California State University, Sacramento
Department of Communication Sciences and Disorders
Master of Science Degree

We are mindful in acknowledging that the land we stand on today, was and continues to be occupied by the indigenous people of this area, the Maidu, Miwok, and Nisenan.

Recognizing their culture that is rich in spiritual ties to the land and water with which their traditions resonate. We are humbled and take this opportunity to thank the Indigenous people of this area.

SYLLABUS & COURSE OUTLINE

Semester/Year: Fall, 2025	Course: CSAD 228B Voice and Fluency: Concepts and Methods	Section: 01
Meeting Days: Monday/Wednesday	Meeting Times: 9:00AM – 10:15AM	Location: Folsom Hall, 2206B
Instructor: Dr. Aishah Y. Patterson, CCC-SLP	Email: patterson@csus.edu	Phone: 916-278-7341
Office Location: Folsom Hall 2316	Office Hours Calendar: https://calendly.com/drpattersoncsad/officehrs Tues 2:00pm-3:00pm • Wed 11:00am-12:00pm • Thurs 12:00pm-1:00pm (*or by individual appointment - please email*)	

Catalogue Course Description:

CSAD 228B Voice and Fluency: Concepts and Methods   **3 Units**
Prerequisite(s): CSAD 123, CSAD 127, CSAD 228A, instructor permission.

Corequisite(s): CSAD 229B.

Foundations of fluency, voice and resonance, as well as techniques and materials for assessing and treating speech disorders, emphasizing fluency and voice. Staffings and discussion of cases on the current caseload. Weekly content integrated with practical experiences to promote learning.

Term Typically Offered: Fall, Spring

This course is designed to provide an in-depth understanding of the foundations, theoretical concepts, and constructs of voice and fluency disorders. Assessment and intervention strategies for voice and fluency disorders will be discussed through case studies and current caseload.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary Knowledge: *Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.*	Y
Communication: *Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.*	Y
Critical Thinking/Analysis: *Demonstrate the ability to be creative, analytical, and critical thinkers.*	Y
Information Literacy: *Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.*	Y
Professionalism: *Demonstrate an understanding of professional integrity.*	Y
Intercultural/Global Perspectives: *Demonstrate relevant knowledge and application of intercultural and/or global perspectives.*	Y

Expected Learning Outcomes (ELO)

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress toward meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

Course Learning Outcome	Components Indicating Competence	Grades Received
1. Compare, contrast and define theoretical foundations and characteristics of fluency disorders as a complex, multifactorial disorder.	Exam 1, Case Studies 1 – 2, Presentation, Class Participation and Discussion	
2. Explain biological, emotional, behavioral, linguistic and cultural factors associated with developmental stuttering and other disorders of fluency, as these concepts relate to onset, development, and maintenance of the disorder.	Exam 1, Case Studies 1 – 2, Presentation, Class Participation and Discussion	
3. Identify and describe the normal and disordered anatomy, physiology, and neurology of respiration, phonation, and resonance.	Exam 2, Case Studies 3 – 4, Presentation, Class Participation and Discussion, Voice Lab	

4. Describe current concepts associated with the etiology, progression, maintenance, and prevention of functional, organic, and neurogenic voice disorders.	Exam 2, Case Studies 3 – 4, Presentation, Class Participation and Discussion, Voice Lab	
5. Produce acoustic, aerodynamic, physiologic, and perceptual measures of voice and resonance using instrumental and non-instrumental assessment tools for clients on the current case load.	Exam 2, Case Studies 3 – 4, Presentation, Class Participation and Discussion, Voice Lab	
6. Design, plan and carry out formal and informal assessments as they pertain to disorders of fluency, voice, and resonance, including use of observations, client file review, interviewing, and conferencing for children and adults.	Exam 1, Exam 2, Case Studies 1 – 4, Presentation, Class Participation and Discussion, Voice Lab, Fluency Lab	
7. Interpret and apply assessment information to the design of an appropriate treatment program while recognizing the specific needs of culturally and linguistically diverse populations.	Exam 1, Exam 2, Case Studies 1 – 4, Presentation, Class Participation and Discussion, Voice Lab, Fluency Lab	
8. Participate in group discussions that support efficient and effective treatment plan implementation for fluency and voice disorders, including disorders of respiration and phonation, per clients on the current caseload.	Exam 1, Exam 2, Case Studies 1 – 4, Presentation, Class Participation and Discussion, Voice Lab, Fluency Lab	
9. Discuss client cases and all aspects of client assessment and treatment in a proactive, compassionate manner.	Exam 1, Exam 2, Case Studies 1 – 4, Presentation, Class Participation and Discussion, Voice Lab, Fluency Lab	
10. Discuss and evaluate the accuracy and clarity of written documentation that supports the CSAD 229B clinic.	Case Studies 1 – 4, Presentation, and Class Participation and Discussion	

