



CSD 6460

Fluency Disorders

Harding University
College of Allied Health
2 Credit Hours

Instructor: Amy Baker, MS, CCC-SLP
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Email: abaker10@harding.edu
Course Location: Swaid 103
Course Day & Time: Tuesday/Thursday 10:30am-11:30am

Office Location: Swaid 205
Office Hours: email for an appointment or use this google calendar link to schedule:
<https://goo.gl/2TJrXf>

Semester/Term: Fall 2022

Course Information

Course Communication Protocols

During this course, the main form of communication outside of the classroom should be through the university email preferably. Canvas will most often be used to send course announcements to the class (which should also generate an email to your university account). I will be checking email frequently throughout the workday and my goal is to respond to communication within one business day. Keep in mind that on holidays and weekends, this may mean more than one day. I am happy to answer questions you may have about class lectures, assignments, assessments, etc., and welcome you to set up a time to meet with me if you would like to. Because of our schedules, the time before and after class may be difficult to manage, so please utilize these other ways as often as you need to.

As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. We realize that in an online classroom, students may be across the globe - all the more reason to state what to expect when communicating online. 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.

Catalog Description

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

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.

Course Rationale

The aims of this course are to help to 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.

Required Course 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.

Other Course Materials

SimuCase (also required in other courses this year)

Additional online readings and resources will be posted on Canvas

Textbook Rationale

All materials are required for this course and were chosen to be resources for you to use beyond this class.

Learning Objectives

This course assists the student in meeting the CFCC standards as follows:

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-F: Knowledge of processes used in research and of the integration of research principles into evidence-based clinical 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 to meeting CFCC standards, this course gives the student opportunity to demonstrate mastery of CAA standards related to the Professional Practice Competencies.

Standard 3.1.1A Professional Practice Competencies 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. Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice

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

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

Final grades will be determined as follows:

A- 90-100%

B- 80-89%

C- 70-79%

D- 60-69%

F- less than 60%

Course components are weighted as follows:

Preparation/Participation Assignments – 10%

Learning Assessments (Exams) – 15%

Skills Demonstration – 10%

Project Presentation – 10%

Treatment Project – 10%

Assessment Project – 10%

Simulations – 5%

Pseudostuttering Activity – 10%

Stuttering Treatment Activity – 10%

Calculating Disfluencies Activity – 10%

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 for 24 hours past the due date. After that time, the grade will be entered as a zero.

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.

Participation/Attendance

The very nature and depth of graduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class as well as the success of the student. True exchange of graduate-level academic ideas and thoughts can only be achieved with everyone actively participating. Attendance on time and at each class meeting is expected and will be recorded.

CSD Key Dates:

Aug 30: Supervisors' Dinner

Oct 10-14: Midterms

Oct 12-14: ArkSHA

Nov 21-25: Thanksgiving Break

Nov 30: Last day to drop a class.

Dec 12-16: Finals

**This is obviously not an exhaustive list. Be sure to check the Google Calendar, emails, and announcements about required and important department events.

Course Policies

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 as well as their classmates' ability to attend to class discussions and activities. Key issues include:
 - Refrain from 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;
 - Cell phone use should be limited to before and after class;
 - Computers should not be used to engage in off-task behaviors during class such as surfing, working on other assignments, checking email, or messaging others;

University Mission Statement

Harding's [mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.

6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

CSD Department Mission and Vision

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.

Our vision is to provide an excellent Christian education through strong, positive connections with graduates who use their voices in their communities.

Technology Details

Technology Requirements

For a list of Canvas supported browsers, visit the [Canvas community](#) website. This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use, the following:

1. Microsoft Office 365
2. Adobe Acrobat
3. Microphone and headset
4. Camera (if needed for proctoring of high stakes tests)

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 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 Office of Disability Services and Educational Access *as soon as possible* in order to get 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, telephone, (501) 279-4019.

Since some students in online courses 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 the [Student Life Disabilities Services Website](#). 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 ([graduate/professional](#)) for further details.

It is the student's responsibility to be familiar with and follow the policies and procedures outlined in the CSD Exam Procedures document located in Canvas.

Academic Integrity Policy

The goal of academic integrity is to achieve the highest level of integrity without need to invoke procedures or sanctions. To approach that goal, faculty must communicate forthrightly and persuasively to students the importance of academic honesty. Please plan to spend at least a few minutes of your first class meeting each semester enunciating the basic principles you expect to see enacted, and please reinforce this message in your syllabus. A simple statement such as one of the following would suffice:

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](#).

Some assignments in this course will be ones that you will be expected to collaborate with a partner or with your assigned group. If this instruction is not given, it is expected that you are to do your own individual work on the given assignment and not collaborate with others.

