

# Clinical Trial Protocol

## Iranian Registry of Clinical Trials

08 Jul 2026

### The effects of a Voice Education Program on VHI Scores of Elementary School Teachers

#### Protocol summary

##### Summary

Purpose: to investigate the effects of a voice education program on the Vocal Handicap Index (VHI) scores of elementary school teachers in the Persian education system. Design: a semi-experimental study, double blind Method: Female full time teachers allocated at random to training or control groups. Teachers with any history of voice problem during last 2 years were excluded. Sample size: Sixty-one teachers in the training group and 66 teachers in the control group. Intervention: Teachers in the trained group received voice education for 4 weeks, and then continued to follow the program for a further 4 weeks. The control group received no training. All teachers completed the VHI in the first week. After 8 weeks, all subjects completed the questionnaire again. Primary outcome: A voice education program may have positive effects on the voice of teachers based on any reduction in VHI scores.

#### General information

##### Acronym

Voice handicap index

##### IRCT registration information

IRCT registration number: **IRCT2016021026499N1**

Registration date: **2017-01-11, 1395/10/22**

Registration timing: **retrospective**

Last update:

Update count: **0**

##### Registration date

2017-01-11, 1395/10/22

##### Registrant information

###### Name

Maryam Faham

###### Name of organization / entity

Shiraz University of Medical Sciences

##### Country

Iran (Islamic Republic of)

##### Phone

+98 71 3636 3054

##### Email address

mfaham@sums.ac.ir

##### Recruitment status

**Recruitment complete**

##### Funding source

Shiraz University of Medical Sciences ( SUMS)

##### Expected recruitment start date

2012-10-22, 1391/08/01

##### Expected recruitment end date

2013-02-18, 1391/11/30

##### Actual recruitment start date

empty

##### Actual recruitment end date

empty

##### Trial completion date

empty

##### Scientific title

The effects of a Voice Education Program on VHI Scores of Elementary School Teachers

##### Public title

The Effects of a Voice Education Program on School Teachers' voice quality

##### Purpose

Prevention

##### Inclusion/Exclusion criteria

Inclusion criteria: Female teachers aged below 50 years; At least 5 years of teaching experience; Full-time employment, meaning teachers should be in the classroom at least 36 hours per week of 5 working days; Exclusion Criteria: Any history of: voice therapy or professional singing instruction, heart or pulmonary disease, head& neck surgery or neurological disease, acute voice disorders due to structural complications in the larynx (e.g. nodule, polyp or vocal fold paralysis) in

the past 2 years; smokers.

### Age

From **20 years** old to **49 years** old

### Gender

Female

### Phase

N/A

### Groups that have been masked

*No information*

### Sample size

Target sample size: **127**

### Randomization (investigator's opinion)

Not randomized

### Randomization description

### Blinding (investigator's opinion)

Double blinded

### Blinding description

### Placebo

Not used

### Assignment

Parallel

### Other design features

## Secondary Ids

empty

## Ethics committees

### 1

#### Ethics committee

##### Name of ethics committee

Research Ethic Committee of Shiraz University of  
Medical Sciences

##### Street address

SUMS building, Zand Street

##### City

Shiraz

##### Postal code

#### Approval date

2012-08-22, 1391/06/01

#### Ethics committee reference number

92-01-06-6694

## Health conditions studied

### 1

#### Description of health condition studied

Probable voice problem

#### ICD-10 code

R 49.0

#### ICD-10 code description

Dysphonia

## Primary outcomes

### 1

#### Description

Voice quality

#### Timepoint

Before beginning the training period - At the end of the  
8th weeks

#### Method of measurement

Voice handicap index

## Secondary outcomes

empty

## Intervention groups

### 1

#### Description

For teachers allocated to the training group, the training program lasted for 8 weeks. The entire 8-week program was obligatory, and teachers who did not follow the program were excluded from further analysis. For the first 4 weeks, the teachers participated in a voice education program. There was one session each week, with each session lasting for 1 hour. Participants learned about the mechanisms of voice production, how to protect their voice and larynx, how to identify and avoid vocal abusive behaviors, and how to substitute with non-abusive ones. Session 1: Participants learned about concepts such as voice rest, keeping the vocal tract hydrated, and ways to reduce abusive voice use. Session 2: Participants learned the origins of voice abuse and how to modify their breathing pattern. The instructors demonstrated the different breathing patterns, but there were no direct therapy sessions. Session 3: Teachers were introduced to the signs of laryngeal muscle tension and how to release it by reduction and modification of abusive behaviors. Session 4: The instructors talked about the benefits of healthy nutrition and how to prevent reflux that help protecting larynx and voice. Sessions 5-8: There was no direct education for the next four weeks. However the participants continued to discuss the barriers to adoption of the healthy behaviors, and how to overcome them. Two instructors who were expert voice therapists and blind to the study hypothesis educated the teachers. They used pamphlets and PowerPoint presentations to support the teaching, with daily charts giving specific instructions for practice. Participants submitted their diaries to the instructor at the following session, in order that the instructors could record and follow up any items that the teachers failed to complete. The Instructors discussed any problems with performing the exercises

#### Category

Prevention

### 2

#### Description

Procedures-control group At the end of the 8th week and after completion of the study, all educational materials including pamphlets and presentations were delivered to teachers in the control group. Therefore these teachers derived some benefit from taking part in the study. However, the control group did not participate in the

instructor-led training program.

**Category**

Prevention

**Recruitment centers**

**1**

**Recruitment center**

**Name of recruitment center**

Elementary schools

**Full name of responsible person**

Ali-Asgar Jamshidi

**Street address**

Fars Education Center - Hor Street

**City**

Shiraz

**Sponsors / Funding sources**

**1**

**Sponsor**

**Name of organization / entity**

Shiraz University of Medical Sciences

**Full name of responsible person**

Dr. Seyyed Basir Hashemi

**Street address**

SUMS building, Zand Street

**City**

Shiraz

**Grant name**

**Grant code / Reference number**

**Is the source of funding the same sponsor organization/entity?**

Yes

**Title of funding source**

Shiraz University of Medical Sciences

**Proportion provided by this source**

100

**Public or private sector**

*empty*

**Domestic or foreign origin**

*empty*

**Category of foreign source of funding**

*empty*

**Country of origin**

**Type of organization providing the funding**

*empty*

**Person responsible for general inquiries**

**Contact**

**Name of organization / entity**

Shiraz University of Medical Sciences

**Full name of responsible person**

Maryam Faham

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Lecturer

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**Sharing plan**

**Deidentified Individual Participant Data Set (IPD)**

*empty*

**Study Protocol**

*empty*

**Statistical Analysis Plan**

*empty*

**Informed Consent Form**

*empty*

**Clinical Study Report**

*empty*

**Analytic Code**

*empty*

**Data Dictionary**

*empty*