INTRODUCTION

This SIG 19 activity bundles four articles providing perspectives on a broad variety of topics in speech-language pathology. First, Holt provides an overview of current and historical discussions of gender and race, challenging the reader to accept that one’s perspective is indebted to a specific belief system. Readers are to evaluate how gender and race are used to categorize people and examine whether a member of a marginalized or minoritized group affects that person’s access to or use of intervention services. Next, Cox and Koenig define speech privacy and provide a brief history and applications in the health care setting. A general perspective is outlined, including threats to speech privacy, and speakers who use an electrolarynx are used as an example to highlight specific issues clinicians may encounter. Ramanarayanan et al. discuss the use of speech as a biomarker in therapy and research. In summary, robustness of analytics—specificity, diversity, and physiological interpretability—must be further developed. Finally, Weerathunge, Tomassi, and Stepp review a number of populations with voice disorders that have been studied using altered auditory feedback. Many have hyperactive auditory feedback responses and the differing underling reasons are reviewed. Therapy considerations are also described.

LEARNING OUTCOMES

You will be able to:

- evaluate how gender and race are used to categorize people
- outline speech privacy considerations
- describe at least two clinical and technological challenges of speech as a biomarker
- summarize the insights altered auditory feedback studies have provided on the underlying pathophysiology of different voice disorders

CONTENTS

Reflecting on the Role of Gender and Race in Speech-Language Pathology by Yolanda Holt

An Introduction to Speech Privacy for Early Career Clinicians: General Considerations and the Specific Example of Electrolarynx Users by Steven R. Cox and Laura L. Koenig

Speech as a Biomarker: Opportunities, Interpretability, and Challenges by Vikram Ramanarayanan, Adam C. Lammert, Hannah P. Rowe, Thomas F. Quatieri, and Jordan R. Green
What Can Altered Auditory Feedback Paradigms Tell Us About Vocal Motor Control in Individuals With Voice Disorders? by Hasini R. Weerathunge, Nicole E. Tomassi, and Cara E. Stepp

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: October 17, 2022
End date: October 17, 2027

To earn continuing education credit, you must complete the learning assessment on or before October 17, 2027.

This course is offered for 0.35 ASHA CEUs (Intermediate level, Professional area).