

San José State University
Department of Communicative Disorders & Sciences
EDSP 258, Seminar in Fluency/Voice Disorders, Fall 2016

Course and Contact Information

Instructor:	Pei-Tzu Tsai, Ph.D., CCC-SLP
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Office Hours:	Fridays 12:00 PM to 2:00 PM or by appointment
Class Days/Time:	Section 01 Fridays 9:00 AM to 11:45 AM Section 02 Fridays 2:00 PM to 4:45 PM
Classroom:	Section 01: Sweeney Hall 239 Section 02: Sweeney Hall 230

Course Web Page and Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, 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. For first-time user of Canvas, the instructions are available at <http://www.sjsu.edu/at/ec/canvas/index.html>.

Course Description

This course is designed to provide the master's level student in speech language pathology with understanding of the complex issues surrounding the treatment of fluency/voice disorders, including etiological theories, group and individual therapy, clinical decision making, parameters of research and interdisciplinary considerations.

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; Exam 1; Lab #3)
2. Conduct fluency assessment, using formal and informal assessment protocols (ASHA Standard IV-D; Lab #1)
3. Observe, document, interpret and manage the affective, behavioral and cognitive components of stuttering (ASHA Standard IV-C, IV-D; Lab #2)
4. Identify and discuss the nature, prevention, assessment and intervention of voice disorders and differences (ASHA Standard IV-C and IV-D; Exam 2; Lab #6)

5. Conduct voice assessment, using laryngeal, perceptual, aerodynamic and/or acoustic assessment methods (ASHA Standard IV-D; Lab #4)
6. Demonstrate and discuss rationale of common therapeutic techniques related to fluency and voice disorders (ASHA Standard IV-D; Lab #5)

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 eText rental at Coursesmart.com)
2. Boone, D.R., McFarlane, S.C., & Von Berg, S.L., & Zraick, R.I. (2014). *The Voice and Voice Therapy* (9th ed.). Boston, MA: Pearson. ISBN-10: 0133007022 (print), ISBN-10 0133013855 (eText).
 - Available at various retailers (e.g., SJSU bookstore, Amazon.com, and eText rental at Coursesmart.com)

Other Readings

1. Additional readings/materials will be assigned and available on [Canvas course website](#), at <https://sjsu.instructure.com>.
2. [AHSAs Practice Portal](#) at <http://www.asha.org/Practice-Portal/Speech-Language-Pathologists/>
3. Course-related questions sent to me via email will be answered on Canvas Discussion board.

Other resources

- Stuttering-related information and materials on the [Stuttering Home Page](#) at <http://www.stutteringhomepage.com>
- [2016 International Stuttering Awareness Day \(ISAD\) Online Conference](#) (October 1-22, 2016) free at <http://isad.isastutter.org/>
- Voice-related information and free e-books on the [National Center for Voice and Speech \(NCVS\)](#) at http://www.ncvs.org/products_freebooks.html

Library Liaison

Suzie Bahmanyar, MLIS. Her office is located on the 4th floor of the King Library in the Administration wing. If you wish to meet with Ms. Bahmanyar, please make an appointment via email (suzie.bahmanyar@sjsu.edu) or phone (408-808-2654).

Course Requirements and Assignments

Readings. The selected readings provide rationale, implementation detail, and research evidence to increase the breadth and depth of some topics covered in class. Information from these readings will augment your performance.

Labs (60%). There will be six lab activities in and outside of class throughout the semester. These labs provide hands-on learning to facilitate knowledge and skill development in assessment and treatment of fluency and voice disorders. Labs are graded based on successful completion of the assignment practice and worksheets.

1. Fluency measurement & SSI-4 (CLO 2): 10%
2. Pseudostuttering (CLO 3): 10%

3. Stuttering theory & rationale (CLO 1): 10%
4. Voice measurement & CAPE-V (CLO 5): 10%
5. Treatment techniques (CLO 6): 10%
6. Voice disorders chart (CLO 4): 10%

Exams (40%). There are two noncumulative written exams, one on fluency (Exam #1) and the other on voice (Exam #2).

1. Exam #1 (CLO 1): 20%
2. Exam #2 (CLO 4): 20%

Final Evaluation. Final examination is noncumulative.

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.
- There is no extra credit opportunity for this course. Make-up exam/assignment is provided only with documented illness, emergency and observed religious holiday (see Classroom Policy below).
- Assignment weighting:

ASSIGNMENT	WEIGHT (%)
6 Labs (10% each)	60
2 Exams (25% each)	40
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 258, Seminar in Fluency/Voice Disorders, Fall 2016, Course Schedule

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

Week	Date	Topics	Readings/Assignments/Exams
1	8/26	Understanding stuttering	Ch.1-4
2	9/2	Evaluating stuttering Activity: Fluency measures (bring laptop)	Ch. 8, 9
3	9/9	Evaluating stuttering (cont.) Activity: Assessment tools	Lab #1 (10%)
4	9/16	Treating stuttering Activity: Pseudostuttering Self-help group; personal journey (Guest speakers)	Ch. 10-14 Assigned reading
5	9/23	Treating stuttering (cont.) Other fluency disorders	Ch. 15, assigned reading Lab #2 (10%)
6	9/30	Case study ; review	Lab #3 (10%)
7	10/7	Exam 1	Exam 1 (25%)
8	10/14	Understanding voice	Ch. 2, 5 (pp. 111-15 on PNS)
9	10/21	Evaluating voice Activity: Voice measures (bring laptop/tablet and mic)	Ch. 6
10	10/28	Managing functional/organic voice disorders	Ch. 3, 5 Lab #4 (10%)
11	11/4	Managing neurogenic voice disorders	Ch. 4
12	11/11	<i>NO CLASS – Veterans Day</i>	
13	11/18	<i>NO CLASS – ASHA</i> Individual activity –Treatment techniques	Lab #5 (10%)
14	11/25	<i>NO CLASS - Thanksgiving</i>	
15	12/2	Treating voice Activity: Device	Ch. 7, 8, 9
16	12/9	Case study ; review	Lab #6 (10%)
Final	12/15	Sec 01: 7:15-9:30 AM; Sec 03: 12:15-2:30 PM	Exam 2 (25%)