Department of Communicative Sciences and Deaf Studies
California State University, Fresno

CSDS 204: Seminar in Stuttering

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Introduction and Course Description

CSDS 204: Seminar in Stuttering	
Spring 2019	Communicative Sciences and Deaf Studies California State University, Fresno
Course Information: Research on stuttering in children and adults; assessment and treatment procedures.	Instructor Name:
Units: 3	Office Number :
Time:	E-Mail:
Location:	Telephone:
Websites: Canvas, Google	Office Hours:

Course description: This 3-unit course covers the nature, assessment, and treatment of stuttering. At the completion of the course, successful students should have a basic understanding of the nature of stuttering, be able to distinguish it from other fluency disorders, and have information to provide treatment to children and adults who stutter.

Pre-requisites: Permission of the instructor

Course Goals and Student Learning Outcomes

Course Goals:

My goals, as an instructor, are as follows:

1. To help students demonstrate the principles and methods of assessment and treatment for clients who demonstrate fluency disorders
2. To help students understand current theoretical perspectives related to fluency disorders
3. To review current research trends and needs related to fluency disorders (CTC Program Design Standards 2, 3, and 8; Speech-Language Pathology Services Credential Standard 5)

Student Learning Outcomes

At the end of the course, it is expected that students will be able to:

1. Distinguish between normal dysfluency and various fluency disorders (CTC Speech-Language Pathology Services Credential Standard 3)
2. Select, describe, and implement assessment procedures for clients with fluency disorders (CTC Speech-Language Pathology Services Credential Standard 4)
3. Select, describe, and implement treatment procedures for clients with fluency disorders (CTC Program Design Standard 2, 3, 8; Speech-Language Pathology Services Credential Standard 5)
4. Critically evaluate research articles related to fluency disorders
5. Compile and present information related to fluency disorders to an audience

Required Textbooks and Materials

Yairi, E., & Seery, C. (2015). *Stuttering: Foundations and clinical applications* (2nd ed.). Boston: Pearson.

All other materials are accessible through the Canvas website, including assigned readings and materials. It is the goal of the instructor to empower students with the ability to access resources to answer questions which may arise during the course of classroom lecture. Interactive discussions and spontaneous internet research will be an integral part of the class. **HOWEVER, TAPE RECORDING OF CLASSROOM LECTURES IS NOT ALLOWED, UNLESS PREVIOUS INSTRUCTOR PERMISSION HAS BEEN OBTAINED. STUDENTS WITH AN OFFICIAL LETTER FROM THE SERVICES FOR STUDENTS WITH DISABILITIES (SSD) OFFICE MAY RECORD THE CLASS IF SSD HAS APPROVED THAT SERVICE.**

Examinations and Major Assignments

There will be the following opportunities to earn points toward your grade:

ACTIVITY	POINTS
Attendance and Participation	50
Discussion Board Activities (2 X 20 points)	40
Assessment Report Assignment	100
Treatment Session Observation Assignment	50
IEP Development Assignment	100
Annotated Bibliography and Presentation Assignment	100
Fluency Materials Assignment	100
Total Points Possible	**540**
Note: Additional coursework may be assigned	

ATTENDANCE AND PARTICIPATION

Attendance will be randomly taken a minimum of five times over the course of the semester. Each time the student is present when attendance is taken and actively participates during the class session's activities, they will have the opportunity to earn 10 points toward their final grade. An alternative assignment may be coordinated if the student has received prior instructor approval for potential absences on days in which attendance is taken.

DISCUSSION BOARD ACTIVITIES

Students will participate in two discussion board activities during the semester. These discussion board activities shall focus on theories regarding stuttering development and characteristics of fluency disorders. In addition to their initial posts, students must also respond to the posts of at least two peers. Additional information for these assignments will be made available within the Canvas discussion board links. (CTC Speech Language Pathology Services Standard 3)

ASSESSMENT REPORT ASSIGNMENT

Students will be provided information regarding a fictional client for which an assessment report will need to be developed. Components of this assignment may include, but are not limited to: summarizing relevant background information, analyzing standardized and non-standardized measures, developing diagnostic and prognostic statements, and making recommendations for future treatment. Additional information will be provided during the semester.

TREATMENT SESSION OBSERVATION ASSIGNMENT

Each student will observe at least one treatment session for a client who demonstrates a fluency disorder. This observation may take place during the student's current clinical placement, if applicable. Students must practice collecting percent stuttered syllables (%SS) data during a portion of this observation session. A brief reflective assignment will then be completed outlining the results of the observation. The format for these reflections will be provided by the instructor.

IEP DEVELOPMENT ASSIGNMENT

Students will develop an initial individualized education plan (IEP) for a fictional client who stutters. The following pages must be completed for this assignment: Information/Eligibility, Present Levels, Special Factors, Goals, Services- Offer of FAPE, Educational Setting- Offer of FAPE, Statewide Assessments, Parent Consent w/ Medi-Cal, Notes, Invitation/Notice of Meeting A, and Assessment Plan- w/ PWN w/ Medi-Cal. Additional information will be provided during the semester.

ANNOTATED BIBLIOGRAPHY AND PRESENTATION ASSIGNMENT

In small groups, students will develop an annotated bibliography on a topic related to the treatment of fluency disorders. Groups will select a topic and analyze peer-reviewed research articles relevant to treatment for preschool, school-age, or adult clients. In addition to submitting the written annotated bibliography, each group of students will develop a 25-30 minute presentation related to their selected topic. Some form of presentation tool (e.g., PowerPoint, Google Slides, Prezi, etc.) must be used for this presentation. Use of other types of media (e.g., YouTube videos, audio recordings, etc.) are also strongly encouraged. Additional information will be provided during the semester.

