

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Communication Sciences and Disorders**

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**CSD 5040  
Advanced Stuttering  
3 hours**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION STANDARDS**

Standard III-B, III-C, III-D, III-G

Demonstrate understanding of the definition of stuttering.

Standard III-C

Demonstrate the application of five theory areas of cause and effect for the development and treatment of fluency disorders.

Demonstrate an understanding of the rationale for the treatment of stuttering, cluttering, and other fluency disorders.

Standard III-D

Demonstrate knowledge of the evaluation of fluency disorders in children and adults, and will be able to demonstrate the ability to make a differential diagnosis

Demonstrate the ability to explain, exhibit, and apply a variety of therapy techniques in the treatment of individuals with fluency disorders.

Demonstrate the relevance of historical and current research to the evaluation and treatment of fluency disorders.

**Course Description:** This is a three-hour advanced course that will focus on the neuropathology, the differential diagnosis and intervention of stuttering in children and adults. Additional topics include cluttering and stuttering. Topics will also include behaviors associated with stuttering as well as disorders related to disfluency of speech.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

1. Yairi, E. & Seery, C. H. (2014). *Stuttering: Foundations and Clinical Applications*. Upper Saddle River, NJ: Pearson. ISBN-13: 978-0133352047 ISBN-10: 0133352048  
Edition: 2<sup>nd</sup>

Additional readings may be assigned as needed.

2. Top Hat Subscription. <https://support.tophat.com/s/article/Student-Purchasing-a-Top-Hat-Subscription>.

You are responsible for information from these readings as well as the information from the required text. This information will likely appear in examination questions.

## **OBJECTIVES AND DESIRED LEARNING OUTCOMES**

**Course Objectives:** This course is designed to provide the graduate level student in communication disorders with an advanced understanding of the complex issues of Stuttering and other fluency disorders. As your instructor, my goal is to assist you in the development, understanding, and the practical knowledge about understanding the common etiologies, conditions, situations and emotional aspect of stuttering, with emphasis on the effects on Communication. I also desire to assist you in not just learning, but to critically evaluate information and concepts involving Stuttering and fluency disorders from theory to intervention for all ages.

At the end of this course, the student will be able to:

1. Demonstrate knowledge of the nature of stuttering and other fluency disorders, including etiologies, characteristics, anatomical/physiological, developmental, and linguistic and cultural correlates; for individuals with stuttering and fluency disorders and/or differences (ASHA IIIB) IV-C, CPL<sub>2</sub>
2. Demonstrate the nature of stuttering and fluency disorders: knowledge of stuttering disorder/difference, causes and mechanism of stuttering and fluency disorder and theoretical approaches. (ASHA IIIB) IV-C, CPL<sub>2</sub>
3. Demonstrate stuttering and other fluency disorders: Prevention, Assessment, Intervention. Emotional and Psychological Aspects of Stuttering and fluency disorders (ASHA IIIC) IV-C, CPL<sub>2</sub> IV-C, CPL<sub>1.1</sub>
4. Demonstrate stuttering and other fluency disorders for etiologies and characteristics (ASHA IIIC) IV-C, CPL<sub>2</sub> IV-C, CPL<sub>1.1</sub>
5. Demonstrate knowledge of the nature of Stuttering and other fluency disorders and differences, including etiologies, characteristics, psychological, developmental, and cultural correlates (ASHA IIIB) IV-C, CPL<sub>2</sub>
6. Demonstrate knowledge of the nature of stuttering and other fluency disorders including etiologies, characteristics and developmental correlates (ASHA IIIC) IV-C, CPL<sub>2</sub> IV-C, CPL<sub>1.1</sub>
7. Standard III-C, Understanding various etiologies and components of abnormal stuttering and other fluency disorders and physiology (ASHA IIIG) IV-C, CPL<sub>2</sub> IV-C, CPL<sub>1.1</sub>

### **Course expectations:**

The course projects were selected to accomplish several goals. First, the process of collecting, integrating, and organizing course information will facilitate your learning. Second, it affords an opportunity to receive formative feedback from me regarding your understanding of the material. Finally, it provides a clinical resource to aid in the transition from classroom understanding to clinical application.

