Voice, Swallow & Airway Conference 2017  
Where Research meets Clinical practice

Friday, May 5, 2017

7:30 – 8:00  Registration

Respiratory Rehabilitation

8:00 – 9:30  Respiratory muscle strength training: Protocol and Outcomes – Hoffman-Ruddy, Sapienza

9:30 – 10:00  Break

10:00 – 11:30  Respiratory muscle strength training: Protocol and Outcomes – Hoffman

Learning Objectives:

1. Participants will identify key anatomical and physiologic components of respiratory, swallow, and cough.

2. Participants will understand the effectiveness of respiratory muscle strength training for patient care.

3. Participants will demonstrate the ability to assess key measures of respiratory muscle strength and understand how these measures relate to the development of respiratory muscle strength training protocols.

4. Participants will demonstrate knowledge of available devices for respiratory muscle strength training and will be able to describe advantages / disadvantages to each as well as applicability to specific patient groups.

5. Participants will demonstrate the ability to plan and implement respiratory muscle strength training protocols for patients.

6. Participants will demonstrate the ability to assess respiratory muscle strength training outcomes in terms of measures of respiratory muscle strength, swallow, and cough.

11:30 – 12:30  Lunch “On your own”

Rehabilitation Strategies, Evaluation and Treatment

12:30 – 1:45  Hands on FEES and Videostroboscopy Training – Gould, Murry, Christler
**Learning Objectives:**

1. Demonstrate specialized knowledge by performing and interpreting endoscopic swallowing and voice evaluations;
2. Describe the use of Fiber Endoscopic Evaluation of Swallowing (FEES) as an effective evaluation tool and explain how it correlates with Video Fluoroscopic Evaluation of Swallowing;
3. Identify demographic and risk factors for voice and swallowing disorders;
4. Describe the use of videostroboscopy as an effective evaluation tool and explain how it correlates with acoustic and perceptual measures.

1:45 – 3:00  Rehabilitation exercises for prevention of swallowing dysfunction in Head and Neck Cancer patients – van der Molen

**Learning Objectives:**

1. able to define acute and chronic (functional) problems after chemoradiation treatment in HN cancer patients
2. able to describe different (preventive) HN rehabilitation protocols related to dysphagia
3. aware of the challenges (advantages and disadvantages) within the preventive rehabilitation protocols in the HN cancer patient population

3:00 – 3:30  Break

3:30 – 4:45  Neuromuscular Electrical Stimulation with Hands on component - Biber LoMonte

**Learning Objectives:**

1. Identify the correct terminology and parameters associated with surface electrical stimulation
2. Define the differences between NMES and other protocols
3. Review the evidence both for and against electrotherapy for the treatment of dysphagia

4:45 – 6:00  Manual Therapy techniques and demonstration - Biber LoMonte, Smith, Christler

**Learning Objectives:**

1. Demonstrate specialized knowledge by performing and evaluating manual postures and dynamic exercises in voice and swallowing.
2. Describe the techniques as effective treatment measures for voice and swallow patients.
3. Identify demographic and risk factors for voice and swallow disorders
4. Describe how the use of manual therapy techniques as an effective treatment tool and explain how they correlate with acoustic and perceptual measures

6:30 Complimentary Wine and Cheese Reception/ Meet the Masters

Saturday, May 6, 2017

Voice Evaluation and Rehabilitation

7:30 – 8:00 Registration
8:00 – 8:30 How Respiration Drives Voice and Swallow Function
8:30 – 9:00 Weaning Patients from Reflux Medication – Spiegel

**Learning Objectives:**

1. Understand the concerns about long-term use PPI’s based on published research.
2. Understand the long-term health risks of GERD and LPR based on published research.
3. Learn alternative medical treatment of GERD and LPR without PPI’s and alternative treatment without prescribed medications.
4. Learn the specific concerns about discontinuing PPI’s after long-term use.

9:00 – 10:00 Food, Not Medicine for Reflux – Aviv

**Learning Objectives:**

1. As a result of the CE activity, course participants will be able describe the relative incidence of acid reflux disease.
2. As a result of the CE activity, course participants will be able to list at least three changes in the larynx that occur as a result of acid reflux disease
3. As a result of the CE activity, course participants will be able to describe what Barrett esophagus is
4. As a result of the CE activity, course participants will be able to list six foods that should be avoided in those with laryngopharyngeal manifestations of acid reflux disease.
5. As a result of the CE activity, course participants will be able to list the indications for Transnasal Esophagoscopy

10:00 – 10:30 Break

10:30 – 11:15 Mucosal Hygiene and Reflux Panel – Aviv, Levitats, Spiegel, Woo

11:15 – 12:30 Myth Busters – Common Misconceptions Refuted – Levitats

Learning Objectives:
1. Identify the most common myths in clinical practice related to airway, voice and/or swallow
2. Describe the facts debunking these common misconceptions
3. Discuss ways to reinforce clinical decision making based on facts not myth

12:30 – 1:30 Lunch “On your own”

Saturday afternoon, May 6, 2017

1:30 – 3:00 Managing Singers in Crisis – Verdolini, Ostrowski, Woo (30 min each)

Learning Objectives:
1. Appreciate common scenarios of singer professional voice breakdown.
2. Know the common do and don’t of medical/surgical management.
3. Know the role of surgery in singers and know the
4. Identify and discuss the types of crisis in dealing with the compromised singer.
5. Describe and summarize voice therapy tenets and techniques in managing the singing and speaking voice
6. Demonstrate and evaluate specific exercises as they relate to the speaking and singing voice.