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities.** To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge (and/or clinical skills that students acquire in this course and during their time at Sac State), are critical to becoming career ready, a successful student, and post-graduate. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where students can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course, including class conversations, and will contribute to students' ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more.

Note: Failure to meet professional competencies may result in an Academic Performance Improvement Plan (A-PIP) or Clinical Performance Improvement Plan (C-PIP).

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	**Examples of Skills to be Deomonstrated:**	**Competency Enriched Activity (CEA)**
Accountability:		
•Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).	• Comply with all HIPAA and FERPA requirements. • Comply with all of ASHA's code of ethics.	**This Course:** • Clinical Case Studies • Voice and Fluency Labs • In-Class Discussions, Presentations, Reflections, and Demonstrations • Course Exams **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences • All CSU Compliance Trainings, completed by the end of the first week of the semester

• Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).	• Demonstrate understanding of SLP service differences between employment settings. • Demonstrate understanding of differences between levels of care in medical SLP services.	**This Course:** • Clinical Case Studies • Voice and Fluency Labs • In-Class Discussions, Presentations, Reflections, and Demonstrations • Course Exams **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.	• Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc.	**This Course:** • Clinical Case Studies • Voice and Fluency Labs • In-Class Discussions, Presentations, Reflections, and Demonstrations • Course Exams **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Explain the health care and education landscapes and how to facilitate access to services in both sectors.	• Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan. • Educate and facilitate client/family self-advocacy knowledge and skills.	**This Course:** • Clinical Case Studies • Voice and Fluency Labs • In-Class Discussions, Presentations, Reflections, and Demonstrations • Course Exams

		The Program: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Effective Communication Skills		
• Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.	• Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. • Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.	**This Course:** • Clinical Case Studies • Voice and Fluency Labs • In-Class Discussions, Presentations, Reflections, and Demonstrations • Course Exams **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Evidence-Based Practice		
• Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.	• Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc.	**This Course:** • Clinical Case Studies • Voice and Fluency Labs • In-Class Discussions, Presentations, Reflections, and Demonstrations • Course Exams **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

Professional Duty		
• Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.	• Understand the role that an SLP performs in all clinical services • Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc.	<u>**This Course**</u>: • Clinical Case Studies • Voice and Fluency Labs • In-Class Discussions, Presentations, Reflections, and Demonstrations • Course Exams <u>**The Program**</u>: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.	• Identify the four domain areas of IPE (CERT). • Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. • Educate and advocate for the profession with other disciplines during all interactions.	<u>**This Course**</u>: • Clinical Case Studies • Voice and Fluency Labs • In-Class Discussions, Presentations, Reflections, and Demonstrations • Course Exams <u>**The Program**</u>: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.	• Understand and perform the role of an advocate • Advocate at all levels for those that our profession serves.	<u>**This Course**</u>: • Clinical Case Studies • Voice and Fluency Labs • In-Class Discussions, Presentations, Reflections, and Demonstrations • Course Exams

		The Program: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.	• Understand, acknowledge, respect, and learn from clinical instructors and supervisors. • Model and perform professionalism when interacting with all clinic assistants and staff.	**This Course:** • Clinical Case Studies • Voice and Fluency Labs • In-Class Discussions, Presentations, Reflections, and Demonstrations • Course Exams **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

Textbooks and Materials

Recommended

Fluency

Manning, W. H. & DiLollo, A. (2018). Clinical Decision Making in Fluency Disorders (4th ed.). San Diego, CA: Plural Publishing, Inc. ISBN: 978-1597569972

Voice

Behrman, A. & Haskell, J. (2019). Exercises for Voice Therapy (3rd ed.). San Diego, CA: Plural Publishing, Inc. ISBN: 978-1635501834

Supplemental reading and available audio/video material, assigned or otherwise referred to during the course, will be placed online, library reserve, and/or in the clinic library for student access.

