

**San José State University**  
**Department of Communicative Disorders & Sciences**  
**EDSP 252, Seminar in Fluency Disorders, Fall 2018**

**Course and Contact Information**

<b>Instructor:</b>	Pei-Tzu Tsai, Ph.D., CCC-SLP
<b>Office Location:</b>	Sweeney Hall 118D
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<b>Email:</b>	peitzu.tsai@sjsu.edu
<b>Office Hours:</b>	Thursday 3:00-5:00 PM; by appointment In-person or via Zoom
<b>Class Days/Time:</b>	Section 01 Tuesdays 4:00 PM to 6:45 PM Section 02 Wednesdays 4:00 PM to 6:45 PM
<b>Classroom:</b>	Sweeney Hall 449

**Course format**

This course is offered in the hybrid format. All online modules are available via the [Canvas learning management system course website](https://sjsu.instructure.com) at <https://sjsu.instructure.com>.

Course materials and activities, such as syllabus, handouts, notes, assignment instructions and submission, etc. can also be found on the [Canvas learning management system course website](https://sjsu.instructure.com) at <https://sjsu.instructure.com>. You are responsible for setting up email notifications or regularly checking course announcements and messages on Canvas for any updates.

Online individual meetings/discussions are available by appointment. These meetings are held via [Zoom](https://sjsu.zoom.us/) at <https://sjsu.zoom.us/>, also accessible via Canvas course webpage.

**Technology Intensive, Hybrid, and Online Courses**

This course is delivered in multiple formats, such as seminar, lecture, online video/audio viewing, online assignment submission and discussion. Students are required to have laptop/tablet devices with internet access to complete the course. Additional accessories (microphone and headphones) are highly recommended.

**Course Web Page and Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, online modules, etc. can be found on the [Canvas learning management system course website](https://sjsu.instructure.com) at <https://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

## Course Description

This course covers the complex issues related to the clinical management of fluency disorders. The course will discuss contemporary research on etiology, assessment methods and concerns, intervention approaches, interdisciplinary considerations, and technological advancements.

## Course Learning Outcomes (CLO)

This course meets the American Speech-Language-Hearing Association (ASHA) 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology IV-C and IV-D in the area of fluency and voice disorders and differences.

Upon successful completion of this course, students will be able to:

1. Identify and discuss the nature, prevention, assessment and intervention of fluency disorders (ASHA Standard IV-C and IV-D; Lab #1-4; quizzes; exam)
2. Conduct fluency assessment, using formal and informal assessment protocols (ASHA Standard IV-D; Lab #2)
3. Observe, document, interpret and manage the affective, behavioral and cognitive components of stuttering (ASHA Standard IV-C, IV-D; Lab #3)
4. Demonstrate professional/academic writing skills using the American Psychological Association (APA) Style. [ASHA V-A; Lab #4; project]
5. Demonstrate effective oral communication skills to discuss issues in clinical research and practice. [ASHA V-A; Project]
6. Provide client/family and professional consultation on fluency disorders. [ASHA V-A; Project]

## Required Texts/Readings

### Textbook

1. Yairi, E. H., & Seery, C. H. (2014). *Stuttering: Foundations and clinical applications* (2nd ed.). Boston: Pearson. ISBN-10: 0133352048 (print), 0133780384 (eText).
  - Available at various retailers (e.g., SJSU bookstore, Amazon.com, and CourseSmart.com)

### Other Readings

1. Additional readings/materials will be assigned and available on [Canvas course website](https://sjsu.instructure.com), at <https://sjsu.instructure.com>
2. [International Stuttering Awareness Day \(ISAD\) Online Conference](http://isad.isastutter.org/) (October 1-22, 2018) free at <http://isad.isastutter.org/>
3. Course-related questions sent to me via email will be answered on Canvas Discussion board

### Other resources

- [AHSA Practice Portal](https://www.asha.org/Practice-Portal/Clinical-Topics/Childhood-Fluency-Disorders/) at <https://www.asha.org/Practice-Portal/Clinical-Topics/Childhood-Fluency-Disorders/>
- The [Stuttering Foundation](https://www.stutteringhelp.org/facts) at <https://www.stutteringhelp.org/facts>
- [National Stuttering Association](https://westutter.org/) at <https://westutter.org/>

- Stuttering-related information and materials on the [Stuttering Home Page](http://www.stutteringhomepage.com) at <http://www.stutteringhomepage.com>

## Library Liaison

Suzie Bahmanyar, [suzie.bahmanyar@sjsu.edu](mailto:suzie.bahmanyar@sjsu.edu)

