Voice and Fluency-CSAD 123-02

Section #2 - Tuesdays/Thursdays (12:00pm–1:15pm) Yosemite Hall Rm.127 Office hours:

By appt: Thursdays- 10:15-11:30 (Subject to change)
Contact me by e-mail to schedule appt.

Catalog Course Description

CSAD 123 Voice and Fluency 3 Units

Prerequisite(s): CSAD 125, CSAD 126, PSYC 2, STAT 1, CHDV 30, and DEAF 51


Voice – Current concepts regarding anatomy and physiology, etiology, assessment and treatment of hyperfunctional and organic voice disorders.


(OR)

**(burgundy-red text) (**PLEASE NOTE: Must be 3rd Edition)

Additional Books:

Book #1. If Your Child Stutters: A Guide for Parents (CSUS Library Reserve)

Book #2 Advice To Those Who Stutter (CSUS Library Reserve & on line at Stuttering Foundation Website)
**COURSE REQUIREMENTS:**

1. Class attendance and participation
2. Readings as assigned
3. Five Quizzes
4. Four Exams
5. Two current article assignments, one each in fluency and voice
6. One out-of-class assignment
7. Two Outlines of books on reserve in Library.
8. Two Reflections

**EXPECTATIONS:**
Students are expected to attend class regularly and to be prepared to participate in class discussions as well as actively engage in break out/work discussion groups during class.

**Attendance and Participation:**
Although attendance and participation are not formally graded, I will informally note them. Attendance may randomly be taken on certain days, especially those days where we have guest speakers.

All assigned readings should be completed prior to class on the day they are to be addressed. Please know that lectures will be much easier to follow if you have read the day’s assignment before you come to class. Please consider doing the following:
- Before class, read the reading(s) and highlight pertinent information.
- Attend Class, listen to lectures and participate in discussion.
- After class re-read the assigned reading.

**Cellphones/smartphones** are to be turned off and put away throughout the class period. No texting or e-mailing during lectures. Audio and/or visual recording of class lectures/discussions is not permitted or allowed.

Students are expected to conduct themselves in a manner that demonstrates respect for others. Please no chatting during lectures unless you have been called upon. When one student is speaking all should listen.

**QUIZZES and EXAMS:**
Quizzes and Exams must be taken on the scheduled dates in class.

**Makeup Quiz:** Only one (1) make up quiz will be allowed.

**Makeup Exams:** No make up exams are ever given for any reason except for a documented medical emergency or serious family emergency. You must have written proof for medical emergency or serious family emergency. A Doctor’s note is required for medical emergency. Any make-up quiz or exam will be taken during dead week by scheduled appointment.

If you are absent from class, you are responsible for all material covered

**Should you require class, quiz, and/or exam modifications /accommodations as determined by Services for Students With Disabilities (SSWD) office, please advise me.**
Scantron forms (Form No. 883-ES) will be used for all Quizzes and Exams. Your quizzes and exams will be graded by Scantron machine results. There will be no leeway for error. If you have an incomplete erasure and Scantron machine marks your unintended answer, you will get the answer wrong. Please bring a Scantron form 883—ES and a No. 2 pencil to class for quizzes and exams. If you do have a Scantron form and cannot borrow one from a classmate, you cannot take the quiz or test. You may not leave class to purchase the Scantron form.

Questions re: Quizzes, Exams, Assignments, Reflections Grades: There will be no discussion regarding your grade on assignments, reflections, quizzes, and exams or questioning specific items on quizzes or exams during class time. Should you wish, you may make an appointment during my office hours for this purpose.

Academic dishonesty of any kind will not be tolerated and will be dealt with according to established University policy.

EVALUATION and STUDENT PERFORMANCE CRITERIA

1. (4) Exams on readings from Conture and Andrews texts, lectures, power points, class discussions, library reserve reading and guest speakers. Exams may consist of any combination of matching, multiple choice, true-false and short answer/essay items. The Final will not be cumulative.
   Each Exam will be worth 105 pts. ........................................... Total: 420 pts.

2. (5) Quizzes on readings from the Conture and Andrews’s texts, lectures, power points, class discussions, library reserve reading, and guest speakers. Quizzes may consist of any combination of matching, multiple choice, true-false, and short answer items. A quiz may be given during dead week. Each Quiz will be worth 30 pts. ...................... Total: 150 pts.

3. (5) Assignments (10 pts. each) .............................................. Total: 50 pts.
   a. (1) Out-of-class Fluency assignment- must have 10 entries or it is incomplete and will not be accepted.
   b. (2) Article reviews- one on Fluency; one on Voice
      Articles must be submitted in the instructor-presented review format or they will not be accepted. Articles should be fairly recent (within past 5 years) and selected from any of the following publications: American Journal of Speech-Language Pathology, ASHA Journal of Communication Disorders, Journal of Fluency Disorders, Journal of Speech, Language, and Hearing Research, Language Speech and Hearing Services in Schools

   c. (2) Book Outlines
      Outline the following books:
      Book Outline #1: If Your Child Stutters, A Guide For Parents (on reserve at CSUS Library)
      Please note that you will be responsible for knowing Information in Book #1 for certain Quizzes and Exams.

