



CSD 6460 Fluency Disorders

Harding University

College of Allied Health

2 Credit Hours

Class Meetings Times – Tuesday/Thursday 10:30 am - 11:30 am

Swaid 103

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Semester/Term: Fall 2024

Office Hours: Swaid 205

Course Information

Course Description

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

Course Rationale

The aims of this course are to help prepare you for fluency information on the Praxis exam for speech-language pathology and, my main objective is to prepare you for clinical work with people who stutter and/or clutter, their loved ones, and anyone who needs to be educated appropriately about this topic. I want you to know where to look for reputable resources and current, evidence-based information. My hope is that when you are told you have a client with a potential fluency disorder to assess, you will feel confident that you are up for the task and able to help the person achieve an optimal outcome from treatment.

Course Materials

Required materials:

Reardon-Reeves, N., & Yaruss, J. S. (2013). *School-age stuttering therapy: A practical guide*. McKinney, TX: Stuttering Therapy Resources, Inc. (hereafter, SAS)

Reardon-Reeves, N., & Yaruss, J. S. (2013). *Early childhood stuttering therapy: A practical guide*. McKinney, TX: Stuttering Therapy Resources, Inc. (hereafter, ECS)

Free e-access through the HU Library (link posted below):

Manning, W.H., & DiLollo, A. *Clinical Decision Making in Fluency Disorders*. (4th ed.) San Diego, CA: Plural Publishing Inc., (ISBN: 9781597569972)

<https://libraryproxy.harding.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip&db=nlebk&AN=1682439&scope=site>

Preston, K. (2014). *Out with it: how stuttering helped me find my voice*. New York: Atria Paperback.

You may purchase these materials from the Harding University Bookstore, Amazon, Stuttering Therapy Resources, etc.

Simucase

Course Communication Protocols

I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. Please contact me via email (abaker10@harding.edu), instead of using text messages or the comment box within an assignment. I will respond to emails within 24 hours during the typical work day (8am-5pm) Monday-Friday. Students are expected to check emails daily and a timely response from you is appreciated.

As servants of Christ, we must know how to address each other via all methods of communication - whether online or on the ground. When it comes to our communication, let's remember the following: Harding University is a Christian university and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

In the field that you are choosing to be a part of, you will encounter individuals and groups of all types. It is important that you treat those you will encounter with the utmost respect and dignity, and the same is expected in your interactions with each other, with me, and in my interactions with each of you as well. Awareness of our own biases is important as a clinician and it is important to be aware of our dealings with each other as we prepare for the future as well.

University Mission Statement

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As

a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Integration of Faith and Learning Statement

In this course, we will discuss some of the ways that the Lord created each of us differently and magnificently. Our ability to find the beauty in the way that a person speaks, whether fluent or disfluent, is a gift of seeing all people through the ‘lens of Christ’ and recognizing that what we have to say is more important than how it is said. All voices need to and should be heard and as a member of this class, we will discuss ways that we can help those who may have been told differently or who may feel differently about that. I strive in my life to be ‘faith-laced’ and take that perspective in teaching this subject matter as well. As clinicians who are followers of Jesus, our faith should be woven, or laced, throughout all we do. In this course, I hope to encourage that viewpoint as we learn.

Learning Objectives

Relationship to ASHA standards:

ASHA upholds eight [standards](#) related to academic and clinical training as well as continuing education, acquisition and maintenance of your CCCs. New standards became effective on January 1, 2020. The revised Standards are available in your departmental handbook and students are encouraged to review them. This course primarily contributes to evidence of knowledge and skills described in the following Standards:

Standard IV-B: Knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: Knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical, physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in fluency and fluency disorders.

Standard IV-D: Knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates in fluency and fluency disorders.

Standard IV-E: Knowledge of standards of ethical conduct.

Standard IV-F: Knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: Knowledge of contemporary professional issues.

Standard IV-H: Knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V-A: Skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B: Experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation – Fluency and Fluency Disorders

- a. Conduct screening and prevention procedures, including prevention activities.
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet the needs of individuals receiving services.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

2. Intervention – Fluency and Fluency Disorders

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA *Code of Ethics*, and behave professionally.

