voice and resonance, including anatomic, physiologic, aerodynamic and acoustic differences.

## **Treatment of Voice Disorders**

Explain principles and methods of assessment and intervention in voice, based on a sound grasp of the physiologic rationale for any treatment provided.

ASHA Standards for COMD 657:

Standard IV-B: Students must demonstrate and integrate knowledge of normal voice development and disorders across the lifespan.

Standard IV-C: Students must demonstrate knowledge of etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic and cultural correlates of voice and resonance, including respiration and phonation.

Standard IV-D: Students must demonstrate knowledge of the principles and methods of voice disorder prevention, assessment, and intervention for people with voice disorders, including consideration of anatomical, physiological, psychological, developmental, linguistic, and cultural correlates.

## **Grading Scale**

<b>Grades</b>	<b>Percent</b>
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## **Participation Policy**

Participation in class is expected. Additionally, points are earned for completing assigned reading by the class period for which it is due.

## **Attendance Policy**

One point is earned for each class attended. University-excused absences will receive full credit.

## **Remediation Plan**

Please review the above CAA learning standards carefully and gauge your learning throughout the semester. The knowledge and skills described are core components for this class. If you are having difficulty establishing these competencies, please see me as early in the semester as possible. It is your responsibility to seek extra help if you need it. You may set an appointment at any point in the semester to discuss questions you might have or clarify conceptual problems with any material.

In this course, each student will be provided opportunities to demonstrate required knowledge and skill development related to each CAA learning standard. ASHA and the Department of Communication Disorders have specified that you must achieve a level of 80% (B-) or better on each of these standards to be deemed competent. If you do not attain this level on a specified standard, you will be given one opportunity within the same semester/course to pass the competency a second time. If you do not pass the standard the second time, you will be required to retake the course. The CAA learning standards associated with this course are considered essential skills and this course is designed to teach and assess your performance on these standards.

## **Assignments**

### **Exam 1**

Due: Thursday, Sep 17 at 9:00 am

Anatomy & Physiology of the Vocal Mechanism.

### **Exam 2**

Due: Monday, Nov 02 at 11:55 pm

Structural & Functional Voice Disorders, Assessment of Voice Disorders

### **Class Participation**

Due: Thursday, Dec 10 at 11:59 pm

Did you attend class each day? True or False

### **Chapter 6 Reading Quiz**

Due: Thursday, Dec 10 at 11:59 pm

Did you read Chapter 6 by the assigned due date?

### **Chapter 8 Reading Quiz**

Due: Thursday, Dec 10 at 11:59 pm

Did you read Chapter 8 by the assigned due date?

### **Chapter 4 Reading Quiz**

Due: Thursday, Dec 10 at 11:59 pm

Did you read chapter 4 by the assigned due date?

### **Chapter Appendices Reading Quiz**

Due: Thursday, Dec 10 at 11:59 pm

Did you read the appendices by the assigned due date?

### **Chapter 5 Reading Quiz**

Due: Thursday, Dec 10 at 11:59 pm

Did you read chapter 5 by the assigned due date?

### **Chapter 9 Reading Quiz**

Due: Thursday, Dec 10 at 11:59 pm

Did you read Chapter 9 by the assigned due date?

### **Chapter 7 Reading Quiz**

Due: Thursday, Dec 10 at 11:59 pm

Did you read Chapter 7 by the assigned due date?

### **Chapter 2 Reading Quiz**

Due: Thursday, Dec 10 at 11:59 pm

Did you read Chapter 2 by the assigned due date?

### **Chapter 3 Reading Quiz**

Due: Thursday, Dec 10 at 11:59 pm

Did you read the assigned chapter by the assigned due date?

### **Exam 3**

Due: Friday, Dec 11 at 11:55 pm

Neurological Voice Disorders, Functional Breathing Disorders, Tracheostomy, Laryngectomy

## **University Policies**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Preventing Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees,

and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Covid 19 Statement**

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

### **Diversity and Inclusion in the Classroom**

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

### **Mental Health**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### **Schedule (Subject to Change)**

Date	Column 1	Column 2
T Sep 01 Tuesday		Introduction; Laryngeal Framework  Chapter 2
Th Sep 03 Thursday		Laryngeal Framework cont.; Intrinsic & Extrinsic Muscles of the Larynx

		Chapter 2
M Sep 07 Monday	<b>Labor Day</b>	
T Sep 08 Tuesday		Muscles of the Larynx, cont.; Vocal Physiology
		Chapter 2
Th Sep 10 Thursday		Vocal Physiology
		Chapter 2
T Sep 15 Tuesday	<b>Exam 1 Opens</b>	Catch up & Exam 1 Review
Th Sep 17 Thursday	<b>Exam 1 Closes</b>	Structural Voice Disorders
		Chapters 3 & 4
T Sep 22 Tuesday		Structural Voice Disorders
		Chapter 3 & 4
Th Sep 24 Thursday		Structural Voice Disorders
		Chapters 3 & 4
T Sep 29 Tuesday		Functional Voice Disorders
		Chapters 3 & 4
Th Oct 01 Thursday		Functional Voice Disorders
		Chapters 3 & 4
T Oct 06 Tuesday		Assessment (Non-Instrumental)
		Chapter 5 & Appendices
Th Oct 08 Thursday		Assessment (Non-Instrumental)
		Chapter 5 & Appendices
T Oct 13 Tuesday		Assessment (Non-Instrumental)
		Chapter 6
Th Oct 15 Thursday		Assessment (Instrumental)
		Chapter 6
T Oct 20 Tuesday		Assessment (Instrumental)
		Chapter 6
Th Oct 22 Thursday		Assessment (Instrumental)
		Chapter 6
T Oct 27 Tuesday	<b>Exam 2 Opens</b>	Catch up & Exam 2 Review
Th Oct 29		Voice Therapy Techniques

Thursday		Chapters 7 & 8
M Nov 02 Monday	<b>Exam 2 Closes</b>	
T Nov 03 Tuesday		Voice Therapy Techniques  Chapters 7 & 8
Th Nov 05 Thursday		Chapters 7 & 8  Voice Therapy Techniques
T Nov 10 Tuesday		Functional Breathing & Cough Disorders-- Assessment & Treatment  Chapter 4--only focus on portion related to paradoxical vocal cord dysfunction/paradoxical vocal fold motion Handouts--PVCD, cough
Th Nov 12 Thursday		Continue Functional Breathing Disorders  Neurological Voice Disorders--Spasmodic Dysphonia, Presbylaryngis, unilateral vocal fold paralysis  Chapter 2--only those for lecture topics Handouts--Phorte, laryngeal innervation <b>(review before class)</b>
T Nov 17 Tuesday		Continue Neurological Voice Disorders
Th Nov 19 Thursday		Continue Neurological Voice Disorders
T Nov 24 Tuesday	<b>Friday Instruction</b>	No Class
W Nov 25 Wednesday	<b>No Classes</b>	
Th Nov 26 Thursday	<b>Thanksgiving</b>	No Class
T Dec 01 Tuesday		Tracheostomy and Ventilator-Dependent Patients; Alaryngeal speech
Th Dec 03 Thursday		Continue Alaryngeal speech  Resonance Disorders No Handout--come prepared to take notes
T Dec 08 Tuesday	<b>Final Exam Opens Today</b>	Continue Resonance Disorders  Catch up and Review for Exam 3
W Dec 09 Wednesday		
Th Dec 10 Thursday		No Class

F Dec 11  
Friday

**Fall Exam Preparation (12/11/2020 -  
12/11/2020)**

**Final Exam Closes Today**