

CMSD 341: Voice and Fluency Disorders

*CSUC Course Syllabus: Communication Sciences and Disorders Program
3 Units, Spring 2018*

Course Contact Information

Faculty Instructor: David McCoy, Ph.D.
Class times: 11:00 a.m. – 12:15 p.m. Tuesdays and Thursdays
Office: AJH 130C
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Email: dkmccoy@csuchico.edu (preferred contact)
Office Hours: Tuesdays 12:30 – 1:30 p.m. and Wednesday 1:30 – 4:30 p.m.
Final Exam Unofficial Day and Time: Thursday, May 17th, 10:00 – 11:50 a.m.
The official final exam time will be posted after the 4th week of class.

- **Important Note: The syllabus is subject to modification with advance notice. The most current and up-to-date syllabus is available via Blackboard Learn in the Course Info & Syllabus content area.**

COURSE OVERVIEW

Course Description

This course provides students with the opportunity for an introductory study of the etiology, symptomatology, evaluation, and intervention for/rehabilitation of voice and fluency disorders; including an exploration of

- laryngeal and velar anatomy and biomechanics will be covered, and measurement of objective and subjective elements of speech and vocal parameters.
- theories of causation of fluency disorders will be covered, and measurement of primary (core) and secondary behaviors, and the impacts of attitudes/feelings on of stuttering behaviors will be discussed.

In-class lessons (lectures), readings and resources, group projects and presentations, and videos include an examination of methodologies and interventions across the lifespan for voice and fluency disorders.

Cultural variations and considerations will be included throughout the course.

Course Prerequisites

- A passing grade in all of the following courses is required: CMSD 220, CMSD 290 and CMSD 362. Permission of instructor may be substituted for prerequisites in rare instances.

Student Learning Objectives

Following successful completion of this course, students will be able to:

- a) **describe** the etiology, incidence, and prevalence of fluency and voice disorders,
- b) **explain** diagnostic methods used to identify fluency and voice disorders,
- c) **describe** various treatment procedures for fluency and voice disorders, including child and adult treatments,
- d) **reflect** on best practices in fluency and voice interventions across the lifespan and across cultures, and
- e) **recognize** civic responsibilities in the area of stuttering and voice disorders for the promotion of increased awareness of social/societal issues related to both disorders.

Content Learning Outcomes

These outcomes will in part enable students to meet the following CAA/ASHA standards for the Certificate of Clinical Competence in speech-language pathology and the ASHA Certification Standards in Speech-Language Pathology:

Course Objective	Implementation	Program SLO ⁱ	Accreditation	
			CAA ⁱⁱ	CFCC ⁱⁱⁱ
Identify and discuss the development of voice and fluency skills in childhood and across the lifespan..	Class activities, exams, and assignments	2	3.1.2B	IV-B
Identify and discuss the characteristics of various disorders of voice and disorders of fluency.	Class activities, exams, and assignments	3	3.1.2B	IV-C
Describe and interpret basic evaluation procedures for voice and fluency disorders.	Class activities, exams, and assignments	1, 3, 5	3.1.4B	IV-D
Describe treatment procedures used for voice and fluency disorders.	Class activities, exams, and assignments	1, 3, 4	3.1.5B	IV-D
Incorporate and summarized best-practices supported by evidence-based practice principles.	Class activities, exams, and assignments	1, 4	3.1.1B 3.5B	IV-F
Summarize impacts of cultural and linguistic diversity on the development, evaluation, or treatment of voice and fluency characteristics and behaviors.	Class activities, exams, and assignments	1, 3		IV-C
Present learned concepts both verbally and in various forms of writing.	Class activities, exams, and assignments	4	3.1.1B	

- I. CMSD Program Student Learning Outcomes (SLO)
 1. Demonstrate ability to think critically, flexibly, and creatively, analyze and integrate learning, reason, express informed opinions, information literacy, and utilize judgment across diverse concepts and problems.
 2. Demonstrate knowledge of normal aspects of communication and culturally linguistic differences across the lifespan.
 3. Demonstrate knowledge and communication disorders and culturally linguistic differences across the lifespan including etiology, symptomology, prevention, diagnosis and treatment.
 4. Demonstrate ability to utilize professional oral and written communication skills.
 5. Demonstrate effective interpersonal and team communication skills.
- II. CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology.
<https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>
- III. CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology
<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