In addition, the current [Standards](#) for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

Standard 3.1.1B The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified.

Standard 3.1.2B The program must include content and opportunities to learn so that each student can demonstrate knowledge of the:

- the Discipline of human communication sciences and disorders;
- basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- information pertaining to normal and abnormal human development across the lifespan;
- the nature of communication processes including elements of
 - Articulation;
 - Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
 - Hearing, including the impact on speech and language;
 - Cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive functioning);
 - Social aspects of communication (e.g. behavioral and social skills affecting communication);
 - Augmentative and alternative communication.

Standard 3.1.3B The program must include content and opportunities to learn so that each student can demonstrate knowledge to

- principles and methods of identification of communication and swallowing disorders and differences
- principles and methods of prevention of communication and swallowing disorders

Standard 3.1.4B The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (e.g., behavioral and social skills affecting communication); and
- augmentative and alternative communication needs

Standard 3.1.5B The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in

- intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment.
- intervention for disorders and differences of
 - articulation;
 - fluency;

- o voice and resonance, including respiration and phonation;
- o receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- o hearing, including the impact on speech and language;
- o swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
- o cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive functioning);
- o social aspects of communication (e.g., behavioral and social skills affecting communication);
- o augmentative and alternative communication needs.

Standard 3.1.6B The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and by demonstrating

- The understanding of ethical conduct
- The integration and application of knowledge of the interdependence of speech, language, and hearing
- Engaging in contemporary professional issues and advocacy

Standard 3.5B An effective speech-language pathology program is organized so that the scientific and research foundations of the profession are evident.

Course Learning Objectives (CLOs)

Upon completion of this course, you will be able to:

1. Identify characteristics and etiologies of fluency disorders in preschool and school-age children, adolescents, and adults in order to educate relevant others about the etiologies and signs of a fluency disorder.
2. Develop culturally relevant, evidence-based plans in order to assess individuals suspected of a fluency disorder.
3. Design culturally relevant, evidence-based therapy plans in order to treat individuals with fluency disorders.
4. Demonstrate reflective skills concerning the nature of empathetic stuttering experience in order to plan and execute counseling or role-playing activities.
5. Demonstrate competence in assessment procedures in fluency disorders in order to calculate disfluencies, identify secondary behaviors, and assess the affective component of fluency disorders.
6. Demonstrate competence in treatment procedures in order to complete treatment strategy skills demonstrations (stuttering modification and fluency shaping).

Grading and Assignment Details

Grading Information

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following course components:

Preparation/Participation Assignments – 10%

Learning Assessments (Exams) – 15%

Skills Demonstration – 10%

Treatment Project – 15%

Assessment Project – 15%

Simulations – 5%

Pseudostuttering Activity – 10%

Stuttering Treatment Activity – 10%

Calculating Disfluencies Activity – 10%

You will be given feedback during the duration of this course. Feedback may be in the form of in-class discussions, discussions on online platforms (ExamSoft, Canvas, etc), quizzes, projects (in-class and out of class), and skills demonstrations. The intent of this feedback is to inform you of how well you met the expectations for these components. Assessments will include the following: quizzes, exams, discussion questions, projects, presentations, etc

Grade schedule: **A-** 90-100

B- 80-89

C- 70-79

D- 60-69

F- less than 60

Late work Policy

Late work (work not received by the date/time posted on Canvas and/or handed in at the beginning of class) is accepted for half credit 24 hours past the due date. After that time, the grade will be entered as a zero.

Remediation

If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student's Calipso account and the course will be marked as "in remediation" on their KASA.

Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student's KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

Time Zone: Harding University is located in Searcy, AR, in the Central Standard time zone; therefore, the due dates and times will be based on Central Standard Time.

