CSD 6460
Fluency Disorders
Fall 2019 (2 credit hours)
Tuesday 10:30am-12:10pm (10-minute break)
SWAID 103

Amy Baker M.S., CCC-SLP
Swaid 205 – Office hours posted
Ext. 4638
Abaker10@harding.edu

You may use the link below to set up an appointment via Google calendar. Please be certain that your calendar settings are for CENTRAL time. If it seems like an odd time, it probably is.

https://www.google.com/calendar/selfsched?sstoken=UVBweS1UN3pES0QxsfGRZmF1bHR8NmRkMTIxNGE0ZTczOGUwY2QzZDEyY2c2YjY0YTQ5MGQ

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

Required Text:


Other Resources:
www.masterclinician.org
SimuCase
Additional online readings and resources will be posted on Canvas

**Relationship to ASHA Standards:** This course contributes to completion of the Standards of the Council for Clinical Certification as outlined on the final page(s) of your syllabus. You each have a KASA form on file in Calipso to help track your knowledge and skills as related to the Standards as your move toward obtaining your CCCs. We review this each semester at Progression Conferences.

**Standard V-B 1a.** Conduct screening and prevention procedures (including prevention activities)
The student will demonstrate the ability to conduct screening and prevention procedures in the area of fluency.

**Standard V-B 1b.** Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of fluency.

**Standard V-B 1c.** Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures
The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of fluency.

**Standard V-B 1d.** Adapt evaluation procedures to meet client/patient needs
The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of fluency.

**Standard V-B 1e.** Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of fluency.

**Standard V-B 1f.** Complete administrative and reporting functions necessary to support evaluation
The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of fluency.

**Standard V-B 1g.** Refer clients/patients for appropriate services
The student will demonstrate the ability to refer clients/patients for appropriate services in the area of fluency.

**Standard V-B 2a.** 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
The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of fluency.

**Standard V-B 2b.** Implement intervention plans (involve clients/patients and relevant others in the intervention process)
The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of fluency.

**Standard V-B 2c.** Select or develop and use appropriate materials and instrumentation for prevention and intervention
The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of fluency.

**Standard V-B 2d.** Measure and evaluate clients’/patients’ performance and progress
The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of fluency.

**Standard V-B 2e.** Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of fluency.

**Standard V-B 2f.** Complete administrative and reporting functions necessary to support intervention
The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of fluency.

**Standard V-B 2g.** Identify and refer clients/patients for services as appropriate
The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of fluency.

**Course Objectives:** Upon successful completion of the course the student will demonstrate knowledge of the following objectives and the skills to integrate them into the frameworks of clinical practice of speech-language pathology:

- become desensitized to stuttering
- demonstrate knowledge about the nature of the stuttering experience (including theories of etiology)
- ability to distinguish among the various forms of fluency problems
- skills in application of principles, goals and strategies for diagnosing and treating fluency problems
- ability to identify markers of successful therapeutic change during and following treatment

**Course Requirements:**
1. You will have three exams. The format of the exams will be discussed prior to the exam date.
2. Using SimuCase, you will complete a fluency assessment project and a fluency treatment project. Further discussion will take place in class. When the projects are completed with 95% competency, you will be able to document 60 minutes of fluency assessment and 75 minutes of fluency treatment on Calipso. Repeated attempts to pass competency will result in reduced grade.
3. In groups, you will complete fluency prevention and education projects. Details will be discussed in class.
4. Skills (fluency shaping, modification, calculating percentage of disfluencies) demonstration.
5. Other class assignments assigned include but are not limited to: Master Clinician session documentation, current media portrayal of stuttering presentation, review of a podcast or website related to fluency disorders, and a journal for reflection. Discussion of these assignments will be in class.

**Course Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>45%</td>
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<tr>
<td>Treatment project</td>
<td>15%</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Skills Demonstration</td>
<td>10%</td>
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<tr>
<td>Assessment project</td>
<td>15%</td>
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</tbody>
</table>

The following grading scale will be used:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = less than 60%

**Must average 70% on all exams (including the final) to earn course credit**

Students are required to attend scheduled Exam Review sessions to review test performance, identify needed adjustments in test-preparation strategy, and clarify any gaps in knowledge. Appointments may also be made (and are encouraged) to answer any questions the student may have regarding course content or difficult concepts. Students are expected to take ownership of and responsibility for their course grades and are strongly encouraged to use the abundant resources available with the course text and make use of the instructors’ office hours to ask any questions that remain unanswered. **If a student does not earn an average of 70% across all major course exams (without rounding), a grade of D will be recorded for the course, regardless of the average on other class assignments.**

**Class attendance:**
Punctual class attendance and active participation is required.

**Course Policies:**
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.

- Do not video or audio record without instructor permission.
- All assignments given are due at the beginning of class or the assigned time posted on Canvas. Late work will not be accepted and will result in a 0.
- Professional behavior includes respecting others around you by refraining from off-task behavior while in class (whispering, use of phone, surfing on your laptop, etc)
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- Submitting work taken directly from another source will be considered plagiarism, and no credit will be given on the assignment.
- Any information (video or discussion) shared during class discussions about clients must be kept in confidence. HIPAA guidelines must be maintained.
All official university communication comes through the HU email system. Please use my Harding email address to communicate electronically with me.