Online Resources

http://canvas.csus.edu/

This course is paired with Canvas, an online learning resource. Students are required to log onto https://my.csus.edu/ (accessible from any computer with an internet connection and up-to-date web

browser) **regularly** to access posted course materials, resources, announcements and grades. Class lectures are <u>not</u> recorded. Virtual technical support is available through Information Resources & Technology (IRT) at: https://www.csus.edu/information-resources-technology/get-support-consultation/.

Remote Learning Resources for students, including laptop checkout, laptop discount program, drive-in Wi-Fi, and remote computer lab access, can be found at: https://www.csus.edu/information-resources-technology/remote-learning/.

<div align="center">Course Requirements/Components</div>

Participation in this course will minimally require the completion of two (2) exams (worth 100 points each), one (1) client presentation (worth 60 points), four (4) written patient/client case studies (worth 10 points each), and voice and fluency labs (worth 16.5 points each).

<div align="center">Grading Policy</div>

There are 333 points available for the course. There is **<u>no</u>** extra credit for this course.

Exams will be administered as take-home and submitted online via Canvas by the end of the class period on the scheduled exam date. The Final Exam date is based on the university final exam schedule.

Course exams will be administered in-person in Folsom Hall (room TBD).

Source	Points	% of Grade
Exams (2)	200	60%
Client Presentation	60	18%
Case Studies (4)	40	12%
Voice Lab / Fluency Lab	33	10%
Total	**333**	**100%**

Letter grades are assigned according to the following points:

Points	Percent	Letter
333 – 309	100 – 93%	A
308 – 299	92 – 90%	A-
298 – 289	89 – 87%	B+
288 – 275	86 – 83%	B
274 – 265	82 – 80%	B-
264 – 255	79 – 77%	C+
254 – 242	76 – 73%	C
241 – 232	72 – 70%	C-
231 – 222	69 – 67%	D+
221 – 209	66 – 63%	D
208 – 199	62 – 60%	D-
≤ 198	$\leq 59\%$	F

Course Policies/Procedures:

CSAD 228B meets Mondays and Wednesdays from 9:00AM – 10:15AM in Folsom Hall, Room 2206B. Meetings will consist of mini lectures, small and large group discussions, in and out of class assignments, student presentations, use of applications and/or laboratory equipment, and invited speakers (to be arranged). Course lectures are <u>not</u> recorded. If the faculty member is not available during the semester, students will be contacted and advised how the course will proceed. This may include a change in instructor or modality.

Office Hours:

Office hours are established weekly on Tuesdays from 2:00pm – 3:00pm, Wednesdays from 11:00am – 12:00pm, and Thursdays from 12:00pm – 1:00pm beginning on the first day of classes (**8/25/25**) and running until the last day of classes (**12/5/25**). On the rare occasion that regular office hours need to be cancelled or rescheduled, an announcement will be posted to Canvas. Students are requested to access the professor's [Calendly](#) calendar to schedule an office hours appointment. If students are unable to attend regularly scheduled office hours, they are welcome to email the professor to schedule a separate appointment time. If the student is unable to keep the scheduled appointment time, the student should <u>cancel</u> and/or <u>reschedule</u> the appointment.

Calendly Calendar: https://calendly.com/drpattersoncsad/officehrs   Email: patterson@csus.edu

Student Responsibilities:

- **Attendance:** Attendance is **<u>mandatory</u>** and necessary to do well in the course. Students are expected to arrive to class sessions on time and remain for the entire class period. Should events require an absence, it is the student's responsibility to acquire all materials and information covered during their absence from *peers*. **Excused absences for emergencies require documentation. All other absences will be considered unexcused. Students are permitted <u>one (1) unexcused absence</u> for the term. Each additonal unexcused absence will result in a drop of the final grade by ½ letter grade (e.g., A- to B+).**

- **Professionalism:** Classroom participation during discussions and demonstrations should be conducted in a professional manner. At a minimum, students must maintain a level of respectful, courteous behavior expected of a professional in the field of speech-language pathology. Cell phone use for non-academic purposes is **<u>not permitted</u>** during the class or exam periods.