FLUENCY MATERIALS ASSIGNMENT

Students will develop a materials binder to use with future clients. This assignment should be clearly organized and include a table of contents outlining all included materials. Separate tabs should be used to organize assessment, treatment, meaningful articles, and informational material for preschool-aged, school-aged, and adult clients. Additional information will be provided during the semester.

Grading

A standard grading scale will be used to determine the final grade, as follows:

89.5 – 100%	A
79.5 – 89.49%	B
69.5 – 79.49%	C
59.5 – 69.49%	D
59.49% and less	F

Percentages will be calculated to the nearest .1%. The instructor will not adjust student point totals in any other manner.

Make-up assignments will be permitted only in the case of documented personal emergencies (e.g., illness, serious illness of a family member, death of a family member, etc.). Late assignments will not be accepted.

Course Policies

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at
http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service, and you may need to submit written assignments to Turnitin/SafeAssign as part of this course. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: "Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page http://www.fresnostate.edu/home/about/copyright.html

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For free tutoring on campus, contact the Learning Center (http://fresnostate.edu/studentaffairs/lrc) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (http://fresnostate.edu/studentaffairs/lrc/supportnet) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Student Handbook: Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/.

Tentative Course Schedule
Spring 2019

	Date	Topic	Due
1	**Wed., Jan 23**	Introduction to the Course Review of the Syllabus Introduction to Fluency Disorders	Reading: Yairi & Seery (2015), Chapter 1
2	**Wed., Jan 30**	Characteristics of Stuttering ● Incidence and prevalence of stuttering ● Biological and environmental factors ● Types of fluency disorders ● Developmental models ● Natural recovery	Reading: Yairi & Seery (2015), Chapters 2-3
3	**Wed., Feb 6**	Theories of Stuttering Development ● Psychology- and biology-based theories of stuttering development	Reading: Yairi & Seery (2015), Chapters 5-7 Assignment: Discussion Board Activity #1- Initial post due by 6pm
4	**Wed., Feb 13**	Signs and Symptoms of Fluency Disorders ● Identify various types of dysfluencies ● Secondary behaviors ● Social-emotional characteristics of fluency disorders	Reading: Yairi & Seery (2015), Chapter 4 Assignment: Discussion Board Activity #1- Responses due by 6pm

5	**Wed., Feb 20**	Assessment of Preschool-Age Children ● Stuttering and normal dysfluency in early development ● Case history ● Collecting and analyzing fluency samples ● Analysis of results ● Prognosis for improvement and making recommendations	Reading: Yairi & Seery (2015), Chapter 9 Assignment: Discussion Board Activity #2- Initial post due by 6pm
6	**Wed., Feb 27**	Assessment of School-Age Children ● Case history for a school-age client ● Conducting observations and collecting assessment data ● Standardized measures ● Analyzing results ● Determining eligibility and educational impact	Reading: Yairi & Seery (2015), Chapter 8 Assignment: Discussion Board Activity #2- Responses due by 6pm
7	**Wed., March 6**	Assessment of Adults ● Case history for an adult client ● Conducting observations and collecting assessment data ● Standardized measures ● Perceptual rating scales of dysfluency ● Analyzing results and making recommendations	Reading: Yairi & Seery (2015), Chapter 8
8	**Wed., March 13**	CSHA Convention: Asynchronous Class Session	Assignment: Treatment Session Observation Assignment Due
9	**Wed., March 20**	Differential Diagnosis ● Dysfluency vs. dual language development	Reading: Yairi & Seery (2015), Chapter 15

		- Dysfluency vs. language disorders - Dysfluency vs. cluttering - Developmental vs. acquired stuttering	
10	**Wed., March 27**	Introduction to Treatment - Selecting long-term goals and short-term objectives - Evidence-based practice and fluency treatment research - The clinician-client relationship - IEP Development	Reading: Yairi & Seery (2015), Chapter 10
11	**Wed., April 3**	Treatment for Preschool-Aged Children Treatment based on: -Speech/motor patterns -Operant conditioning	Reading: Yairi & Seery (2015), Chapter 14 Assignment: Annotated Bibliography and Presentation- Group #1-2
12	**Wed., April 10**	Treatment for Preschool-Aged Children- continued Treatment based on: -Parent/child interaction -Indirect approaches -Emotionality	Reading: Yairi & Seery (2015), Chapter 14 Assignment: Annotated Bibliography and Presentation- Groups #3-4 Assignment: Assessment Report Assignment Due
	Wed., April 17	SPRING RECESS	
13	**Wed., April 24**	Treatment for School-Aged and Adult Clients Treatment based on: -Fluency and stuttering	Reading: Yairi & Seery (2015), Chapter 11-13 Assignment: Annotated Bibliography and Presentation- Group #5-6

		-Conditioning fluent speech	
14	Wed., May 1	Treatment for School-Aged and Adult Clients ● Treatment based on: -Stuttering modification -Fluency shaping -Cognitive behavior therapy TENTATIVE: Panel discussion and guest speaker	Reading: Yairi & Seery (2015), Chapter 11-13
15	Wed., May 8	Treatment for Other Fluency Disorders ● Cluttering ● Neurogenic stuttering ● Psychogenic stuttering Ethical responsibilities ● Pseudoscience ● Multidisciplinary practice ● ASHA Code of Ethics Activity: National Stuttering Awareness Week	Reading: ASHA Code of Ethics (2016) Assignment: Annotated Bibliography and Presentation- Group #9 Assignment: IEP Development Assignment

Finals Week	Days	Dates
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	May 9 – 10
Final Semester Examinations	Monday – Thursday	May 13 – 16

Final Session in this course **Assignment: Fluency Materials Assignment Due** Assignment: Annotated Bibliography and Presentation- Group #7-8	**Wednesday**	**May 15, 8:00-10:00PM**