### **Class Participation: (75 points)**

You are encouraged to participate in class presented questions and discussions on TopHat. The concept of TopHat participation is to provide you with an ongoing and online learning experience during class time to assist your comprehension of the lecture materials at the time the material is presented to you. You will be graded on your participation.

### **Assignments:**

You will complete two assignments. Before I get into the details of the assignment, it is expected that each student will complete the required readings, class assignments, and examinations by the due date indicated on the course outline. Assignments will be turned in to Assignments tab in BlazeVIEW and will be due at or before 11:59pm (23:59) the day of the due date. Computer problems or other issues will not be accepted as an excuse for being late with assignments. If you are ill on the day an assignment is due, you are expected to contact me as soon as you are able. I will not accept a late or incomplete assignment without valid documentation.

#### **1. Plan for assessment and intervention (100 points)**

You will choose one case from the list provided to you in BLAZEview. From the information, you will need to develop a plan of action which will include questions for your initial interview, the assessment(s) you would administer, and any other assessment protocol you feel will assist you in providing a treatment plan. Your plan is to have this completed within the first two sessions with your client.

You need to provide your assessment(s) of choice, justify why you choose the assessment(s) for your particular client.

You will also need to develop a plan of treatment for therapy to include: STGs (3-4) & LTGs (2-4). The information will be completed in the format provided for you (BLAZEview).

#### **2. Treatment/intervention of stuttering demonstration (75 points)**

For this assignment, you will work in pairs and demonstrate a technique to treat stuttering. Once you have decided to whom you will work on this assignment, I will assign a technique. You will choose one of the case studies for which you and your partner will base your technique. You and your partner will demonstrate the technique assigned and decide who will present the technique and who will represent the client receiving the intervention. As the clinician, you will demonstrate the technique to your "client." As the "client," you will demonstrate stuttering and/or other behaviors that would be expected from the individual in the case study you chose. It is important that you work with your partner to prepare a realistic stuttering "client" and a realistic intervention session. Part of your grade will depend on the presentation of a stuttering client as well as the demonstration of the technique. Be prepared to explain to the class the rationale for the stuttering technique, the intent of the technique and how it relates to your case. You will also need to develop a plan of treatment for this intervention which will include short term goals (3) & long term goals (2), also presented to and reviewed with the class.

### **Examinations:**

Examination 1 (100 points)

Examination 2 (100 points)

Final Examination: Cumulative (100 points)

The student will not have the option to take a missed examination without valid documentation for absence on an examination day.

### **Attendance Policy:**

The University expects that all students regularly attend all scheduled class meetings held for instruction and examination. The University recognizes that class attendance is essentially a matter between students and the instructor. I agree. Attendance for all classes and for the entire class period is required. I encourage your attendance, but I will not take attendance. You are months from entering your externships and thus should demonstrate professionalism with attendance. If you are unable to attend a class, again, professionalism includes contacting me.

This is especially critical for assignments and examination days. You are responsible for contacting me either by email or by phone *prior* to missing any assignments or an examination. Make-up examinations or assignments will not be provided unless the reason for missing the exam is documented, and is accepted at my discretion.

### **Electronic devices and other things that make noise**

Recording of class lectures is prohibited. Turn off your phone. You may use a tablet or PC for note taking. However, if you abuse this privilege, you will lose said privilege. IOW: use your device for note taking only; not for FB, Twitter, Pinterest, email, or any other apps or web-sites during class time. If any student violates the above for a second time, said student will lose a letter grade. If you have an emergency for which you require your phone during class, you must inform me prior to class and the phone must be on silent or vibrate mode.

### **Dewar College of Education Policy Statement on Plagiarism**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

First offense:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

Second offense (seriously, a second offense?):

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

### **Special needs**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

### **Student Opinion of Instruction:**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **Additional information/exceptions to examinations:**

There will be no make-up examinations without medical documentation or other valid documentation to indicate the need for an absence from an examination. Documentation must be provided within two days after the end the scheduled examination. If valid documentation is provided, and accepted by the instructor, the student will be allowed to take the examination. The examination must be taken within one week of the scheduled examination, unless otherwise specified and approved by the instructor. In the event that an alternative date for the examination is not organized and completed, the student will receive a zero. If you need to be absent due to medical reasons (yours or your immediate family's) during an examination, you must provide a physician's note and notify me prior to class or within two days after the conclusion of that examination. If no documentation is provided, the student will receive a zero for that examination.

