San José State University
Department of Communicative Disorders & Sciences
EDSP 258, Seminar in Fluency/Voice Disorders, Fall 2013

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Office Hours:	Tuesdays, Thursdays 3 PM to 4 PM or by appointment
Class Days/Time:	Section 01 Tuesdays 4 PM to 6:45 PM Section 02 Thursdays 4 PM to 6:45 PM
Classroom:	Sweeney Hall 414

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 Goals and Student Learning Objectives

ASHA Standards

This course meets the following standard of the Standards and Implementation Procedures for the Certification of Clinical Competence in the area of fluency disorders:

- Standard III-C: The applicant must demonstrate knowledge of the nature of fluency/voice disorders and differences, including the etiologies, characteristics, anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
- Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with fluency/voice disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
- Standard III-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
- Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Learning Outcomes

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

1. Discuss the affective and cognitive components of stuttering from various perspectives (III-C; Assignment #1).
2. Conduct fluency measures for establishing baseline and monitoring fluency (III-D, IV-B; Assignment #2).
3. Identify essential concepts in the assessment and treatment of fluency disorders, based on the nature and characteristics of the disorders (III-C, D; Exam #1).
4. Discuss, develop and evaluate procedures for differential diagnosis and therapeutic approaches in children and adults, supported by rationales and theories of fluency disorders (III-C, D, F, IV-B; Exam #2).
5. Describe and discuss laryngeal anatomy and physiology for voice production (III-C; Assignment #3, Exam #3)
6. Discuss and/or perform voice evaluation using laryngeal, perceptual, aerodynamic and acoustic assessment methods (III-D; Assignment #4, Exam #3)
7. Analyze and synthesize evaluation results to determine candidacy for therapy (III-D; Assignment #4)
8. Develop an evidence-based treatment plan appropriate to the client and the disorder (III-D, IV-B; Assignment #4)

Required Texts/Readings

1. Manning, W.H. (2010). *Clinical decision making in fluency disorders.* (3rd ed.). Clifton Park, NY: Delmar-Cengage Learning.
2. Boone, D.R., McFarlane, S.C., & Von Berg, S.L., & Zraick, R.I. (2014). The Voice and Voice Therapy (9th Ed.). Boston: Allyn and Bacon.
3. Materials and readings posted on Canvas course website, located at https://sjsu.instructure.com. First-time user, please go to http://www.sjsu.edu/at/ec/canvas/index.html.
4. Course-related questions sent to me via email will be answered on Canvas Discussion board.

Useful Websites

- American Psychological Association (APA) writing style guidelines from Purdue OWL: APA Formatting and Style Guide at http://owl.english.purdue.edu/owl/resource/560/01/. The APA style is required for all written assignments calling for citations and references in this course.
- Resources on stuttering from the Stuttering Home Page at http://www.stutteringhomepage.com

- Diagnostic and therapy resources from Judy Kuster at http://www.mnsu.edu/comdis/kuster2/sptherapy.html#fluency

Library Liaison

Valeria Molteni, valeria.molteni@sjsu.edu

Course Requirements, Assignments and Grading Policy

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 be useful for your examinations and assignments.

Attendance. If you miss a class, you are responsible for obtaining the material by asking a fellow student for notes and handouts. Be prepared to participate in in-class activities, hands-on practices and discussions. You will need to provide appropriate documentation for any absence (see Illness and Absence Policy below).

Assignments

1. Pseudostuttering (10%)
2. Fluency measurement (10%)
3. Larynx model (5%)
4. Case study (25%)

Exams

1. Exam #1, #2 (15% each)
2. Exam #3 (20%)

Grading. 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.

University Policies

Academic integrity

Let me start by saying that the following information is not meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.

- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your commitment as a student to learning is evidenced by your enrollment at SJSU. The University's Academic Integrity policy (http://www.sjsu.edu/senate/S07-2.htm) 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 is available at http://www.sjsu.edu/studentconduct/.
- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams 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 failing grade and 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 SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

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 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

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.

- Observe religious holidays: you must inform me of your absence during the first week of class to make any necessary arrangement regarding assigned deadlines.

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 section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/provost/Academic_Calendars/. The Late Drop 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 at http://www.sjsu.edu/advising/.

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.

Agenda

The agenda is subject to change with advance notice in class and on Canvas. Assigned topic readings are available on Canvas.

Date	Topics	Assignments/Exams
8/22, 27	Understanding stuttering Activity: Pseudostuttering	
8/29, 9/3	Assessing stuttering in children and adolescent/adults Activity: Fluency measures (bring laptop), tools	Pseudostuttering paper Due (10%)
9/5, 10	(Cont.)	Fluency measurement Due (10%)
9/12, 17	Treating stuttering children and adolescent/adults Activity: Techniques, CBT	**Exam #1 (15%)**
9/19, **10/1**	(Cont.) Clinical decision making and writing Activity: Tx plan	
9/26, **9/24**	Self-help groups Etiological theories and current research Activity: Guest speaker (pending)	
10/3, 8	16th Stuttering Awareness Day Online Conference (http://www.mnsu.edu/comdis/kuster/isadarchive/onlineconference.html)	**Exam #2 Due (15%)**
10/10, 15	Vocal anatomy and physiology	
10/17, 22	Voice evaluation Activity: Vocal analysis (bring laptop and mic), case study (assessment)	Larynx model Due (5%)
10/24, 29	Functional/organic voice disorders	
10/31, 11/5	Neurogenic voice disorders	**Exam #3 (20%)**
11/7, **11/19**	Voice therapy Activity: Vocal Function Exercise, Resonance Voice Therapy	Case study (assessment draft) Due

Date	Topics	Assignments/Exams
11/14, **11/12**	Case study preparation	
11/21, 26	Head & neck cancer; medical/surgical management Activity: Electrolarynx	Case study (treatment draft) Due
11/28	**Thanksgiving**	
12/5, 3	Wrap up Case study presentation	
Final	Sec 01 (Tue): 12/17 7:30PM Sec 02 (Thu): 12/12 7:30PM	Case study (complete draft) Due (25%)