**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

**Department of Communication Sciences and Disorders**

**Course Syllabus Spring 2021**

**CSD 604: Fluency and Fluency Disorders**

Credits: 03

Class Meeting Time/Format: Thursday, 5:30 pm – 7:20 pm, Live online via Zoom and supported by Canvas

**Instructor Information**

Robert Mayo, Ph.D., CCC-SLP, Professor

Email: r\_mayo@uncg.edu; 336-334-3022

**Graduate Teaching Assistant**

Kaylee Stowe, B.S., Email: kdstowe@uncg.edu

**Office hours:** I am available by appointment in online forums such as Hangout or Zoom. Additionally, schedule-permitting, I can meet with you for no more than 15 minutes via Zoom right after class. **Office location:** 314 Ferguson Bldg.

**Communication:** I will respond to your email correspondence within 24 hours when submitted between Monday and Thursday.  If your message is sent on Friday, Saturday, or Sunday, I will respond to you by the following Monday. In your email communications, please use your UNCG email account.

1. **For Whom Planned**

This is a 3-credit hour synchronous online course for 1st year graduate students in Speech-Language Pathology. The course starts January 21, 2021 and will be completed by April 22, 2021.

1. **Description of This Course**

This course is designed for graduate students majoring on Speech-Language Pathology.  While the foci of this course are the onset and development of stuttering, assessment and management of stuttering across the lifespan will be the major foci.  The family-focused approach to intervention with preschool children will be presented as well as more direct intervention methods with school age children, adolescents and adults.

There are questions about stuttering that we will seek to answer this semester.  You will be asked these questions (by a wide assortment of people) at various times throughout your career as a SLP. Will you be ready to answer them?

1. **Student Learning Outcomes (SLOs), How They Will be Assessed, and What You Will Do In and Out of Class to Build Your Knowledge and Understanding.**

Below is an alignment chart designed to show you how the learning objectives, class activities, and learning assessment methods match up

|  |  |  |
| --- | --- | --- |
| **Student Learning Outcomes**  ***What knowledge and skills will you demonstrate by the end of this course?***  **Upon completion of the course, students will be able to:** | **How Assessed and Measured**  ***How will your learning or demonstration of progress toward the objectives be assessed?*** | **Teaching and Learning Activities**  ***What class activities and resources will scaffold/build your understanding and support your learning?*** |
| 1. Identify when seen or heard, atypically disfluent speech. 2. Describe basic theories of the etiology of stuttering. 3. Identify the warning signs of stuttering. 4. Describe how social-emotional, motor, cognitive, educational, and language developments impact the development of stuttering. 5. List identifying characteristics of other forms of fluency disorders. 6. Identify behavioral, affective, and cognitive characteristics of beginning, intermediate, and advanced stuttering. 7. Demonstrate the ability to interpret scores from the *Overall Assessment of the Speaker's Experience of Stuttering (OASES)*,and the *Stuttering Severity Scale (SSI-4)*protocols and make intervention recommendations based on those interpretations. 8. List the ‘do's and don’ts’ for parental interactions with children at risk for stuttering. 9. Create intervention protocols and lesson plans for children, adolescents, and adults who stutter. 10. Demonstrate stuttering treatment techniques. | Quizzes. Exams. Small and large group oral presentations. Online interaction/discussion with guest presenters. | Pre-class readings. Clinical case studies. Small group teamwork.  Full class discussions. Explorations of relevant websites and topic focused videos. |

1. **ASHA Standards for the Certificate of Clinical Competence Met by Completion of this Course (**[**ASHA, 2020**](https://www.asha.org/certification/2020-slp-certification-standards/)**):**
   1. **Standard IV-C:**
      1. **The student will demonstrate 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 the following areas:**
         1. **Fluency and fluency disorders**
   2. **Standard IV-D:**
      1. **The student will demonstrate current 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.**
      2. Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues include trends in professional practice, academic program accreditation standards**,**[**ASHA practice policies**](https://www.asha.org/policy/)and guidelines, educational legal requirements or policies, and reimbursement procedures.
2. **Required Textbook and Technology Requirement**The textbook **required** for this course is Barry Guitar's *Stuttering: An Integrated Approach to Its Nature and Treatment, 5th Edition (*ISBN 9-781496346124). To successfully complete this course, students will need a device (computer, tablet, etc.) and access to a reliable internet connection
3. **Required Supplemental Readings**

Journal articles and PowerPoint lecture slides will be provided by the instructor and made available to students on the course Canvas site.

1. **Instructional Methods**

The goals of the course will be accomplished through a lecture/discussion format, assigned readings, in-class experiential activities, guest speakers, case studies, video presentations, and directed self-study.

1. **Academic Honor Code/Academic Integrity** Each student is required to read the UNCG Academic Integrity Policy on the web page, <http://saf.dept.uncg.edu/conduct/policies/academic.integrity.html> and the Student Conduct Policies at <http://saf.dept.uncg.edu/conduct>. Each student will affirm that s/he has complied with those policies with a signature on all major work submitted for the course. In addition, sending any document electronically or posting to a Discussion Board implies compliance with the Academic Integrity Policy. Failure to adhere to this policy will result in lowering of the course grade or expulsion from the class.
2. **Attendance Policy** Students are expected to attend all classes unless they have an excused absence.  Two unexcused absences will result in lowering of the final grade by one letter.

