HARDING UNIVERSITY
COMMUNICATION SCIENCES & DISORDERS

CSD 6460 Fluency Disorders

Harding University
College of Allied Health
2 Credit Hours
Class Meetings Times – Tuesday/Thursday 10:30-11:30
Swaid 103

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Semester/Term: Fall 2023
Office Hours: Swaid 205
Appointment Times

Course Information

Course Description
Theories, evaluation procedures and therapeutic techniques in the treatment of various types and degrees of stuttering and cluttering.

Course Rationale
The aims of this course are to help prepare you for fluency information on the Praxis exam for speech-language pathology and, my main objective is to prepare you for clinical work with people who stutter and/or clutter, their loved ones, and anyone who needs to be educated appropriately about this topic. I want you to know where to look for reputable resources and current, evidence-based information. My hope is that when you are told you have a client with a potential fluency disorder to assess, you will feel confident that you are up for the task and able to help the person achieve an optimal outcome from treatment.

Course Materials
Required materials:
Reardon-Reeves, N., & Yaruss, J. S. (2013). *School-age stuttering therapy: A practical guide.* McKinney, TX: Stuttering Therapy Resources, Inc. (hereafter, SAS)

Reardon-Reeves, N., & Yaruss, J. S. (2013). *Early childhood stuttering therapy: A practical guide.* McKinney, TX: Stuttering Therapy Resources, Inc. (hereafter, ECS)

Free e-access through the HU Library (link posted below):

Manning, W.H., & DiLollo, A. *Clinical Decision Making in Fluency Disorders*. (4ᵗʰ ed.) San Diego, CA: Plural
    Publishing Inc., (ISBN: 9781597569972)

https://libraryproxy.harding.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip&db=nlebk&AN=1682439&scope=site

Preston, K. (2014). *Out with it: how stuttering helped me find my voice*. New York: Atria Paperback.

You may purchase these materials from the Harding University Bookstore, Amazon, Stuttering Therapy Resources, etc.

Simucase

Course Communication Protocols

During this course, the main form of communication outside of the classroom should be through the university email preferably. Canvas will most often be used to send course announcements to the class (which should also generate an email to your university account). I will be checking email frequently throughout the workday and my goal is to respond to communication within one business day. Keep in mind that on holidays and weekends, this may mean more than one day. I am happy to answer any questions you may have about class lectures, assignments, assessments, etc., and welcome you to set up a time to meet with me if you would like to. Because of our schedules, the time before and after class may be difficult to manage, so please utilize these other ways as often as you need to. Students are expected to check and respond to emails sent in a professional manner as well (response within 24 hours of a business day).

As servants of Christ, we must know how to address each other via all methods of communication - whether online or on the ground. When it comes to our communication, let's remember the following: Harding University is a Christian university and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

In the field that you are choosing to be a part of, you will encounter individuals and groups of all types. It is important that you treat those you will encounter with the utmost respect and dignity, and the same is expected in your interactions with each other, with me, and in my interactions with each of you as well. Awareness of our own biases is important as a clinician and it is important to be aware of our dealings with each other as we prepare for the future as well.

Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As

a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Integration of Faith and Learning Statement
In this course, we will discuss some of the ways that the Lord created each of us differently and magnificently. Our ability to find the beauty in the way that a person speaks, whether fluent or disfluent, is a gift of seeing all people through the 'lens of Christ' and recognizing that what we have to say is more important than how it is said. All voices need to and should be heard and as a member of this class, we will discuss ways that we can help those who may have been told differently or who may feel differently about that. I strive in my life to be 'faith-laced' and take that perspective in teaching this subject matter as well. As clinicians who are followers of Jesus, our faith should be woven, or laced, throughout all we do. In this course, I hope to encourage that viewpoint as we learn.

Learning Objectives

Course Learning Objectives (CLOs)
>**Upon completion of this course, you will be able to:**
>>1. Identify characteristics and etiologies of fluency disorders in preschool and school-age children, adolescents, and adults in order to educate relevant others about the etiologies and signs of a fluency disorder.
>>*2.* Develop culturally relevant, evidence-based plans in order to assess individuals suspected of a fluency disorder.
>>*3.* Design culturally relevant, evidence-based therapy plans in order to treat individuals with fluency disorders.
>>*4.* Demonstrate reflective skills concerning the nature of empathetic stuttering experience in order to plan and execute counseling or role-playing activities.
>>*5.* Demonstrate competence in assessment procedures in fluency disorders in order to calculate disfluencies, identify secondary behaviors, and assess the affective component of fluency disorders.
>>*6.* Demonstrate competence in treatment procedures in order to complete treatment strategy skills demonstrations (stuttering modification and fluency shaping).

