

VOICE AND ITS DISORDERS

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	Undergraduate Program (Level 6)		
COURSE CODE	slt -52	SEMESTER	5
COURSE TITLE	Voice and its Disorders		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	2	5	
Applied/Laboratory Practice	1		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://moodle.ioa.teiep.gr/course/index.php?categoryid=11		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>In this course the students will learn/understand the concepts of prevention, evaluation, diagnosis and therapeutic intervention in voice disorders.</p> <p>This course makes a brief reference to the anatomy and physiology of the larynx and the respiratory system as a supporting system of voicing. Thereafter, students are introduced to assessment methods by the speech-therapy view and how to evaluate the voice parameters (pitch, intensity, phonation time and resonance) based on internationally applied diagnostic evaluation protocols.</p> <p>Additionally, they come accustom with the classification of voice disorders based on their major etiologies (non-organic and/or organic). In this course a large number of voice disorders are presented according to specific etiologies (functional, psychogenic, organic, neurogenic, endocrinological). Furthermore, the case of laryngectomy is described.</p> <p>At the end of the course they come aware with the therapeutic approaches and methods of voice rehabilitation according to the type of disorder and the age of the patient (child or adult). They also come across with the interdisciplinary approaches and/or intervention with different types of means/protocols (technological, imaging and clinical).</p>

Upon successful completion of the course, the student will be able to:

- Recognize and describe the anatomy and physiology of normal breathing and voicing. (Levels 1 & 2: Knowledge/Remembering & Understanding)
- Distinguish and Classify the basic etiology and symptomatology of voice disorders. (Levels 1 & 2: Knowledge Remembering / & Understanding)
- Evaluate a patient voice, to analyze the voice and to conclude to the type and the severity of a voice disorder using internationally recognized diagnostic protocols. (Levels 2-6: Understanding, Applying, Analyzing, Creating & Evaluating)
- Be aware of the speech-therapy methods and interventions in voice disorders, synthesize and customized treatment programs and apply them appropriately. (Levels 1, 2, 3 & 5: Knowledge Knowledge/Remembering, Understanding, Applying & Creating)
- Work/Collaborate with other experts in the evaluation and treatment of voice disorders and to aware his/her role within the interdisciplinary team. (Levels 3-6: Applying, Analysing, Creating & Evaluating)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking.....

Others...

- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Adapting to new situations*
- *Decision-making*
- *Working independently*
- *Team work*
- *Working in an interdisciplinary environment*

- *Production of new research ideas*
- *Respect for difference and multiculturalism*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*

(3) SYLLABUS

1. Review of the Anatomy and Physiology Laryngeal and Respiratory Systems
2. Description of the Physiological Function of the Voicing.
3. Classification of Voice Disorders based on their Etiologies (A – Organic).
4. Classification of Voice Disorders based on their Etiologies (B – Functional & Psychogenic).
5. Voice Disorders in Children and Adolescents (Classification).
6. Voice Disorders in Children and Adolescents (Diagnosis & Treatment).
7. The Transgender Voice.
8. Medical and Speech Pathology Evaluation of Voice Disorders.
9. Types of Voice Disorders based on their Clinical Symptoms.
10. Medical Treatment of Voice Disorders.

11. Speech Pathology Treatment Approaches to Voice Disorders.
12. Speech Pathology Treatment Approaches to Transgender Voice.
13. Voice Disorders and Laryngectomized Patients.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. PowerPoint presentations) Support the learning process through the e-class platform.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	26
	Applied/Laboratory Practice	13
	Teamwork Research Project	20
	Essay Writing	23
	Personal Study/Evaluation	43
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>I. Written final exam (70%): - Multiple choice test - Short answer questions</p> <p>II. Written Essay-Individual (20%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>III. Mini Clinical Research-Teamwork (10%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>The final exams will be offered in Greek & English</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Kelchner, L. N., Brehm, S. B., & Weinrich, B. (2014). *Pediatric voice: A modern, collaborative approach to care*. Plural Publishing.
- Olszewski, A., Sullivan, S., Cabral A. (2019). *Here's How to Teach Voice and Communication Skills to Transgender Women (1st Edition)*. Plural Publishing.
- Sataloff, R. (2017). *Clinical assessment of voice*. Plural publishing.
- Sataloff, R. T. (Ed.). (2017). *Treatment of voice disorders*. Plural Publishing.
- Stemple, J. C., & Hapner, E. R. (2019). *Voice therapy: Clinical case studies*. Plural Publishing.

- *Related academic journals:*

- **Journal of Voice**
<https://www.jvoice.org>
- **International Journal of Pediatric Otorhinolaryngology**
<https://www.journals.elsevier.com/international-journal-of-pediatric-otorhinolaryngology/>
- **Laryngoscope**
<https://onlinelibrary.wiley.com/journal/15314995>
- **Logopedics Phoniatrics Vocology**
<https://www.tandfonline.com/toc/ilog20/current>
- **Folia Phoniatica et Logopaedica**
<https://www.karger.com/Journal/Home/224177>