



California State University  
SAN MARCOS

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION, COLLEGE OF EDUCATION,  
HEALTH AND HUMAN SERVICES

**COURSE: EDSL 662: Fluency Disorders (2 units)**

**Fall 2012**

**Mondays 9-12:30**

**Location: FCB 106**

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### School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

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### COURSE DESCRIPTION

Exploration of the nature of fluency disorders across the life span. Introduction to evaluation tools, interpretation of results and intervention techniques, and exposure to current theories of the development of fluency disorders.

**Course Prerequisites: Admission to the MA in Education Option in Communicative Sciences and Disorders**

#### **Clinician Competencies**

American Speech-Language-Hearing Association. (1995). *Guidelines for Practice in Stuttering Treatment* [Guidelines]. Available from [www.asha.org/policy](http://www.asha.org/policy).

#### **Clinician competencies related to assessment**

1. Can differentiate between a child's normally disfluent speech, language-based disfluency, the speech of a child at risk for stuttering, and the speech of a child who has already begun to stutter.

2. Can distinguish cluttered from stuttered speech and understands the potential relationship between these two disorders.
3. Can relate the findings of language, articulation, voice, and hearing tests to the development of stuttering.
4. Can obtain a thorough case history from an adult client or the family of a child client.
5. Can obtain a useful speech sample and evaluate it for stuttering severity both informally by subjective impression and formally by calculating relevant measures such as the frequency of disfluency, duration of disfluency, speaking rate.
6. Is familiar with the available diagnostic tests for stuttering that serve to objectify aspects of the client's communication pattern (secondary features, avoidance patterns, attitudes, etc.) that may not be readily observed.
7. Is able to identify, and measure where feasible, environmental variables (i.e., aspects, such as time pressure, emotional reactions, interruptions, nonverbal behavior, demand speech, or the speech of significant others) that may be related to the onset, development, and maintenance
8. Can identify disfluencies by type (prolongation, repetition, etc.) and, in addition, can describe qualitatively the fluency of a person's speech.
9. Can relate, to the extent possible, what stuttered speech sounds like to the vocal tract behavior that is producing it (for example, recognizing the subtle acoustic cues that signal vocal straining).
10. Can, in appropriate consultation with the client or parents, construct a treatment program, based on the results of comprehensive testing, on the client's personal emotional and attitudinal development, and on past treatment history, that fits the unique needs of each client's disorder(s).
11. Can administer predetermined programs in a diagnostic way so that decisions with regard to branching and repeating of parts of the program reflect the unique needs of each client's disorder(s).
12. Can explain clearly to clients or their families/significant others what treatment options, including the various types of speech treatment, medication, devices, self-help groups, and other forms of treatment are available, why they may or may not be appropriate to a specific case, and what outcomes can be expected from each, based on knowledge of the available literature.

### **Clinician competencies related to management**

1. Is familiar with the appropriate goals of treatment and the processes for achieving them and can engage these processes, choosing techniques that are best for the client, and administer them with an attitude that balances the goal of normal speech with a tolerance for abnormal speech.
2. Has flexibility in choosing and changing the level of difficulty of tasks based on fluency level of the client.
3. Can teach clients to produce vocal tract behaviors that result in normal sounding speech production.
4. Has sufficient counseling skills so as to interact with clients of all ages and develop a reasonable set of expectations in the client.
5. Has a thorough understanding of, and knows how to put into practice, the principles of conditioning and learning so as to achieve a successful and

appropriate modification of speech behavior.

6. Understands the relations between stuttering and other related disorders of fluency, such as cluttering, neurogenic and psychogenic stuttering, as well as disorders of language, articulation, learning, and so on, and can with flexibility identify sequences and combinations of treatment options that are helpful to the client.
7. Understands the dimensions of normal fluency and the relation of normal fluency to speech situations and is able to work toward normal speech, with an awareness of the compromises among effort, fluency, and natural-sounding communication.
8. Understands that some stuttering behaviors may be reactions to other stuttering behaviors and knows how to plan treatment to account for this.
9. Can evaluate available treatment programs with regard to treatment application for a wide variety of clients.
10. Is able to decide, based on objective progress, motivational level, and cost in time and money when it is appropriate to terminate treatment.
11. Is aware of the continuous nature of fluency and can identify subtle changes in speech or other behaviors related to treatment change and explain their importance to the client.
12. Can explain stuttering and treatment for stuttering to lay persons, such as day care workers, teachers, baby sitters, grandparents, and others who may influence the life of children who stutter.
13. Knows how to develop a plan for assessing objectively the efficacy of treatment in an ongoing way.
14. Can recognize problems that are treated by professionals other than speech language pathologists and can guide a client to acceptance of an appropriate referral.