- **Zoom Netiquette:** In the event of an online lecture or guest speaker presentation, students are invited to post questions during the lecture or presentation in the chat box. The chat box is intended to facilitate group understanding of content and address requests for clarification. **Students should refrain from using the chat box for side conversations that are disrespectful or distracting to the group.** Please keep microphones muted when not speaking to reduce background noise. Please see more about Videoconferencing Tips and Professionalism here: https://www.socialintents.com/blog/zoom-etiquette-15-zoom-meeting-rules-everyone-should-follow/

- **Participation:** Classroom participation is **mandatory** to do well in the course. Students are expected to actively participate in all small and large group discussions, oral presentations and labs. These are designed to facilitate acquisition of course content. Students will practice diagnostic and therapeutic techniques, observe and analyze audio/video patient samples, utilize applications and/or laboratory equipment, and interact with guest speakers (speaker schedule to be arranged).

Class Attendance and Participation Addendum Fall, 2025

University Immigration-Related Accommodations

In recognition of immigration-related events, fears, and/or family circumstances, it is recognized that there could be circumstances that impact the student's ability to attend classes and complete course requirements as per the course schedule. Under university guidance, the instructor of this course has adopted flexible course policies to maintain a welcoming space for all students, regardless of immigration status, national origin, and/or background.

In an effort to support the academic success of impacted students, various accommodations have been established to support the student with successfully meeting course requirements. Students may email the instructor with "Support Needed" in the subject line. There is no need to disclose additional information to request assistance. If unable to connect with the course instructor in-person or via email, the impacted student may send the request for support via a trusted peer.

Campus Immigration Resources and Supports

Immigration Resources

Dreamer Resource Center

Dean of Students Office: 916-278-6602

Counseling Services: 916-278-6461

Health & Safety Information:

If students are sick, they should stay home and not attend class. Notify the instructor. Please self-diagnose if experiencing cold, flu, or COVID-like symptoms (e.g., fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache), or have had exposure to someone who has tested positive for COVID.

If students wish to confer privately with the professor about their vaccination, exposure, or positive test status, students should first affirm that they are voluntarily disclosing their medical information. Any information shared with the professor will be treated securely and only be used to follow established safety protocols.

Students entering, working or volunteering in the Maryjane Rees Language, Speech & Hearing Center will be required to adhere to safety requirements as the Center is designated as a health care setting. Please

follow current mask procedures upon entry in the Center. Adhering to the Center's policies is a skill that students must develop and maintain.

Student Health and Counseling Services:

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay health during your time at Sacramento State. SHCS offers:

- Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations
- Urgent care for acute illness, injuries and urgent counseling needs
- Pharmacy for prescription and over-the-counter products
- Mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling
- Athletic training for sports injury rehabilitation
- Wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies
- Violence and sexual assault support services

Most services are covered by the Health Services fee and available at no additional cost.

Work Habits:

- Professional work habits begin today. The penalty for **late** written assignments is a 2-point deduction per day. Written assignments and presentations are supplied with a grading rubric. Case studies (worth 10pts each) that are submitted more than 5 days late will receive 0 points. **It is the student's responsibility to double check their online submission of assignments**. **Uploads that are empty, the wrong document, or otherwise unretrievable, will receive 0 points.**

There are no planned make-up exams for this course. Legitimate, documented emergencies (e.g., medical emergency or family death) are acceptable exceptions. Exams must be made up within the time frame specified by the professor. Secondary to a documented emergency, a missed class presentation would be made up with a 3 – 5 page research paper.

The student is responsible for arranging (with the professor's approval of a date) a time to take the make-up exam at the CSUS Testing Center. The Testing Center charges a $6.00 fee to proctor make-up exams. For those students with the professsor's approval to schedule a make-up exam, additional information and online registration are available at the link below.

All accommodated and make-up exams will be proctored by the CSUS Testing Center.

https://www.csus.edu/student-affairs/centers-programs/testing-center/services.html#make-up-exams

TENTATIVE Course Schedule/Outline: CSAD 228B (Section 1)

*Note: the course schedule is subject to slight adjustments (e.g., to accommodate guest speaker availability, providing approved extra time for assignments, etc.) however **exam dates** remain as posted (except in the event of a university-wide change in instruction modality).