**10. Learning Differences/Disabilities** Students with documented learning differences or disabilities must meet with the instructor prior to the second class to discuss any accommodations that may be necessary. Please consult the UNCG Office of Accessibility Resource and Services for guidelines on documenting a learning difference/disability at 336-334-5540 or <http://ods.uncg.edu/>

**ACCESSIBILITY OF COURSE CONTENT**

A major aspect of any learning activity is that learners should be able to access the content of a course such as information contained in lecture slides, the instructor's verbal comments, required readings, content presented in videos, and learning assessments (e.g., tests, discussions, projects, etc.) among other features, in a manner that supports their learning needs and preferences.

To that end, I will provide flexibility in the ways information is presented using these guiding principles:

1. I will provide you with multiple means of taking in course information (e.g., in terms of text representations, video, images, animation).

2. I will provide you with multiple means of engaging in the course and expressing your ideas, opinions, and learning.

If, during your early review of the course content, you find that these principles could be enhanced to better serve your learning needs, please feel free to contact me so that we can collaborate to make the content more accessible.

**ASSESSMENT OF LEARNING**

Students are expected to check Canvas and email regularly to ensure that they are fully aware of all assignments, announcements and other class related information.  Failure to do so may limit your ability to complete the assignments and receive full credit for class participation.

Students will be evaluated on the completion and quality of their products.  Each assignment is deemed to be functional and beneficial to the student's preparation for the Clinical Fellowship (CF) Experience.

We will use formative and summative assessment activities in this course for you and I to track and evaluate your learning of the course concepts.  **Formative assessment**refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, small group work, and more. Formative assessment occurs throughout a class or course and seeks to improve student achievement of learning objectives through approaches that can support specific student needs. Formative assessments can be graded or ungraded. **Summative assessment**involves means of evaluating student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit or a course. As used in this course, summative assessments are graded.

The formative and summative assessments we will use in this class are:

|  |  |
| --- | --- |
| **Formative Assessments** | **Summative Assessments** |
| In-class discussions (ungraded) | Midterm examination (graded) |
| Small group presentations (graded) | Final Examination (graded) |
| Class interactions with guest speakers (ungraded) |  |

There four graded course assignments worth a possible total point value of 300 points. These assignments are:

1. **Your performance on the midterm and final examinations: 100 points each (200 points total)**. The course midterm examination will be on February 25th and final examination on April 22nd. These will be open book/open resources online exams with multiple-choice, true-false, fill-in, and case study items.
2. **One (1) In-Class Small Group Presentation on a Standardized Fluency Assessment Protocol (50 points)**. **These protocols include**:
   * **Group 1** - Test*of Childhood Stuttering (TOCS)*

* **Group 2**- Stuttering*Severity Instrument-4 (SSI-4)*
* **Group 3**- Overall*Assessment of the Speaker's Experience of Stuttering-School-Age (OASES-S)*
* **Group 4 -** Overall*Assessment of the Speaker's Experience of Stuttering-Teen (OASES-T)*
* **Group 5**- Overall*Assessment of the Speaker's Experience of Stuttering-Adult (OASES-A)*

1. **One (1) Video-Supported Small Group Presentation on Treatment Programs for Preschool Age Children Who Stutter: 50 points. These programs include:**

* **Group 1 –** Family-Focused Approach. Read: 'Treating Preschool CWS: Family-Focused Approach (Yaruss et al. LSHSS 2006).'
* **Group 2 –** Lidcombe Program. Read: 'Lidcombe Program Guide (2011).'
* **Group 3 –** The RESTART-DCM Program. Read: 'Direct Versus Indirect Treatment for Preschool CWS - The RESTART Randomized Trial (de Sonneville-Koedoot et al. PLOS ONE, 2015)’ and ‘RESTART-DCM Method English.'
* **Group 4 –** Palin Parent-Child Interaction (PCI) Approach. Read: ‘Practical Intervention for Early Childhood Stammering: Palin PCI Approach (Kelman & Nicholas, 2017).'
* **Group 5 -** Stuttering Prevention & Early Intervention Program. Read: 'Stuttering Prevention and Early Intervention: A Multidimensional Approach (Gottwald, 2010).'

Detailed instructions for presentations are available to you on the course Canvas site under the ‘Assignments’ area.

**Grading Scale**:  A = 300-290, B = 289-279, C = 278-268, Below 268 = F.

**ADDITIONAL INFORMATION**

1. **Information related to Covid-19:** <https://covid.uncg.edu/reminders-from-student-affairs/>
2. **Respect for Others:** UNCG is committed to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age. <https://policy.uncg.edu/university-policies/discriminatory_conduct/>
3. **Health and Wellness:** Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.
4. **Pronoun usage:** Pronouns are words that a person may use to identify themselves instead of their chosen name. For example, she/her/hers and he/him/his are typically feminine and masculine pronouns, respectively. However, some feel more comfortable with gender-neutral pronouns. The most common gender-neutral pronouns are they/them/theirs, used in the singular to refer to an individual in a way that isn’t gendered. Please let me know, if you prefer to be addressed by pronouns other than those typically used in the singular.