### **Clinician competencies related to transfer and maintenance**

1. Is aware of the principles of stimulus generalization and response transfer.
2. Has knowledge of, and can implement a variety of procedures to achieve transfer and maintenance of behavior changes achieved in the clinical setting.
3. Can, through guidance and counseling, help clients develop an attitude toward maintenance that includes an understanding of their own responsibility for their speech yet permits occasional booster session (e.g., the dental model) and that tolerates failure yet appreciates success.
4. Can help the client develop an awareness of the subtler forms of (returning) abnormality and know how to deal with them in a variety of ways, such as the use of home practice, graded hierarchical practice in social situations, and support groups.
5. Knows how to counsel parents regarding changes they can make at home that will facilitate their child's fluency development or encourage the generalization of gains made in treatment.

### **Additional Learner Objectives**

1. Identify the role of the clinician and the characteristics associated with positive therapeutic change.

2. Define stuttering and related terms and describe conditions contributing to the onset of stuttering.
3. Compare and contrast current theories regarding the etiology of stuttering
4. Create a portfolio of useful articles and handouts related to fluency disorders.
5. Learn the incidence and prevalence of stuttering across the lifespan.

### **Required Text:**

Manning, W.H. (2010). *Clinical Decision Making in Fluency Disorders*. 3<sup>rd</sup> Ed. Delmar Cengage Learning: Clifton Park: NY.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting within one week of the beginning of the course.

### **Course Requirements**

1. **Examinations: (50 points each for a total of 100 points)** Students will take 2 examinations covering information from lectures, readings and class discussion, that evidence gained knowledge in the content area (**ASHA Standards III-B, C, D & F; IV-B; V-A; CTC for the Speech-Language Pathology Credential Standards 1-5**).
2. **Assessment report and proposed treatment plan with goals: (75 points for the assessment report and 25 points for the treatment plan for a total of 100 points)** Students will complete an assessment report based upon perceptual, qualitative, and quantitative data from a clinical case, and propose a treatment plan demonstrating clinical competencies related to assessment and treatment. (**ASHA Standards III-B, C, D & F; IV-B; V-A; CTC Standard 1-5**).
3. **Paper and presentation of a specific therapy method: (75 points for the written paper and 25 points for the presentation to the class for a total of 100 points)** Students will prepare a research-based scholarly paper describing the origins and elements of a specific therapy method and the evidence base which supports its use. Students will work in a team of two to

develop and present the treatment method in a written format which has a minimum of six references from peer-reviewed journals or textbooks. Information from other sources (websites, non-profit organizations) may be included, but will not count towards the six required references. The paper should be referenced in APA format. The team will present the technique to the class with one student modeling the role of the clinician and one student simulating a client with a fluency disorder. The written paper will be graded using the graduate school writing rubric. (ASHA Standards III-B, C, D, E & F; IV-B; V-A; CTC Standard 1-5)

4. **Reflection Paper: (50 points total)** Students will write a four to five page paper reflecting experiences with stuttering in the community. Community experiences may include simulating stuttering during a community interaction, attending a support group meeting, or interviewing someone with a fluency disorder. This paper should synthesize and apply class content from the textbook, discussions, and lectures. (ASHA Standards III-B and IV-C, CTC Standard 1-5)

### **Total Points for Course-350**

#### **Grading Standards**

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA all below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy and use APA style referencing in all professional writing.