Week / Sessions	Topic/Class Content	Assignment/Activities	Readings
WEEK #1 Sessions 1 – 2 8/25/25 8/27/25	Overview of course requirements and syllabus Discussion of clinical assignments and clinical handbook **Lecture & Discussion:** Stuttering, its onset, development and characteristics	Contact CIs during Week 1 to set-up initial and weekly appointments: Sean Green sean.green@csus.edu Kathryn Vigil kathryn.vigil@csus.edu Keith Haberstock keith.haberstock@csus.edu Alicia Fletcher fletcher@csus.edu Katie Wilson katie.wilson@csus.edu In-Class: *File Reviews and clinical assignments*	Students should begin file reviews immediately following clinical assignments during Week 1 (*if possible*) Readings: Manning & DiLollo (2018) Chapters 1, 2, and 3
WEEK #2 Sessions 3 – 4 **9/1/25** Labor Day – campus closed 9/3/25	**Lecture & Discussion:** Voice, the larynx, and normal anatomy and physiology of phonation, respiration, and resonance	In-Class: *Student Clinician Self-Reflection* *Discussion of Case Hx (child and adult), interviewing techniques and information gathering*	Review of Boone (2019) Chapters 1 and 2
WEEK #3 Sessions 5 – 6 9/8/25 9/10/25	**Voice Lab:** Acoustic, Physiologic, & Perceptual Measures **Fluency Lab:** Speech samples, core and secondary behaviors, disfluency ratings, feelings and attitudes	In-class review and practice with voice and fluency measures (formal and informal) **Voice Lab Due at end of Session 5 (16.5pts)** Student lead practice using appropriate voice and fluency protocols, questionnaires, and applications/equipment	Review of Boone (2019) Chapter 6 Readings: Manning & DiLollo (2018) Chapters 4 and 5 ***Clinic Begins Week 3***

		Fluency Lab Due at end of Session 6 (16.5pts)	
WEEK #4 Sessions 7 – 8 9/15/25 9/17/25	**Lecture & Discussion:** Assessment in Voice and Fluency **continued** Interpreting assessment results, and identifying appropriate treatment targets	In-class practice with formal and informal assessment measures	Review of Boone (2019) Chapter 6 Reading: Manning & DiLollo (2018) Chapter 6
WEEK #5 Sessions 9 – 10 9/22/25 9/24/25	**Lecture & Discussion:** Results interpretation, reporting, and goal writing	In-class practice with measurable goal writing; evaluation of unmeasurable goals **Case 1 (Fluency Assessment) Due at the end of Week 5 (10pts)** **Case 2 (Voice Assessment) Due at the end of Week 6 (10pts)**	
WEEK #6 Sessions 11 – 12 9/29/25 10/1/25	**Lecture & Discussion:** Results interpretation, reporting, and goal writing **continued**	In-class practice with selecting appropriate reinforcement specific to disorder, client motivation, age, and additional relevant factors	Readings: Behrman and Haskell (2019) Chapter 1 Adler (2017) The SLP as Counselor for the Transgender Client. *Perspectives, SIG 10, Vol.2* (available on Canvas)
WEEK #7 Sessions 13 – 14 10/6/25 10/8/25	**Lecture & Discussion:** Counseling tips for voice and fluency client	Student lead practice using appropriate counseling techniques for various client needs in Voice and Fluency	Readings: Behrman and Haskell (2019) Chapter 2 Reading: Manning & DiLollo (2018) Chapter 7 Additional Resource: Adler (2017) *The SLP as Counselor for the Transgender Client* Luterman (2017) *Counseling Persons with*