Remediation Procedures

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.

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.

Turnitin

During this course, the originality of various assignments submitted by students may be checked via [Turnitin](#), an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and

even peer-reviewed feedback. Turnitin is integrated with the assignment settings used by the instructor when preparing assignments in Canvas.

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 forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem-solving, 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 one hundred thirty-five hours dedicated to the course.

Dress Code

You must adhere to the [dress code](#) for all work done in a course, where either a static or video image of yourself is submitted.

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. I 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:

- [Library](#)
- [Testing](#)
- [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:

- [Registration](#)
- [Financial Aid](#)

- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

References

American Psychological Association Website. (2014). Retrieved from <https://www.apa.org/about/apa/archives/apa-history.aspx>

Tentative Course Schedule (*Students will receive timely notice of any major change to the schedule.)

Date	Topic	Readings *check weekly modules on Canvas	Required Before Class *specific details on Canvas
Week 1 8/23 & 25	Overview of Class; Clinician Attributes CAA 3.1.1A	Manning Ch. 1	Reading & Thought Questions (R & T Ques.)
Week 2 8/30 & 9/1	Clinician Attributes; Basics of stuttering (childhood onset, psychogenic, neurogenic) and cluttering CAA 3.1.1A; CFCC IV-C	ECS Ch. 1 SAS Ch. 1	R & T Ques. Second folder reflection
Week 3 9/6 & 8	Etiology & Development of stuttering (childhood, psychogenic, neurogenic) and cluttering CFCC IV-C	ECS Ch. 2, SAS Ch. 2 Smith & Weber article	R & T Ques.
Week 4 9/13 & 15	Impact/Experience of stuttering CAA 3.1.1A Assessment Reviews	Yaruss & Quesal; Tichenor & Yaruss articles	Article summaries
Week 5 9/20 & 22	Assessment Considerations: Child Persistence and Recovery CFCC IV-C, IV-D Assessment Considerations: Young Child CFCC IV-D	ECS Ch. 2 & 3, SAS Ch. 3 Walsh, Christ, Weber article	R & T Ques. Pseudostuttering 1 reflection
Week 6 9/27 & 29	Book Club Discussion 1 9/27: Learning Assessment on ES	Part 1 of "Out With It"	R & T Ques. Pseudostuttering 2 reflection
Week 7 10/4 & 6	Treatment Considerations: Young Child SimuCase debrief – Molly CFCC IV-D, IV-F	ECS Ch. 4	R & T Ques. Pseudostuttering 3 reflection; Assessment SimuCase CFCC V-B
Week 8 10/11 & 13 (ArkSHA)	Treatment Considerations: Young Child (less-direct therapy) CFCC IV-D, IV-F	ECS Ch. 5	R & T Ques. Evaluating Speech Fluency assignment due CFCC V-B
Week 9 10/18 & 20	Treatment Considerations: Young Child (more-direct therapy) CFCC IV-D, IV-F	ECS Ch. 6	R & T Ques. Experiencing Stuttering Treatment assignment due CFCC IV-D
Week 10 10/25 & 27	Book Club Discussion 2 Assessment Considerations: School-Age, Adolescents, and Adults CFCC IV-D	SAS Ch. 4, 5 Part 2 of "Out With It"	R & T Ques. Book Club Reflection
Week 11 11/1 & 3	Treatment Considerations: School-Age, Adolescents, and Adults SimuCase debrief – Jack CFCC IV-F	SAS Ch. 6, 7	R & T Ques. Intervention SimuCase CFCC V-B
Week 12 11/8 & 10	Counseling: Answering the 'difficult' questions: Young Child, School-Age, Adolescent, Adult 11/10: Learning Assessment on ES	ECS Ch. 4 (pgs 117-126) SAS Ch. 8, 10 Behrman article (see below)	R & T Ques.
Week 13 11/15 & 17	Cultural Considerations & Atypical Fluency Disorders CFCC IV-D 'Facts Sheet' (class activity) CFCC IV-C, V-A, V-B	Manning Ch. 11	Assessment project due CFCC V-A, V-B
Week 14	Thanksgiving	Break	
Week 15 11/29 & 12/1	Successful Change Simucase Debrief 3 – Fiona CFCC IV-F	SAS Ch. 11 Manning Ch. 12	R & T Ques. Assessment SimuCase CFCC V-B Treatment project due CFCC V-A, V-B
Week 16 12/6 & 8	Group Presentations CFCC IV-F, V-A		
Finals Wk	Final: TBD		Sign-up for Skills Assessment CFCC V-B