Course Assignment Details

In this course, you will be expected to participate in class and outside of class in activities to prepare for class discussions (including the assigned 'book club' discussions and questions over reading materials assigned before class), participate in assessments of learning via ExamSoft (multiple choice, true/false, short answer) over material covered in class and assigned in readings, participate and reflect on stuttering in public experiences, participate and reflect on practice implementing therapy techniques with a partner, prepare and write a diagnostic report and treatment plan (including appropriate goals) from a given case, live demonstration of skills calculating disfluencies and modeling treatment strategies (fluency shaping and stuttering modification), and a group project intended to be able to be used as a presentation to a given population or about a related topic of interest. Details on all of these assignments can be found posted in Canvas.

Course Requirements- (must be completed to earn credit in this course):

1. Learning Assessments
2. Assigned Projects and Activities
3. Assigned Simucase Cases

Attendance & Participation

Consistent and punctual attendance is expected at the graduate level. Two absences are allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students are responsible for all class content. Every absence beyond two will result in the final course grade being lowered by a letter. Exceptions to this policy will be rare, and considered on a case by case basis. For asynchronous lectures, the course instructor will take attendance via course analytics in Echo360.

Submitting Assignments

Assignments should be submitted as instructed and should be individual work unless specified otherwise by the instructor.

Technology Details

Technology Requirements

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: E-Learning Web Address

For Canvas assistance, search Canvas Guides.

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical Environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Policies and Procedures

University Policies

Drop and Add Dates

The official start date is August 20 and the last day to add this class is August 23. The course will end on December 5 and the last day to drop is November 20. Please refer to the University's policy regarding drop/add if you have specific questions.

University Assessment

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 Accreditation of the Higher Learning Commission as well as

standards of many discipline-specific specialty accrediting agencies. 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 the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

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 Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access *as soon as possible* in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of “F” in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or

graduate/professional) for further details.

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Course Recordings

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- APA Resources
- Purdue Online Writing Lab

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Generative AI

In this course, generative AI tools may be used for assignments as given direct permission to do so from the instructor with appropriate acknowledgment and citation but not for any other assigned work. Contact your instructor if you are in doubt as to whether you are using generative AI tools appropriately in this course. You are responsible for checking facts, finding reliable sources, citing appropriately, and making a careful, critical examination of any work that you submit. Failure to acknowledge and cite the generative AI or using generative AI on assignments not approved for AI use is academically dishonest and constitutes a violation of Harding's Academic Integrity Policy.

Please use the following guidelines for acknowledging/citing generative AI in your assignments. [APA](#)

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer Statements.

- To uphold Harding University's Academic Integrity Covenant

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the policy set forth in the Harding University catalog. All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Dress Code

All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code described in the Student Handbook, which faculty, staff, and administration will enforce.

Distance Education

For any element of a course conducted via teleconference (Zoom, GoogleMeet, etc) the student must turn on their camera. Student faces must be visible but the backgrounds can be blurred.

Course Policies

Canvas or Internet Outage Policy

As a (potential online) learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly

interfere with communicating with students, adjustments to due dates will be made.

Student

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outages or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computers is prudent.

Testing Issues

If you experience issues with an Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor and I will provide you with instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

Inclement Weather

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- Library
- Testing
- Tutoring
- Writing Center

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- Advising
- Counseling
- Registration
- Student Life
- Financial Aid
- Career Services

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your

responsibility to stay up to date with any changes communicated by the professor.