      Book Outline #2: Advice To Those Who Stutter (available on-line on the Stuttering Foundation Website and on reserve at CSUS Library)
      For Book #2 Outline: Choose (10) different Chapters of interest and compile information into outline format.

**Outlines should include the following: headings for each chapter of the book with bullet points regarding important facts.**
4. (2) Reflections (10pts. each) ................................................................. Total: 20 pts.

Two written Reflections are required. The Reflections are your opportunity to examine your performance and plan how you can improve your learning and knowledge.

Reflections should consist of at least (1) paragraph-- four sentences in length explaining and describing individual class performance including an evaluation of ways to improve. Please address which areas you feel especially competent as well as those you are having difficulty understanding. Indicate what you can do to improve your knowledge in those particular areas. **Example: Reflection 2—** "I did very well on the first quiz but the first 2 tests, 2nd, 3rd and 4th quizzes were difficult because I didn’t study enough to understand neurology. I will do more concentrated studying in this area before the final. I also started to work with a study group so I spend more time learning class content and going over my notes. I think I’m going to do really well on the next quizzes and exams because I’m spending more time studying for this class instead of waiting until the night before a test."

Reflection 1: 10 points, due 9th week of class Reflection 2: 10 points, due 14th week of class

**Please refer to Tentative Class Schedule on page 7 of this syllabus and note In Class Due Dates for Assignments. Late Assignments will receive maximum of 5pts. All written assignments must be typed- 12 pt. font preferred with correct spelling /grammar**

CLASS TOTAL POINTS POSSIBLE ................................................................. 640 pts.

GRADING CRITERIA
Final grades will be based on a 640 point total and will be distributed as follows:

596-640 = A  578-595 = A-  559-577 = B+  534-558 = B  516-533 = B-  497-515 = C+  
472-496 = C  454-471 = C-  425-453 = D+  410-424 = D  392-409 = D-  Below 392 = F

Please remember that a minimum GPA of 2.5 is necessary for major classes in order to graduate with a Bachelor’s Degree in Speech-Language Pathology from Sac State.

Any class in the major can only be repeated with a grade of C- or below. However, the policy for repeating grades at CSUS is currently being changed. It is strongly recommended that you plan to do well in this class the first time around.

Study Suggestions:
It is recommended that students:

1. Retrieve from SacCT: Class Syllabus, Power Points, Outlines, and or other class related items.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Outline readings.
4. Take notes in class and later rewrite and organize them using the outline as a guide, or rewrite and reorganize them as personally needed for understanding. Be sure that information can be related to other relevant information.
5. Study in a focused and quiet environment. Refer to Dr. Roseberry’s tips on how to study effectively. (** See below)
6. Understand: The brain is a pattern seeker, thus repetition is a great learning tool. Rewriting and reorganizing your notes and outlines aids in learning with every re-reading of the material.
7. Study until you know the material.
8. Understand: 1 hr. class time/wk. = 1 unit = 3 hrs. study. Any 3 unit class = 9 hrs. study.
**Study Tips (From Dr. Roseberry):**

1. Review each day’s lecture notes later that same day to aid retention.
2. Review a lot. Research with adult learners show that in order to truly master information, you have to hear it at least 4 times and practice 6 to 8 times.
3. Try to make sure you understand what you are reading.
4. Study with other people. This is a strong predictor of success!
5. Recite and write. Recite or repeat material out loud. Write it out in longhand, not on the computer. Reciting and writing solidifies information in your memory.
6. Study a little everyday rather than having 1 or 2 major cram sessions. It is better to study 10 to 30 minutes every day than to spend a 6 hour cram session right before an exam.
7. Make flashcards for key terms. Carry them with you everywhere and review them whenever possible—even for just 1-2 minutes while you are waiting in line somewhere. Put the term on one side of the card and the exact definition on the back.

**Contact Information:**
Please e-mail me directly at james.chuchas@csus.edu, not through SacCT. My office phone does not accept messages.