Academic Integrity: 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.

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 the Higher Learning Commission. 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 (AES) 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.

Dress Code/Professionalism: 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, as described in the Student Handbook, which faculty, staff, and administration will enforce.

Additional standards of dress may be required by certain professional and graduate programs, and will be stated in each program’s policies.

Students with Disabilities: It is the policy for Harding University to accommodate students with 7/1/2019 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 226 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.

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 two-hour course, a typical student should expect to spend at least six hours per week dedicated to the course.

Changes to this syllabus: The instructor reserves the right to change course assignments and/or testing procedures. However, students will be adequately notified of any changes during class meetings.

Important Dates for the semester:
Supervisors Dinner – August 27 – 6-9 pm (attendance required)
Midterm Week – October 7-11
ArkSHA – October 2-4 (attendance required)
ASHA in Orlando - November 20-24
Thanksgiving Break – November 25-29
Dead Week – December 2-6
Finals Week – December 9-13

As your instructor, I hope to excite you about the possibilities in this amazing field and specifically with this population. I believe that human communication is essential for all and that in working with communication disorders, we have the ability to be the hands and feet of our Father and to help to bring dignity to the people we encounter.

Philippians 2:1-7 (in part, however, the entire passage is amazing)
“If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant...””
Psalms 100:5
“For the Lord is good and his love endures forever; his faithfulness continues through all generations.”

Colossians 3:23
“Whatsoever you do, do your work heartily, as for the Lord rather than for men…”

Hebrews 3:13
“But encourage one another daily, as long as it is called “Today,” so that none of you may be hardened by sin’s deceitfulness.”

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chp</th>
<th>Required Before Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 20</td>
<td>Overview of Class &amp; Class Spoiler Alert</td>
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<td></td>
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<tr>
<td>Aug 27</td>
<td>The Effective Clinician</td>
<td>1/2</td>
<td>Read Manning text chps 1&amp;2 and answer questions posted on canvas; Preston chps 1&amp;2</td>
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<tr>
<td>Sep 3</td>
<td>The Nature of Fluent and Nonfluent Speech: The Onset of Stuttering</td>
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<td>Sep 10</td>
<td>Historical Perspective on Etiologies and the Development of Stuttering</td>
<td>3</td>
<td>Read Manning chapter 3</td>
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<td>Sep 17</td>
<td>Assessment: Preschool and School-Age</td>
<td>4</td>
<td>Read Manning chp 5</td>
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<tr>
<td>Sep 24</td>
<td>Assessment: Adolescents and Adults</td>
<td>5</td>
<td>Read Manning chp 6</td>
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<td>Sept 1</td>
<td>SimuCase debrief Understanding the Nature of Change</td>
<td>6</td>
<td>1st SimuCase Completed</td>
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<tr>
<td>Oct 1</td>
<td>Counseling Pseudostuttering discussion</td>
<td>7</td>
<td>Read Manning chp 8</td>
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<tr>
<td>Oct 8</td>
<td>Treatment</td>
<td>8</td>
<td>Read Manning chp 9</td>
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<tr>
<td>Oct 15</td>
<td>Treatment: Preschool and School-Age</td>
<td>9</td>
<td>Read Manning chp 10</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Treatment: Adolescents and Adults</td>
<td>10</td>
<td>SimuCase 2</td>
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<tr>
<td>Oct 29</td>
<td>SimuCase debrief Atypical Fluency Disorders</td>
<td>11</td>
<td>1st SimuCase Completed</td>
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<tr>
<td>Nov 5</td>
<td>Indicators of Successful Change During Treatment</td>
<td>12</td>
<td>Read Manning chp 13</td>
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<tr>
<td>Nov 12</td>
<td>Indicators of Successful Change After Treatment</td>
<td>13</td>
<td>Find current event involving stuttering to share (info on Canvas)</td>
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<tr>
<td>Nov 19</td>
<td>Stuttering in the Media Presentations Discussion: Research in fluency disorders</td>
<td>13</td>
<td>Master Clinician Soap Note Due</td>
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<tr>
<td>Nov 26</td>
<td>Thanksgiving Break</td>
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<td>Dec 3</td>
<td>Prevention/Education Presentations</td>
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<td>Dec 10</td>
<td>Final Exam</td>
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This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor. Related additional readings may be added to topics as needed and will be posted to Canvas.