

CSD 646: Fall 2011
1:00 – 3:00 Tuesday
RC C 211

Course Description

Fluency Disorders. (2) Fall.

Theories, evaluation procedures and therapeutic techniques in the treatment of various types and degrees of stuttering and cluttering.

This course adheres to university guidelines regarding workload requirements per credit hour.

Required Materials

Guitar, B. (2006). *Stuttering: An Integrated Approach to Its Nature and Treatment (3rd Ed.)*
Baltimore, MD: Lippincott Williams & Wilkins.

Supplemental readings may be provided during the course.

Course Objectives

This course addresses knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence. This course contributes to meeting the requirements of the specific Standard(s) listed following each class objective, accordingly (www.asha.org). Additionally, the CSD department completes a KASA form for each student in order to track individually acquired knowledge and skills as related to the Standards as progression toward obtaining licensure continues. Upon completion of this course the student will exhibit basic knowledge of the following objectives by achieving a passing grade on all exams and course projects. The student will demonstrate understanding of:

- Defining and describing speech fluency and factors which interfere with it **(Standard III-B and III-C)**
- The nature, characteristics, and onset of stuttering **(Standard III-C)**
- Various theoretical models concerning the etiology of stuttering and the continued development of the disorder as well as variables that contribute to its maintenance and prevention **(Standard III-C and III-D)**
- Evaluating and measuring relevant aspects of the stuttering disorder (including surface features, as well as aspects of the client's feelings and reactions to stuttering), and be able to integrate assessment information to provide an appropriate diagnosis, prognosis, developmental/treatment level, and recommendations for individual clients **(Standard III-D and IV-G)**
- The goals in counseling the parents/caregivers of children who stutter, as well as the client who stutters **(Standard IV-G)**
- A variety of evidence-based treatment procedures and programs for the treatment of stuttering with consideration of age and cultural issues and will be able to develop individualized treatment programs by integrating elements from different approaches as appropriate for each client (including affective, behavioral, and cognitive elements) **(Standard IV-G)**
- The varied treatment approaches for those children who stutter and present with concomitant speech and/or language disorders **(Standard III-D)**
- Differential diagnosis and treatment principles for clients who demonstrate cluttering, neurogenic disfluency, and psychogenic disfluency **(Standard III-D)**

In order to avoid misunderstandings regarding course policies, the student is provided with this policy sheet that will be the guideline for the course unless altered at a later date by the instructor.

Course Policies

- Punctual class attendance is expected. Roll will be checked at each class meeting. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of "F".
- Students are expected to come to class prepared to participate in class discussions and activities. Students who miss class for any reason are responsible for all content.
- All cell phones must be turned off during class. Do not text or e-mail during class. The instructor reserves the right to mark a student absent if he or she is texting/e-mailing in class. Any texting or emailing during a quiz or test will be considered cheating, and a zero will be given for the assignment.

- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- All typed assignments must be double-spaced, using 12 point type size in Times or Times New Roman fonts.
- Submitting work taken directly from another source will be considered plagiarism, and no credit will be given on the assignment.
- All assignments must be submitted at the beginning of the class period on the designated day. No late work will be accepted.
- Students may be called on to answer questions and/or provide opinions during class discussion.
- If for any reason you need to video or audio record lectures or materials presented in this class, it should only be carried out with prior knowledge and approval from the instructor.
- Students are expected to follow the University policy regarding dress code, as well as, any additional dress requirements for clinic.
- Communication from the instructor or supervisor will be received often and primarily through Moodle or HU email. It is the student's responsibility to check these often for class and clinic information.
- Any requests for quiz or test date changes must be approved ahead of time with a doctor or university note. No exceptions!

Course Requirements

- Two exams will be given throughout the semester- a midterm and a final. Each exam is worth 150 points.
- Students will complete a fluency diagnostic including planning, executing, and reporting results of the assessment. This assignment is worth 300 points.
- Periodically, quizzes, mini-written and/or hands-on application assignments will be given during class. These are designed to help you analyze and apply the material that is being covered in class. Each task will be assigned spontaneously. Students missing class that day will not be allowed to make up the assignment. One assignment score (lowest or missing) will be dropped for the semester. These assignments are worth a total of 300 points.
- Students will compile resources in an organized manner of fluency related treatment, diagnostic, and counseling techniques and tools. This assignment is worth 100 points.

Final grades will be based on the percentage of the total points accumulated.

Examinations (150 points each)	300 points	A	100 – 90%
Diagnostic and Evaluation Report	300 points	B	89 – 80%
Class Assignments	150 points	C	79 – 70%
Quizzes	150 points	D	69 – 60%
Resource Project	100 points	F	below 60%
Total	1000 points		

*****Failure to complete ALL course requirements will result in the student's failure of the course and subsequent loss of academic credit and clinical clock hours completed during the semester.*****

Students With Disabilities Statement

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

Academic Integrity Statement

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

Assessment Statement

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools.

The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and Administrative and Educational Support units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Instructor

Sara J. Shock, M.S., CCC-SLP
RC C 130
279-4637
sshock1@harding.edu

* Office hours are posted on my door

** E-mail is the preferred method of contact