**Letters of Recommendations:** A minimum of 3 weeks notice, is required when requesting a letter of recommendation. Requests must be in writing. All documents and forms must also be turned in at least 3 weeks in advance. No requests or forms during vacations or finals week. Please refer to Letter of Recommendation Guidelines to be posted on SacCT.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>EXAMS/QUIZZES AND ASSIGNMENTS</th>
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<tr>
<td>1</td>
<td>Aug. 28</td>
<td>Introduction, identification of disfluency</td>
<td>Conture Ch 2</td>
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<tr>
<td>2</td>
<td>Sep. 4</td>
<td>Etiology; Incidence and prevalence; Historical perspective – selective theories of stuttering</td>
<td>Conture Ch 1</td>
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<td>3</td>
<td>Sep. 11</td>
<td>Assessment of stuttering</td>
<td>Conture Ch 3</td>
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<td>4</td>
<td>Sep. 18</td>
<td>Children and stuttering Treatment</td>
<td>Conture Ch 9 &amp; 10</td>
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<td>5</td>
<td>Sep. 25</td>
<td>Adults and stuttering Treatment</td>
<td>Conture Ch 14</td>
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<tr>
<td>6</td>
<td>Oct. 2</td>
<td>Treatment</td>
<td>Conture Ch 4, pgs. 55-60, 69-73. You do not have to know the case studies, just be aware.</td>
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<tr>
<td>7</td>
<td>Oct. 9</td>
<td>Other disorders of fluency: Cluttering, SAAND, Psychogenic, malingering</td>
<td>Conture Ch 16 Pgs. 297-304, 316-319</td>
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<td>8</td>
<td>Oct. 16</td>
<td>Anatomy and physiology</td>
<td>Andrews Ch 1</td>
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<tr>
<td>9</td>
<td>Oct. 23</td>
<td>A&amp;P Cont. Neurology</td>
<td>Andrews Ch 6</td>
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<td>10</td>
<td>Oct. 30</td>
<td>Neurology Cont.</td>
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<td>11</td>
<td>Nov. 6</td>
<td>Functional and organic voice disorders</td>
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<td>12</td>
<td>Nov. 13</td>
<td>Voice disorders</td>
<td>Andrews Ch 9</td>
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<td>13</td>
<td>Nov. 20</td>
<td>Voice disorders</td>
<td>Andrews Ch 2 pgs 42-104</td>
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<td>14</td>
<td>Nov. 27</td>
<td>Assessment and Treatment</td>
<td>Andrews Ch 2 pgs. 42-104 Andrews Ch 3 pgs. 165-209</td>
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<td>15</td>
<td>Dec. 4</td>
<td>Assessment and Treatment Cont. Make-up exam or quiz (TBD)</td>
<td>Andrews Ch 3 pgs. 165-209</td>
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<td>16</td>
<td>Dec. 11</td>
<td>Finals Week</td>
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Students should be able to:

1. Classify disfluent speech according to various classification systems.
2. Identify affective, behavioral, and cognitive aspects of fluency disorders.
3. Develop case history formats for clients across their life spans that reflect theoretical foundations and an understanding of the nature of fluency disorders.
5. Differentiate between intervention approaches for prevention of chronic stuttering and direct treatment of existing stuttering.
6. Identify characteristics, strengths, and weaknesses of various common approaches to fluency treatment (e.g., stuttering modification, fluency shaping, intensive, traditional).
8. Identify and describe the normal and disordered anatomy, physiology, and neurology of respiration, phonation, and resonance.
9. Identify and describe various acoustic parameters of normal and disordered voice as well as the mechanisms of normal and disordered voice production over the lifespan.
10. Describe and explain how a speech-language pathologist works as part of a team comprised of other professionals, including singing teachers, athletic coaches, theatrical directors, otolaryngologists and other physicians, who assess and treat patients with voice and resonance disorders.

Fall 2016 SPHP 123-02 VOICE & FLUENCY - Learning Outcomes Record

Learning Outcomes. Students will demonstrate knowledge of:

1. Characteristics of normally disfluent and stuttered speech.
2. Etiological subgroups in fluency disorders (e.g., developmental stuttering, neurogenic stuttering).
4. Classify disfluent speech according to various classification systems.
5. Identify affective, behavioral, and cognitive aspects of fluency disorders.
6. Identify characteristics, strengths, and weaknesses of various common approaches to fluency treatment (e.g., stuttering modification, fluency shaping, intensive, traditional).
7. Ethical considerations for treatment of stuttering.
8. Review of anatomy and physiology of respiration, phonation, resonance, and neurology for voice.
10. Diagnostic processes using instrumentation and other procedures for voice.
11. Vocal hygiene, behavioral, symptomatic, and other voice treatment procedures.
12. Collaboration with family and other professionals in delivery of service.
15. Current findings in the voice and fluency literatures.

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<th>Assessment Measures (Tentative content arrangements)</th>
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<td>Q1, Test 1, Reflection 1</td>
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<td>2,5,13,14,15</td>
<td>Q1, Q2, Test 1, Reflection 1, Article Review, Book Outlines</td>
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<td>3,6,12</td>
<td>Q2, Q3 Test 1, Test 2, Reflection 1</td>
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<td>1,2,3,4,5,6,7,15</td>
<td>Q3, Test 2, Reflection 1, Article Review, Book Outlines</td>
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<td>8</td>
<td>Q4, Test 3, Reflection 2</td>
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<td>8,9,13,15</td>
<td>Q4, Q5, Test 3, Reflection 2, Article Review</td>
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<tr>
<td>10,11,14</td>
<td>Q5, Test 4, Reflection 2</td>
</tr>
<tr>
<td>8,9,10,11</td>
<td>Q5, Test 4, Reflection 2, Article Review</td>
</tr>
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CSAD 123 Voice and Fluency - This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA) 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.)

**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.

**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.