			Communication Disorders and Their Families (articles available on Canvas)
WEEK #8 Sessions 15 – 16 10/13/25 10/15/25		**Exam 1 Review** **Session 15** **Exam 1** **Session 16**	Exam Format: Essay/Case Study
WEEK #9 Sessions 17 – 18 10/20/25 10/22/25	**Lecture & Discussion:** Treating disorders of fluency	Stuttering Therapy in Adults, School-Age and Preschool Children	Readings: Manning & DiLollo (2018) Chapters 9 and 10
WEEK #10 Sessions 19 – 20 10/27/25 10/29/25	**Lecture & Discussion:** Treating disorders of voice and resonance	Voice Facilitating Approaches Vocal Warm-Ups and Cool-Downs, Semi-Occluded Vocal Tract, and Resonant Voice	Review Boone (2019) Chapter 7 Behrman and Haskell (2019) Chapters 4, 6, and 7
WEEKS #11 - #14	**Grand Rounds** **Individual Client Presentations** *(via Reflection on Action Form)*	As a group, discuss, problem solve, and generate additional solutions for reported clinical challenges for clients on the current caseload (CSAD 229B) Utilization of Reflection-On-Action Form (pg. 1 only for student observers; pgs. 1-2 for presenting clinician)	*ASHA Convention November 20 – 22* *Thanksgiving November 27*
WEEK #15 12/1/25 12/3/25		**Case 3 (Fluency Tx) Due at end of Week 15 (10pts)** **Case 4 (Voice Tx) Due at end of Week 15 (10pts)** **Exam 2 Review**	

Finals Week	*per CSUS exam schedule*	**Wednesday, 12/10/25 8:00am – 10:00am**	Exam Format: Essay/Case Study

Course Resources:

Shipley, K.G. & McAfee, J.G. (2015). *Assessment in speech-language pathology: A resource manual* (5th ed.). Boston, MA: Cengage Learning ISBN: 978-1285198057

FLUENCY

Textbooks:

Conture, E.G., & Curlee, R.F. (2007). *Stuttering and related disorders of fluency* (3rd ed.). New York, NY: Thieme Medical Publishers ISBN: 1-58890-502-0

Guitar, B. (2019). Stuttering: An integrated approach to its nature and treatment (5th ed.). Philadelphia, PA: Wolters Kluwer ISBN: 1496346122

Websites:

Stutter Talk: Changing how you think about stuttering… one podcast at a time: https://stuttertalk.com/

Stuttering Therapy Resources: https://stutteringtherapyresources.com/

The National Stuttering Association: http://www.westutter.org/

The Stuttering Foundation: http://www.stutteringhelp.org

VOICE

Textbooks:

Adler, R. K., Hirsch, S., & Pickering, J. (2019). Voice and Communication Therapy for the Transgender/Gender Diverse Client: A Comprehensive Clinical Guide (3rd ed.). San Diego, CA: Plural Publishing, Inc ISBN: 1944883304

Andrews, M.L. (Compilation 2013). *Manual of voice treatment: Pediatrics through geriatrics* (3rd ed.). Mason, OH: Cengage Learning ISBN: 1-285-55973-8

Boone, Daniel (2019). Boone, D. R., McFarlane, S. C., Von Berg, S. L., & Zraick R. I. (2019). The Voice and Voice Therapy (10th ed.). Boston, MA: Pearson Education, Inc. ISBN: 0134893654

Olszewski, A., Sullivan, S., & Cabral, A. (2019). Here's How to Teach Voice and Communication Skills to Transgender Women. San Diego, CA: Plural Publishing, Inc ISBN: 1635500656

Stemple, J. C. & Hapner, E. R. (2019). Voice Therapy, Clinical Case Studies (5th ed.). San Diego, CA: Plural Publishing, Inc. ISBN: 9781635500356

Trombetta et al. (2015). The DSM-5 diagnostic criteria for gender dysphoria: A multidisciplinary approach.

> Springer-Verlag Italia

<u>Websites:</u>

American Association of Sex Educators, Counselors & Therapists (AASECT): www.aasect.org

Gay & Lesbian Advocates & Defenders (GLAD): http://www.glad.org

Gender Health Center: https://www.genderhealthcenter.org/

International Journal of Transgenderism: https://www.tandfonline.com/toc/wijt20/current

The Journal of Voice https://www.jvoice.org/

The LGBTQIA+ Caucus of the American Speech-Language-Hearing Association

> https://lgbtqcsdsa.org/professionals/lgasp/

The Society for the Scientific Study of Sexuality (SSSS): http://www.sexscience.org

UC Davis Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center:

> https://lgbtqia.ucdavis.edu/

University of Wisconsin School of Medicine and Public Health – Department of Surgery, Voice and

> Swallow Clinics Lecture Series: https://cme.surgery.wisc.edu/courses/voice

Virtual Trans Peer Support Groups: https://gaydesertguide.com/virtual-trans-peer-support-groups-presented-by-borrego-health-dept-of-trans-medicine/

World Association for Sexual Health: https://worldsexualhealth.net

Online Learning

For additional information, please review the CSAD Handbooks website
https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html

Zoom/Online Instruction: Privacy, Relevant Rights & Responsibilities:

Any time that a class session is recorded during a Remote Instruction Period (e.g., COVID-19), students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.

- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.

- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:
- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:
- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.
- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during open hours to speak with the IRT Service Desk Team, or call (916)278-7337. IRT website.
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: Don't Fall for a Phishing Scam
- Use anti-virus, anti-spyware, and anti-malware software. Sac State's Software and Tools available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the Mobile section of the Canvas Guides website for more information.

Additional Information

Hornet Honor Code:

https://www.csus.edu/student-affairs/_internal/_documents/hornet-honor-code.pdf

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views
- Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, as well as integrity in your behavior in and out of the classroom.

Sacramento State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sacramento State's Academic Honesty Policy & Procedures at the following website: https://www.csus.edu/umanual/student/stu-100.htm

Definitions: At Sacramento State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." Plagiarism is a form of cheating. At Sacramento State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library

Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct, Division of Student Affairs.

Use of Artificial Intelligence (AI)

Students may not use Artificial Intelligence (AI) language models (e.g., ChatGPT) to generate a response to course assignments. Generated assignment content must be properly cited.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sacramento State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University, Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC) (formally Services to Students with Disabilities – SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to the DAC and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community.

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact the DAC to discuss eligibility. A current accommodation letter from DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided.

The DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only). https://www.csus.edu/student-affairs/centers-programs/disability-access-center/student-resources.html

California State University (CSU) policy prohibits discrimination on the basis of age, disability (physical and mental), gender (or sex), gender identity (including transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color or ancestry), religion (or religious creed), sexual orientation, sex stereotype, and veteran or military status. California State University prohibits all forms of discrimination, harassment (including harassment, sexual misconduct, dating and domestic violence, and stalking) and retaliation. The University Policy Manual is available at http://csus.edu/umanual/.

<div align="center">Crisis Assistance & Resource Education Support (CARES) Support:</div>

If you are experiencing challenges in the area of food, stable housing, or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office at Sacramento State offers basic needs support for students experiencing challenges in these areas. Please email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES website to learn more. https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

<div align="center">Title IX:</div>

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to their professor or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sacramento State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sacramento State's Title IX Coordinator is William "Skip" Bishop.

Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus
Phone Number: 916-278-6461 Website: www.csus.edu/shcs

Campus Confidential Advocate Email: weave@csus.edu
On Campus Phone Number: 916-278-5850 (during business hours)
WEAVE 24/7 Hotline: 916-920-2952
https://www.csus.edu/student-life/health-counseling/sexual-violence-support/

CSUS Grading Policy:

Information for students regarding grading is provided here:
https://www.csus.edu/umanual/acad/umg05150.htm

Other Resources:

- The Office of Student Affairs maintains a list of campus resources/centers:
  https://www.csus.edu/center/

- Testing Center: https://www.csus.edu/student-affairs/centers-programs/testing-center/

- Library: https://library.csus.edu/ for consultation: Rachel Stark, MS, AHIP, stark@csus.edu

- Disability Access Center (DAC): https://www.csus.edu/student-affairs/centers-programs/disability-access-center/student-resources.html

- Student Health and Counseling Services at The WELL: https://www.csus.edu/student-life/health-counseling/

- Student Academic Success and Education Equity Programs: https://www.csus.edu/student-affairs/retention-academic-success/

- Crisis Assistance and Resource Education Support (CARES): https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

- CHHS Student Success Center: https://www.csus.edu/college/health-human-services/student-success/

- Reading & Writing Center: https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html

- Peer & Academic Resource Center: https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/

- Virtual Calming Room: https://www.csus.edu/administration-business-affairs/emergency-employee-information/virtual-calming-room.html

Knowledge and Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 228B Voice and Fluency: Concepts and Methods

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding fluency.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.