

San José State University
Department of Communicative Disorders & Sciences
EDSP 252, Seminar in Fluency Disorders, Fall 2019

Course and Contact Information

Instructor:	Pei-Tzu Tsai, Ph.D., CCC-SLP
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Office Hours:	Thursday 1:00-3:00 PM; by appointment In-person or via Zoom
Class Days/Time:	Section 01 Friday 9:30 PM to 12:15 PM Section 02 Friday 1:00 PM to 3:45 PM
Classroom:	Sweeney Hall 433

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>. Students 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>. Students 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; Labs 1-4, Journal Club, Quizzes, Midterm Forum and Case Portfolio)
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)
4. Demonstrate effective communication skills to discuss issues in clinical research and practice. [ASHA V-A; Journal Club; Midterm Forum; Case Portfolio]
5. Provide client/family professional consultation on fluency disorders. [ASHA V-A; Case Portfolio]

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).

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

- Introduction and EBP of fluency disorders at [AHS 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/>
- Podcast on current topics about stuttering at [StutteringTalk](http://stuttertalk.com/) at <http://stuttertalk.com/>
- Educational resources for clinicians, families, children and teachers, etc. at the [Stuttering Foundation](https://www.stutteringhelp.org/)
 - a. Facts: <https://www.stutteringhelp.org/facts>
 - b. Webinars on practical topics: <https://www.stutteringhelp.org/Virtualelearning>
- Resources and self-help support groups at [National Stuttering Association](https://westutter.org/) at <https://westutter.org/>

Library Liaison

Suzie Bahmanyar, 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.** All written assignments require APA style in-text citations and a reference list when appropriate. Detail assignment instructions and rubrics will be posted on Canvas.
- **Quizzes and Midterm (20 points; CLO 1 and 4)**
Each online lecture is followed by an online quiz to evaluate learning of selected content knowledge, and there is a midterm assessment activity on content and skill learning.
- **Labs (20 points; CLO 1-3)**
Lab activities provide hands-on practice to enhance acquisition of clinical skills. There are four lab activities that will be graded as complete/incomplete, based on completion and timely submission of the work.
- **Journal Club (20 points; CLO 1 and 4):** Students will consume scholarly work on selected topics, exercise critical thinking via creating evidence-based practice materials, and exchange thoughts on research and practice. There are four journal club discussions, and each is graded based on successful completion of responses and materials per instruction.
- **Case Portfolio (40 points; CLO 1, 4 and 5)**
Each student will sign up for a case to work on individually, though peer discussion is encouraged. Each student will demonstrate critical analysis of a clinical case and evidence-based therapy planning. Materials developed in the Journal Club will be incorporated into the Case Portfolio.

Final Evaluation. The culminating experience is the final Case Portfolio. 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 plus	100 to 98	A	97 to 94	A minus	93 to 90
B plus	89 to 87	B	86 to 84	B minus	83 to 80
C plus	79 to 77	C	76 to 74	C minus	73 to 70
D plus	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 (%)
Quizzes and Midterm	20
Labs	20
Journal Club	20
Case Portfolio	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 252, Seminar in Fluency Disorders, Fall 2019, Course Schedule

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

Date	Topics	Readings/Assignments
8/23	Online: Syllabus, course orientation	Practice quiz due 8/29 Lab 1 due 8/29
8/30	Online: Understanding stuttering	Ch. 1-4 (optional: Ch. 5-7) Quiz 1 due 9/5
9/6	Journal Club: Biological aspects of stuttering	Readings on Canvas Discussion 1 due 9/12
9/13	Online: Evaluating stuttering	Ch. 8-9 Quiz 2 due 9/19
9/20	No class: Work on Lab 2 (assessing stuttering)	Lab 2 due 9/26
9/27	Journal Club: Assessment frameworks	Readings on Canvas Discussion 2 due 10/3
10/4	No class: Prepare for midterm	
10/11	On-campus Discussion, midterm, guest speakers	Midterm (bring laptop and headphones)
10/18	Online: Treating stuttering	Ch. 10-14 Quiz 3 due 10/24
10/25	No class: Work on Lab 3 (therapy demo)	Lab 3 due 10/31
11/1	Journal Club: EBP decision making	Readings on Canvas Discussion 3 due 11/7
11/8	Online: Other fluency disorders; contemporary issues	Ch. 15 Quiz 4 due 11/14
11/15	Journal Club: Current research	Readings on Canvas Discussion 4 due 11/21
11/22	No class: Work on Lab 4 (pseudostuttering) and Case Portfolio (ITR draft)	Lab 4 due 12/5
11/29	No class: Happy Thanksgiving!	
12/6	On-campus Labs, goal writing, therapy design, ITR, showcase, post-Ax <i>Optional: The LCOE Learning Showcase (3-8pm)</i>	Bring ITR draft for discussion Bring hard copy of EBP materials for showcase
Final	Section 01: 12/17 9:30am Section 02: 12/11 2:30pm	Final Case Portfolio