#### **Letter grade (percentage total points)**

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99

D+ = 68.00-69.99      D = 63-67.99      D- = 60-62.99  
F – 59.99 and below

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

4 = A = 95 points = exceeds standards

3 = B = 85 points = meets standards

2 = C = 75 points = approaching, but does not meet standards

1 = D = 65 points = fails to meet standards

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. Your final paper will be used to satisfy this requirement.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Classroom Etiquette**

**Attendance:** Daily class attendance is required. You are at a stage in your educational development where showing up and being prepared reflect on your sense of professionalism. Absences should be communicated to your instructor prior to the beginning of class.

**Tardiness:** Students are adult enough and responsible enough to get to class on time. Watch your time so that you can get to class and be ready when class starts. Arriving late to class can be very disruptive. If you must arrive late to class, try to be as quiet and unobtrusive as possible. If you know before hand that you will be late, please let the instructor know with a quick email or phone call. Habitual tardiness will be noted, and unless you have explained your situation, the instructor will think less of your motivation and interest in the course.

**Leaving Class Early:** Again, most of you are adult enough and responsible enough not to walk out of class early. Sometimes other obligations and appointments require you to leave early, however, so please notify the instructor. Leaving class before the end can also be disruptive, so if you must leave, please do it quietly and respectfully.

**Cell Phones and Texting:** Most students are very conscientious and respectful about cell phone use in class. As a general reminder, please turn off your cell phone before class and leave it off. If you use your cell phone during class for calls or texting, you will be asked to leave. If you have a situation, which necessitates your cell phone being visible (e.g. a sick child), please advise the instructor before class.

**Laptop Computers:** Laptop computers bring a world of resources to your fingertips; they also bring a world of distractions to your fingertips. If you use your laptop in class, you are expected to use it appropriately and respectfully i.e. *for course related activities only*. Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If you use your computer for non-course related activities during class, you may be asked to shut it down. If you habitually use your computer for non-course related activities during class, you will lose the privilege of having it in class. □□UW-Madison has some excellent advice for students regarding laptop use and attentiveness in general ([Advice for Students](#)). As a courtesy, please do not use your laptop when guest speakers are visiting. If you want to take notes on their presentations, please take hand-written notes. No exceptions will be tolerated unless the student requires the laptop as an approved accommodation from DSS.

**Attentiveness:** One behavior most likely to irritate faculty is lack of attentiveness -- seeing students sleeping, reading the paper, preparing for another class, emailing, texting, surfing, etc. Students often engage in multiple activities in class under the false assumption that they are multitasking. This simply isn't true. Students doing multiple things in class are engaging in a behavior known as *continuous partial attention*. *Continuous partial attention* means that we give partial attention to one task while we scan our horizons for something more interesting, and then give partial attention to that while we continue scanning our horizons. We never fully engage ourselves in any one thing. □□Attentiveness reflects your social skills and your sense of professionalism. In this profession we need to be fully present to others. *Continuous partial attention* prevents us from being present to the other. □□Remember that you are in the

classroom for only one reason: **to learn**. Your primary responsibility in the classroom is to open and engage your mind in the activity at hand.

**Adapted with permission from Dr. Cynthia Spillers, PhD, CCC-SLP, University of Minnesota**

### Tentative Schedule/Course Outline

Date	Topic	Assignment (if any)	Readings
Session 1 August 27	Review Syllabus, Introduction, Definitions, Theories of Etiologies		Chapters 1, 2, and 3
Session 2 Sept 10	Assessment, Collecting Case Histories, Standardized Tests, Goal Writing		Chapters 4, 5, and 6
Session 3 Sept 17	Counseling, Treatment- Adults and Adolescents		Chapters 7 and 8
Session 4 Sept 24	Treatment- Children and Atypical Disorders	<b>Midterm Examination (Last Half of Class)</b>	Chapters 9 and 10
Session 5 Oct 1	Oral Presentations of Therapy Method	<b>Assessment Report and Proposed Treatment Plan due Oral Presentations of Therapy Method</b>	
Session 6 Oct 8	Progress Monitoring, Issues Related to Generalization and Transfer		Chapters 11 and 12
Session 7 Oct 15	Review of Clinical Competencies	<b>Final Examination (Last Half of Class)</b>	

**Paper of Therapy Method due-November 12th**

**Reflection Paper due-December 3rd**