This course assists the student in meeting the CFCC standards as follows:
Standard IV-C: Knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical, physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in fluency and fluency disorders.
Standard IV-D: Knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates in fluency and fluency disorders.
Standard IV-F: Knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
Standard V-A: Skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B: Experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation – Fluency and Fluency Disorders

a. Conduct screening and prevention procedures, including prevention activities.

b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.

c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.

d. Adapt evaluation procedures to meet the needs of individuals receiving services.

e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

f. Complete administrative and reporting functions necessary to support evaluation.

g. Refer clients/patients for appropriate services.

2. Intervention – Fluency and Fluency Disorders

a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.

b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.

c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.

d. Measure and evaluate clients'/patients' performance and progress.

e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.

b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.

c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA *Code of Ethics*, and behave professionally.

In addition to meeting CFCC standards, this course gives the student opportunity to demonstrate mastery of CAA standards related to the Professional Practice Competencies.

Standard 3.1.1A Professional Practice Competencies The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified. Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for

Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice.

Grading and Assignment Details

Grading Information

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following course components:

Preparation/Participation Assignments – 10%
Learning Assessments (Exams) – 15%
Skills Demonstration – 10%
Project Presentation – 10%
Treatment Project – 10%
Assessment Project – 10%
Simulations – 5%
Pseudostuttering Activity – 10%
Stuttering Treatment Activity – 10%
Calculating Disfluencies Activity – 10%

You will be given feedback during the duration of this course. Feedback may be in the form of in-class discussions, discussions on online platforms (ExamSoft, Canvas, etc), quizzes, projects (in-class and out of class), and skills demonstrations. The intent of this feedback is to inform you of how well you met the expectations for these components. Assessments will include the following: quizzes, exams, discussion questions, projects, presentations, etc

Grade schedule: **A**- 90-100
              B- 80-89
              C- 70-79
              D- 60-69
              F- less than 60

Late work policy

Late work (work not received by the date/time posted on Canvas and/or handed in at the beginning of class) is accepted for half credit 24 hours past the due date. After that time, the grade will be entered as a zero.

Course Assignment Details

In this course, you will be expected to participate in class and outside of class in activities to prepare for class discussions (including the assigned 'book club' discussions and questions over reading materials assigned before class), participate in assessments of learning via ExamSoft (multiple choice, true/false, short answer) over material covered in class and assigned in readings, participate and reflect on stuttering in public experiences, participate and reflect on practice implementing therapy techniques with a partner, prepare and

write a diagnostic report and treatment plan (including appropriate goals) from a given case, live demonstration of skills calculating disfluencies and modeling treatment strategies (fluency shaping and stuttering modification), and a group project intended to be able to be used as a presentation to a given population or about a related topic of interest. Details on all of these assignments can be found posted in Canvas.

Attendance & Participation
The very nature and depth of graduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class as well as the success of the student. True exchange of graduate-level academic ideas and thoughts can only be achieved with everyone actively participating. Attendance on time and at each class meeting is expected and will be recorded.

Attendance policy: [Harding University Attendance Policy](#)

Submitting Assignments
Assignments should be submitted as instructed and should be individual work unless specified otherwise by the instructor.

Learning Management System
Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center.](#)

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies.](#)

Policies and Procedures

University Policies

University Assessment
Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university

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learning outcomes is coordinated by the university Director of Assessment and Testing used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations
It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access as soon as possible in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at https://www.harding.edu/student-life/disabilityservices. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Academic Integrity Policy
Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Course Academic Conduct
All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:
1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.

5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any [Harding University student handbooks](#) as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.

6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times.

Special Note on the use of AI such as ChatGPT

Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.

