

San José State University
Department of Communicative Disorders & Sciences
EDSP 258, Seminar in Fluency/Voice Disorders, Fall 2015

Course and Contact Information

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Office Hours	By appointment
Class Days/Times	Tuesdays 5:00 PM – 7:45 PM
Classroom	Sweeney Hall 314

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.

Learning Outcomes**Course Learning Outcomes (CLO)**

This course meets the 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/voice disorders and differences.

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

1. CLO 1: Identify and discuss the nature of voice disorders and differences, including the etiologies, characteristics, anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (ASHA Standard IV-C; Assignment 2, Exam 1)

2. CLO 2: Describe and discuss laryngeal anatomy and physiology of voice production (ASHA Standard IV-C; Exam 1)
3. CLO 3: Identify and discuss the principles and methods of prevention, assessment, and intervention for people with voice disorders and difference (ASHA Standard IV-D; Assignment 1-2, Exam 1)
4. CLO 4: Conduct voice evaluation, using laryngeal, perceptual, aerodynamic and/or acoustic assessment methods (ASHA Standard IV-D; Assignment 1-2)
5. CLO 5: Identify and discuss the nature of fluency disorders, including the etiologies, characteristics, anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (ASHA Standard IV-C; Exam 2)
6. CLO 6: Observe, identify and interpret the affective, behavioral and cognitive components of stuttering (ASHA Standard IV-C; Assignment 3-4)
7. CLO 7: Identify the principles and methods of prevention, assessment, and intervention for people with fluency disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (ASHA Standard IV-D; Exam 2)
8. CLO 8: Conduct fluency measures for establishing baseline and monitoring fluency (ASHA Standard IV-D; Assignment 4)

Required Texts/Readings

Textbook

1. Colton RH, Casper JK, Leonard R. (2011) *Understanding Voice Problems: A physiological perspective for diagnosis and treatment* (4th edition). Baltimore, MD: Lippincott Williams & Wilkins. ISBN 1609138745.
 - Available at various retailers (e.g., SJSU bookstore, Amazon.com, and eText rental at Coursesmart.com)
2. Manning, W.H. (2010). *Clinical decision making in fluency disorders*. (3rd ed.). Clifton Park, NY: Delmar-Cengage Learning. ISBN-10: 141806730X (print), ISBN-10: 0495951692 (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](https://sjsu.instructure.com), at <https://sjsu.instructure.com>.
2. 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](http://www.stutteringhomepage.com) at <http://www.stutteringhomepage.com>
- [2015 International Stuttering Awareness Day \(ISAD\) Online Conference](http://isad.isastutter.org/) at <http://isad.isastutter.org/>

- Voice-related information and free e-books on the [National Center for Voice and Speech \(NCVS\)](http://www.ncvs.org/products_freebooks.html) at http://www.ncvs.org/products_freebooks.html

Library Liaison

Valeria Molteni, valeria.molteni@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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.

Assignments

1. This assignment is designed to begin the process of enhancing your observational skills in the world of voice in terms of others' voices. This assignment is worth 10% of your grade. (CLO 3-4)

Assignment: A series of voice samples will be provided for your review. For each presented voice, determine whether you think the voice is normal or dysphonic. Use descriptive terms to characterize what you hear in the voice. Use the GRBAS scale to provide a numeric ranking to the quality of the voice.

You will need to go to the voice lab on campus to use the Visipitch to determine your own fundamental frequency, jitter, shimmer, and noise to harmonics ratio. You need only report these numbers and indicate whether they fall within or outside of the normal range.

2. This assignment is designed for you to hone your skills in integrating clinical history, acoustic vocal properties, and videostroboscopic evaluation in determining a differential diagnosis. This assignment is worth 15% of your grade. (CLO 1, 3-4)

Assignment: A patient history, perceptual/auditory/aerodynamic data, and videostroboscopic images will be provided for your review. Based upon this information, you are to form a differential diagnosis. Your paper should include a 1 page explanation as to how you determined this diagnosis, a 1 page description of this diagnostic category and clinically relevant information about the diagnosis, and a 1 page description of your treatment plan for the patient.

