Elements of a Comprehensive Voice Evaluation

INTRODUCTION

A comprehensive voice evaluation to create a complete profile of an individual's voice capabilities and limitations requires both instrumental and non-instrumental methods. But many speech-language pathologists do not have access to the sophisticated equipment used to conduct voice evaluations in large, national voice centers. This webinar will present the objectives and a recommended methodology for completing a comprehensive voice evaluation with and without instrumental procedures. The speaker will offer guidance to SLPs across work settings on approaches for achieving a comprehensive voice evaluation, making the most of your available resources.

LEARNING OUTCOMES

You will be able to:

- identify and describe the objectives and typical structure of a comprehensive voice evaluation
- identify and describe instrumental and non-instrumental methods used to evaluate and characterize an individual's voice and the impact of voicing difficulties on activities of daily living
- analyze case examples to determine the presence or absence, nature, and severity of voice problems using evaluative methods and measures

CONTENTS

Voice Evaluation Objectives ........................................................................................................3
Case Intake/Patient Self-Report ..................................................................................................6
Auditory-Perceptual Assessment .................................................................................................11
Physical Exam and Voicing Facilitation .....................................................................................17
Laryngeal Function Studies .........................................................................................................20
Consideration of Vocal Athletes .................................................................................................36
Laryngeal Imaging .........................................................................................................................37
Case Examples & Discussion ......................................................................................................49
References ....................................................................................................................................52

PROGRAM HISTORY and IMPORTANT INFORMATION

Live webinar date: March 30, 2016
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End date: May 20, 2020

To earn continuing education credit, you must complete and submit the learning assessment on or before May 20, 2020.
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To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.2 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006