3:00 – 3:45 True Vocal Fold Paresis and Minimal Glottal Insufficiency in the Aging Population– Woo

3:45 – 4:15 Break

4:15 – 5:00 Challenging Case Studies – Surgical, Behavioral or Medical Management; What would you do? – Woo

Learning Objectives:
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1. To define the common problems encountered by the health care team in evaluation and management of the aging voice professional

2. To evaluate diagnostic tools that may be used to identify issues related to common problems related to aging voice professional

3. Have an understanding of the therapeutic goals in vocal health and in selection of lifestyle choices that can keep voice professionals healthy through their life span.

4. Know the treatment options in voice therapy, singing therapy, medical therapy and surgery that can be used to intervene on

5:00 – 5:30  Voice and Emotion – Verdolini

Learning Objectives:
1. Participants will demonstrate knowledge of major (evidence-based) historical and contemporary theories on interactions between emotions and somatic reactions in general, and between emotions and voice in particular;

2. Provide will demonstrate knowledge about neurological substrates in voice and speech production, including emotional substrates, and possible implications for voice therapy and training.

5:30 – 6:15  Why listening is so much more than hearing – Ostrowski

Learning Objectives:
1. Define and discuss the differences between listening and hearing in voice therapy practice.
2. Describe techniques for enhanced listening as they relate to the voice therapy process.
3. Evaluate the application of enhanced listening and its potential effects in voice therapy outcomes.

6:15 – 6:45  Unvoice Therapy: Somatics and AAT applications in the voice clinic - Sherwood

Learning Objectives:
1. Describe the 3rd-person vs. 1st-person view of the body in the therapeutic process.

2. Understand Somatic principles and their application to voice therapy.

3. Explain how new sensory information allows new motor control to occur.
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6:15 – 6:30 Break

6:30 – 8:30 Demonstration of Techniques for Singers in Crisis (Dinner Theater) An Evening of Excellent Complementary Food and Entertainment with an Educational Twist; Edutainment.

Sunday, May 7, 2017

Dysphagia Evaluation and Treatment

7:30 – 8:00 Continental Breakfast to Thank Vendors/Registration

To Feed or No to Feed? That is the Question.

8:00 – 8:30 Novel Bedside Phonetic Evaluation to Identify Dysphagia and Aspiration Risk – Festic

Learning Objectives:
1. Identification of hospitalized patients at risk of aspiration
2. How to identify those at risk of aspiration before the overt aspiration or medical complications occur?

8:30 – 9:15 Reflexive Cough Update – Stephens

Learning Objectives:
1. Review the Hering-Breuer reflex and associated neurological pathways for respiration
2. Understand the laryngeal expiratory reflex (LER) and the Inspiration Closure Reflex (ICR) and the neurological pathways that relate to dysphagia, aspiration and clinical care of patients
3. Present research on the relationship between pulmonary afferent fibers and changes in intrinsic sphincter tone
4. Understand the interaction between the LER and ICR in clinical diagnostics.
5. Show the clinical relevance and possible applications of the LER and ICR

9:15 – 9:45 3 oz. Water Test – Gould, Biber LoMonte

9:45 – 10:30 What SLP should know about acid reflux – Aviv
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10:30 – 11:00        Break

11:00 – 11:45        An Update on Recent Postlaryngectomy Vocal and Pulmonary Rehabilitation – van der Molen

**Learning Objectives:**
1. able to define acute and chronic (functional) problems after chemoradiation treatment in HN cancer patients
2. able to describe different (preventive) HN rehabilitation protocols related to dysphagia
3. aware of the challenges (advantages and disadvantages) within the preventive rehabilitation protocols in the HN cancer patient population

11:45 – 12:15        The NMES Conundrum – Biber LoMonte

**Learning Objectives:**
4. Identify the correct terminology and parameters associated with surface electrical stimulation
5. Define the differences between NMES and other protocols
6. Review the evidence both for and against electrotherapy for the treatment of dysphagia

12:15 – 1:15         Lymphedema in Patients with Head and Neck Cancer – Smith

**Learning Objectives:**
1. Participants will describe the effects of lymphedema on voice and swallowing.
2. Participants will be able to list primary causes of H&N Lymphedema
3. Participants will be able to explain the SLP’s role in the management of H&N Lymphedema
4. Participants will be able to list 3 primary components of H&N Lymphedema management

1:15 – 1:45          Consequences of Anterior Cervical Fusion – Reed

**Learning Objectives:**
1. Describe the anatomy impacted by an anterior cervical fusion and the associated dysphagia-producing pathophysiology
2. Articulate clinically relevant data regarding the incidence of dysphagia associated with anterior cervical fusion and long-term prognosis based on current evidence
3. Categorically explain the appropriate evidence-based management strategies of post-surgical dysphagia related to anterior cervical fusion
4. Provide an overview of how surgeons and their medical colleagues might mitigate the risk of dysphagia after anterior cervical fusion

1:45 – 2:15
Chronic Cough – Stein

**Learning Objectives:**
- Describe the three leading causes of cough: post-nasal drip, asthma and GERD.
  
  *Other causes within reach of laryngoscope. A multidisciplinary approach*

2:15 – 3:00
Question/Answers – Panel Discussion with Consensus of the Take Home Message

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education through the joint providership of the Dade County Medical Association and (name of non-accredited provider). The Dade County Medical Association is accredited by the Florida Medical Association to provide continuing medical education for physicians. “Please advise sponsor of special disability or dietary requirement”

The Dade County Medical Association designates this live activity for a maximum of 18 CME AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

This course is offered for 2.5 ASHA CEUs (Various level, Professional area)