Remediation Procedures

If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student's Calipso account and the course will be marked as "in remediation" on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student's KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic

standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- APA Resources
- Purdue Online Writing Lab

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the policy set forth in the Harding University catalog. All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem-solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Inclement Weather

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- ● [Library](#)
- ● [Testing](#)
- ● [Tutoring](#)
- ● [Writing Center](#)

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- ● [Advising](#)
- ● [Counseling](#)
- ● [Registration](#)
- ● [Student Life](#)
- ● [Financial Aid](#)
- ● [Career Services](#)

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

Tentative Course Schedule: (students will receive timely notice of any major changes to the schedule)

Date	Topic	Readings *check weekly modules on Canvas	Required Before Class *specific details on Canvas
Week 1 8/22 & 24	Overview of Class; Clinician Attributes CAA 3.1.1A	Manning Ch. 1	Reading & Thought Questions (R & T Ques.) Second folder reflection
Week 2 8/29 & 31	Basics of stuttering (childhood onset, psychogenic, neurogenic) and cluttering CAA 3.1.1A; CFCC IV-C	ECS Ch. 1 SAS Ch. 1	R & T Ques.
Week 3 9/5 & 7	Etiology & Development of stuttering (childhood, psychogenic, neurogenic) and cluttering CFCC IV-C Impact/Experience of stuttering CAA 3.1.1A	ECS Ch. 2, SAS Ch. 2 Smith & Weber article Yaruss & Quesal; Tichenor & Yaruss articles	R & T Ques. Pseudostuttering 1 reflection due
Week 4 9/12 & 14	Assessment: Young Child and School Age CFCC IV-D Child Persistence and Recovery CFCC IV-C, IV-D	ECS Ch. 3, SAS Ch. 3 Walsh, Christ, Weber article	R & T Ques
Week 5 9/19 & 21	Assessment: Adult CFCC IV-D 9/21: Learning Assessment on ES *Assign Evaluating Speech Fluency CFCC V-B	Manning Chp 5	R & T Ques.
Week 6 9/26 & 28	Book Club Discussion 1 Molly Simucase Debrief *Assign Assessment Project CFCC V-A, V-B	Part 1 of "Out With It"	Pseudostuttering 2 reflection due Book Club Reflection Assessment Simucase - Molly due CFCC V-B
Week 7 10/3 & 5	Treatment Considerations: Young Child CFCC IV-D, IV-F SimuCase debrief – Molly	ECS Ch. 4	R & T Ques. Evaluating Speech Fluency assignment due Pseudostuttering 3 reflection due
Week 8 10/10 & 12	Treatment Considerations: Young Child (less-direct therapy) CFCC IV-D, IV-F *Assign Experiencing Stuttering Treatment	ECS Ch. 5	R & T Ques. Assessment Project due CFCC V-A, V-B
Week 9 10/17 & 19	Treatment Considerations: Young Child (more-direct therapy) and School-Age CFCC IV-D, IV-F	ECS Ch. 6, 7 & SAS 4, 5	R & T Ques. Experiencing Stuttering Treatment assignment due CFCC IV-D
Week 10 10/24 & 26	Treatment Considerations: Adolescents and Adults SimuCase debrief – Jack CFCC IV-F *Assign Treatment Project	Manning Ch. 10	R & T Ques. Intervention SimuCase
Week 11 10/31 & 11/2	Counseling: Answering the 'difficult' questions: Young Child, School-Age, Adolescent, Adult 'Facts Sheet' (class activity)	ECS Ch. 4 (pgs 117-126) SAS Ch. 8, 10	R & T Ques.

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	CFCC IV-C, V-A, V-B Cultural Considerations CFCC IV-D	Manning pg 75-77, 301	
Week 12 **11/7 & 9**	**11/7: Learning Assessment 2 on ES** **Book Club Part 2**	Part 2 of "Out With It"	Treatment project due CFCC V-A, V-B
Week 13 **11/15 &** **17**	Cluttering & Atypical Fluency Disorders	Manning Ch. 11	R & T Ques
Week 14	Thanksgiving	Break	
Week 15 **11/28 &** **30**	Successful Change CFCC IV-F Simucase Debrief 3 – Fiona	SAS Ch. 11 & Manning Ch. 12 Behrman article (see Canvas)	R & T Ques. Assessment SimuCase CFCC V-B
Week 16 **12/5 & 7**	Group Presentations CFCC IV-F, V-A		
Finals **Wk**	Final: TBD		Skills Assessment CFCC V-B

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