*There will be no further exceptions to these rules.*

**Incomplete grades:**

An **I** grade may be awarded at the discretion of the instructor only when you are otherwise earning a passing grade. Students are advised to initiate a written contract for the incomplete grades. The contract should include a description of the work to be completed, the date that the work is to be submitted. This contract will need to be approved and signed by the instructor

**Penalty for late submissions:** Late submissions are **not** accepted without medical documentation or other valid documentation to indicate the need to submit an assignment after the scheduled deadline. Documentation must be provided within two days after the deadline for submission of the assignment. If valid documentation is provided, and accepted by me, you will be allowed to submit your assignment late, without penalty. A revised deadline will be provided to you taking your circumstances for the late submission into consideration. So, the penalty for late assignments is you do not earn the points, and this is not a positive influence on your total points for the course.

**Class Expectations & Course Delivery:**

Course material will be presented in one formats, as well as through readings and assignments: **Asynchronous** (own your own) **lectures** (PowerPoint, videos, etc.). Lectures are intended to clarify reading and highlight important concepts and their application, with some opportunity to practice on your own.

**Professional Behavior:** Each student is expected to demonstrate professional behavior in the classroom. Professional behavior includes maintaining a positive attitude, listening respectfully to others, and using appropriate channels to express concerns. This means that if you have an issue with a fellow student or with the instructor, you are to present your concerns in a professional manner. You are to attempt to solve problems constructively and maturely. Actively listening to speakers and focusing on class discussions are forms of professional behavior. Listening respectfully also includes your instructor. If you do not know when you are to remain quiet and attentive, here is a clue: when I am talking or another student has permission to talk, you are not talking. Professional behavior also includes refraining from other off-task activities during class, such as texting, surfing, talking, sleeping, grooming, daydreaming, playing with things on your desk, eating the end of your pen, chewing on the corners of your notebook or computer, etc. Sneezing, coughing are acceptable behaviors, but I suggest you work on not yawning; seriously, how do you think that looks from my side? However, please feel free to bring in a liquid libation so you well hydrated, but be sure to use the litter box before class so your bladder does not cause distraction. If you bring chocolate, you need to bring some for me.

**Accessibility Statement:**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

**Grading:**

The following grading scale will be used. S/U grading is not offered in this course. Remember that late assignments submissions are **not** accepted and that **missed examinations will receive 0 points**. The following letter grade for points earned will be utilized. There are no %s. Final grades will be awarded as follows, and corresponding to the total points earned across all examinations and assignments.

**The following scale will be utilized for assignment of final grades:** (or A, B, or C).

POINTS	FINAL GRADE
495-550	A
440-494	B
385-439	C
330-384	D
<330	F

**Grading Policy:**

Final grades will be calculated based on total points you have earned on each assignment and examinations, as follows:

EXAMINATION/ASSIGNMENT	POINTS
Examination One	100
Examination Two	100
Final (Cumulative) Examination	100
Participation	75
Plan for assessment and intervention	100
Treatment/intervention of stuttering demonstration	75

**Correspondences:**

I try to respond to all email promptly. However, please keep in mind that some days I am in meetings, in another class, in the clinic, or completing any number of requirements for the department, college or university. Therefore, I may not respond to your email the same day, but I do strive to respond within 24 hours. Regardless, you are **never pestering me** if you email me, even the second time. Really, I do not have issue with reminders. Did I mention that you are **never pestering me?** Good, got that straight.

**Help for technical issues**

If you require technical assistance, please contact the VSU Help Desk: 229-245-4357.

I may be able to assist you with some technical issues, but I am not an expert in IT. If you are experiencing difficulties in accessing the course materials or assignments, please contact IT. Be sure that you allow times to problem solve issue(s), so you do not miss deadlines.

**Policies and Procedures**

**Religious Observances:**

The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

**Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom.

It is expected that each student will complete the required reading(s) or other reading(s) assigned by the dates listed on the course outline.