## Course Requirements and Assignments

- **Readings.** Assigned readings provide rationale, implementation detail, and research evidence to increase the breadth and depth of topics covered in class. Information from these readings will augment class performance.
- **Assignments (70 points).** All written assignments require APA style in-text citations and references when appropriate. Detail assignment instructions and rubrics will be posted on Canvas.
  - Labs (40 points): There will be four lab activities. These labs provide guided, hands-on practice to enhance knowledge and skill in assessing and treating fluency disorders, as well as involvement in professional communities for life-long learning. Labs are graded based on successful completion and timely submission of the assignment and worksheets. [CLO 1-4]
  - Group Applied Project (30 points): Students will form groups of 4-5 members to research a topic of interest, approved by the instructor. Each group will development written resources and complete an oral presentation. The project is graded based on the accuracy and quality of evidence, clarity, clinical implications, and meeting the instructed requirements. [CLO 4-6]
- **Exam (20 points).** There will be a midterm exam, covering both content knowledge and clinical management of stuttering. [CLO 1]
- **Quizzes (10 points).** Each online lecture is followed by an online quiz. One attempt is allowed for each quiz. The score is calculated in percent accuracy by combining all quizzes, weighing 10% of the final grade. (CLO 1)

**Final Evaluation.** The culminating experience is the final project. The project is due by the end of the scheduled final exam time.

## Grading Information

Grades will be determined based on the percentage (earned points out of the possible total points), using the percentage rating system detailed below.

A+	100 to 98	A	97 to 94	A-	93 to 90
B+	89 to 87	B	86 to 84	B-	83 to 80
C+	79 to 77	C	76 to 74	C-	73 to 70
D	69 to 60	F	59 and below		

- Late assignment penalty: One point will be deducted each day past the deadline.
- Make-up exam/assignment is provided only with documented illness, emergency and observed religious holiday (see Classroom Policy below). There is no opportunity to earn extra credits.
- Assignment weighting:

ASSIGNMENT	WEIGHT (%)
Labs	40
Quizzes	10
Midterm Exam	20
Group Applied Project	30
TOTAL	100

### Classroom Protocol

- Contact me in person or via email immediately when you have any concerns regarding the class, your or your peers' learning experience.
- **Adhere to SJSU student conduct code and ASHA code of ethics for all work in this class.**
- **Illness/emergency:** At the discretion of the instructor, make-up exams, quizzes and/or assignments will be given in cases of documented illnesses and personal/family-related emergencies. **Inform me within 24 hours** of the missed deadline, and **submit documentation within one week**. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required.
- **Observe religious holidays:** Inform me of your absence **before the add deadline or three days before the absence, whichever is earlier**, to make any necessary arrangement.
- **Accommodations for disabilities:** Inform me of the necessary accommodations with documentation from [Accessible Education Center](http://www.sjsu.edu/aec/) at <http://www.sjsu.edu/aec/> in a timely manner (see Campus Policy in Compliance with the American Disabilities Act below).

### College and Departmental Policies

#### HIPPA Policy

Students are considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students are required to adhere to these policies.

#### Confidentiality

All clients/clinical cases presented in class have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

#### University Policies

Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## EDSP 252, Seminar in Fluency Disorders, Fall 2018, Course Schedule

*The agenda is subject to change with advance notice in class and on Canvas.*

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Readings/Assignments</b>
1	8/21, 22	<b>Online 1: Syllabus, course format and orientation</b>	
2	8/28, 29	<b>Classroom: Understanding stuttering</b>	Ch.1-4 Quiz 1 (12pm) Lab #1 (12pm)
3	9/4, 5	<b>Online 2: Evaluating stuttering (young children, school-age children and adults)</b>	Ch. 8, 9
4	9/11, 12	<b>Classroom: Assessment skills</b>	Bring laptop, headphones Quiz 2 (12pm) Lab #2 (12pm)
5	9/18, 19	<b>Online 3: Treating stuttering (approaches and techniques)</b>	Ch. 10-14 Project topic (12pm)
6	9/25, 26	<b>Classroom: Intervention skills</b>	Quiz 3 (12pm)
7	10/2, 3	<i>Review day; research project</i>	
8	10/9, 10	<b>Classroom: Midterm</b>	Lab #3 (12pm)
9	10/16, 17	<b>ISAD 2018</b>	
10	10/23, 24	<b>Classroom: Contemporary issues</b> <b>Guest speakers</b>	Assigned readings Lab #4 (12pm)
11	10/30, 31	<b>Online 4: Other fluency disorders; multicultural issues</b>	Ch. 15
12	11/6, 7	<b>Classroom: Counseling</b>	Assigned readings Quiz 4 (12pm)
13	11/13, 14	<i>Project day</i>	“Ask an expert” (12pm)
14	11/20, 21	<i>NO CLASS - Thanksgiving</i>	
15	11/27, 28	<b>Zoom: Group meetings</b>	Project – draft (12pm)
16	12/4, 5	<b>Classroom: Project – Presentation</b>	
Final	12/18, 12	5:15-7:30 PM	Project – final (20%)