3. Pseudostuttering: This assignment is designed for you to experience and begin to understand what your client may experience on a day to day basis and to desensitize you to stuttering behaviors so that you don't inadvertently react negatively to clients and people who stutter. This assignment is worth 10% of your grade. (CLO 6)

Assignment: You will practice in class and get feedback from a partner. You will make sure that your pseudostuttering is consistent in terms of characteristics. You will then go out with a partner and practice in public, in three situations. You will be given a worksheet to complete indicating the situation, the core stuttering behaviors you exhibited, your feelings/interpretations, the listener behaviors, and alternative interpretations.

4. Assessment: This assignment is designed for you to identify and differentiate between core stuttering behaviors and secondary behaviors and to give you practice administering, scoring, and interpreting common fluency assessment protocols. This assignment is worth 15% of your grade. (CLO 6, 8)

Assignment: You will ‘administer’ two different standardized fluency assessments. Complete the protocols and document your interpretation (with supporting evidence). You will also transcribe a fluency measurement sample and complete a fluency measurement worksheet.

Exams

1. Exam #1 (CLO 1 and 3): 25%
2. Exam #2 (CLO 5 and 7): 25%

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Grades will be determined based on the percentage (earned points out of the possible total points), based on the 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		

Note: All work must be submitted on time, and completed in an acceptable and ethical manner. See Academic Integrity Statement section below.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

It is expected that students will arrive on time, having completed all assigned readings. It is encouraged for students to explore and ask questions regarding materials, information provided, and be prepared to answer questions in class. Please silence cell phones and use breaks as needed. Please close all browsers/apps that are not directly related to the class.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety

of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a reduction of course grade, failure of the assignment, and administrative sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that San José State's Academic Integrity Policy requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Illness and Absence Policy for Course Requirements and Assignments

At the discretion of the instructor, make-up exams, quizzes and/or assignments will be given in cases of documented illnesses and/or emergencies. 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. Documentation must be procured within one week.

In case you are ill or have an emergency, please let me know your status within 24 hours after the missed exam/assignment date by email, phone, or in person. Any notification after the 24-hour period will not be accepted and you will not be able to make up the missed deadline.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory,

alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

College and Departmental Policies

Vision Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

Mission Statements

College of Education: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College.

Department: The mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPPA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

Confidentiality

All clients 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.

EDSP 258, Seminar in Fluency/Voice Disorders, Fall 2015, Course Schedule

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

Date	Topics	Readings/Assignments/Exams
8/25	Anatomy and physiology of voice	Coulton and Casper Chapters 12-13
9/1	Videostroboscopy	Coulton and Casper Chapters 1 and 8 page 223-235
9/8	Voice assessment	Coulton and Casper Chapter 8 pages 213-223, 236-272
9/15	No class, complete Assignment 1 including lab activity	
9/22	Voice disorders	Coulton and Casper Chapter 4-6 Assignment 1 due (10%)
9/29	Voice disorders/Voice therapy	Coulton and Casper Chapter 10
10/6	Voice therapy	Coulton and Casper Chapter 9 Assignment 2 due (15%)
10/13	Exam #1	Exam 1: 25%
10/20	Understanding Stuttering	Ch. 1, 2, 3
10/27	Evaluating Stuttering	Ch 4, 5 Assignment 3 Due (10%)
11/3	Evaluating Stuttering	
11/10 (Tue)	<i>Treating Stuttering</i>	Ch. 6, 8, 9
11/17 (Tue)	<i>Treating Stuttering</i>	Ch. 7, 10, 11, 12
11/24	Self-Study-	Assignment 4 due (10%)
12/1	Other Fluency Disorders	
12/8	<i>Review/Exam</i>	Exam 2: (25%)
Final		