Tentative Course schedule

Date	Topic	Readings <i>*check weekly modules on Canvas</i>	Required Before Class <i>*specific details on Canvas</i>
Week 1 8/20 & 22	Overview of Class; Clinician Attributes	Manning Ch. 1	Reading & Thought Questions (R & T Ques.) CAA 3.1.5B, 3.1.2B CFCC IV-C, IV-D Second folder reflection
Week 2 8/27 & 29	Basics of stuttering (childhood onset, psychogenic, neurogenic) and cluttering	ECS Ch. 1 SAS Ch. 1	R & T Ques. CAA 3.1.2B, 3.1.4B CFCC IV-B, IV-C, IV-D
Week 3 9/3 & 5	Etiology & Development of stuttering (childhood, psychogenic, neurogenic) and cluttering Impact/Experience of stuttering	ECS Ch. 2, SAS Ch. 2 Smith & Weber article Yaruss & Quesal; Tichenor & Yaruss articles	R & T Ques. CAA 3.1.2B, 3.5B CFCC IV-C, IV-F Pseudostuttering 1 reflection due CAA 3.1.2B CFCC IV-B, IV-C
Week 4 9/10 & 12	Assessment: Young Child and School Age Child Persistence and Recovery	ECS Ch. 3, SAS Ch. 3 Walsh, Christ, Weber article	R & T Ques CAA 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B CFCC IV-C, IV-D (Dx, Tx)
Week 5 9/17 & 19	Assessment: Adult 9/19: Learning Assessment on ES CAA 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B CFCC IV-C, IV-D (Dx, Tx) *Assign Evaluating Speech Fluency	Manning Ch. 5	R & T Ques. CAA 3.1.2B, 3.1.4B CFCC IV-C, IV-D (Dx)
Week 6 9/24 & 26	Book Club Discussion I Molly Simucase Debrief	Part 1 of "Out With It"	Pseudostuttering 2 reflection due CAA 3.1.2B CFCC IV-B, IV-C Book Club Reflection Assessment Simucase - Molly due CFCC IV-C, IV-D, IV-E, V-A, V-B (Dx)
Week 7 10/1 & 3	Treatment Considerations: Young Child *Assign Assessment Project	ECS Ch. 4	R & T Ques. CAA 3.1.2B, 3.1.5B CFCC IV-B, IV-D (Tx), IV-F Evaluating Speech Fluency assignment due Pseudostuttering 3 reflection due CAA 3.1.2B CFCC IV-B, IV-C
Week 8 10/8 & 10	Treatment Considerations: Young Child (less-direct therapy) *Assign Experiencing Stuttering Treatment	ECS Ch. 5	R & T Ques.

Week 9 10/15 & 17	Treatment Considerations: Young Child (more-direct therapy) and School-Age	ECS Ch. 6 and SAS Ch. 6, 7	R & T Ques. CAA 3.1.2B, 3.1.5B CFCC IV-C, IV-D (Tx) **Assessment Project due CAA 3.1.1B (Comm. skills, professional practice competencies), 3.1.4B CFCC IV-D (Dx, Tx) V-A
Week 10 10/22 & 24	Treatment Considerations: Adolescents and Adults SimuCase debrief – Jack *Assign Treatment Project	Manning Ch. 10	**Experiencing Stuttering Treatment assignment due CFCC IV-D R & T Ques. CAA 3.1.1B,, 3.1.5B CFCC IV-D (Tx), IV-G Intervention SimuCase CFCC IV-C, IV-D (Tx), IV-E, V-A, V-B (Tx)
Week 11 10/29 & 31	Counseling: Answering the ‘difficult’ questions: Young Child, School-Age, Adolescent, Adult ‘Facts Sheet’ (class activity) Cultural Considerations	ECS Ch. 4 (pgs 117-126) SAS Ch. 8, 10 Manning pg 75-77, 301	R & T Ques. CAA 3.1.2B (prof duty), 3.1.5B CFCC IV-C, IV-D (Tx)
Week 12 11/5 & 7	11/5: Learning Assessment 2 on ES CAA 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B CFCC IV-C, IV-D (Dx, Tx), IV-G, IV-H 11/7: Book Club Part 2	Part 2 of “Out With It”	Treatment project due CAA 3.1.5B, 3.5B CFCC IV-D (Tx), IV-F
Week 13 11/12 & 14	Cluttering & Atypical Fluency Disorders	Manning Ch. 11	R & T Ques CAA 3.1.3B, 3.1.5B CFCC IV-C, IV-D (Tx)
Week 14 11/19 & 21	Successful Change Possible Guest Speaker Book Club Part 2	SAS Ch. 11 & Manning Ch. 12 Behrman article (see Canvas)	R & T Ques.
Week 15	Thanksgiving	Break	
Week 16 12/3 & 5	Hot Topics and Wrap-Up		
Finals Week	Final: TBD CAA 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B CFCC IV-B, IV-C, IV-D (Dx, Tx, Prevention), IV-G, IV-H		Skills Assessment CFCC V-B