COURSE MATERIAL

Required Materials

1. *Anatomy and Physiology Chapters*
 - Chapters 2 and 3 (Respiration and Phonation) will be used from the CMSD 290 textbook:
 - Seikel, J. A., Drumright, D. G., & Seikel, P. (2013). *Essentials of Anatomy & Physiology for Communication Disorders* (2nd ed.). Clifton, NY: Delmar, Cengage Learning.
 - We will begin using these two chapters in January.
2. Chapter 9 Cultural Diversity and Fluency Disorders and Chapter 10 International and Intercultural Aspects of Voice and Voice Disorders, pp. 164-207.
 - Battle, D. E. (2012). *Communication Disorders in Multicultural and International Populations* (2nd ed.). St. Louis, MO: Elsevier.
3. Preston, K. (2013). *Out With It: How Stuttering Helped Me Find My Voice*. New York: Altria Paperback.
 - We will begin using this book in March.
 - A copy is available in the Miriam Library at the circulation desk for your use up to 2 hours at a time.

4. Stuttering Foundation of America *DVD's*
 - Available for your use at the Meriam Circulation Desk. You may also purchase the DVDs from the Stuttering Foundation of America for a small fee.
 - The required student project for the disorders of fluency portion of the course will include DVDs that will be available at the reserve circulation desk in Meriam Library and viewable at various stations within the library or on your personal device if it is equipped to play DVDs.
5. Required readings will be posted on Blackboard in addition to the above materials.
6. www.MasterClinician.org
 - You will be assigned several videos to watch outside of class gatherings in order to complete classroom assignments and accrue ASHA Clinical Clock Hours for observation.
 - We will begin using these online videos in early February.

Recommended and Helpful Resources

1. Guitar, B. (2014). *Stuttering: An Integrated Approach to Its Nature and Treatment (4th ed.)*. Baltimore, MD: Wolters Kluwer.
2. Boone, D. R., McFarlane, S. C., Von Berg, S. L., & Zraick, R. I. (2014). *The Voice and Voice Therapy (8th Edition)*. Boston: Pearson Publishing.
 - These books are available as optional and additional reading at the Miriam Library Reserve Circulation desk for your use in 2-hour time blocks.

Additional materials will be provided to you throughout the semester on Blackboard Learn or at the reserve circulation desk in Meriam Library. You are responsible for the content of assigned readings and resources.

Technology:

- Web browser compatible with Bb and MasterClinician.org
- Blackboard Learn <https://learn.csuchico.edu>
 - I frequently use the abbreviation Bb when referring to Blackboard Learn.
- PDF viewer
- Microsoft PowerPoint and Word via Office365 access: see below
- Google Slides and Docs
 - Google Slides need to be converted to .pptx file format for assignment submissions via Bb
 - Google Docs need to be converted to .docx, .pdf, or .rtf for assignment submissions via Bb
- The library has computers with all the necessary technology for the semester

CLASSROOM PROTOCOL and REQUIREMENTS

Course Format

- In-class presentations (lectures) presented by the faculty and students
- In-class discussion
- Blackboard email, posted video links, handouts, discussion boards, wikis, and other materials
- Individual and group assignments
- Written assessments completed in class or outside of class
- Creation of visuals (Slides, PowerPoint, PDF, documents, videos)

COURSE REQUIREMENTS

1. Assigned Readings/Resources

- a. Course readings/resources will be assigned as the course progresses. The fluency portion of the course will also utilize DVDs produced by the Stuttering Foundation of America.

2. Examinations Total 100 points

- a. Two examinations will be administered throughout the semester (midterm and final) and will include information from readings, lectures, discussions, and assignments. See course schedule for examination dates. Each examination will be worth 50 points.
- b. Written Voice-only Midterm Exam 40 points
- c. Audio-Visual Voice-only Exam 10 points
- d. Written and Audio-Video Fluency-only Exam Thursday, May 17th (10:00 – 11:50 a.m.)

3. Assignments to be conducted in class and out of class Total 100 points

- a. Some assignments will be administered in an individual or group format. Some will be scheduled ahead of time and others will not be planned in advance. Assignments may range in point value from credit/no-credit to up to 10 points each.
- b. Assignments may sometimes be submitted late with some to all points deducted. Unless plans are made in advance with the instructor, late assignments must be submitted within 7 calendar days of the original deadline

4. Observation Hours: (4 hours total) 5 points each = 20 points

- a. Completion of observations is one requirement for students planning to attend graduate school and become an ASHA certified speech-language pathologist or audiologist.
- b. Observations can be completed after the due date for ASHA Observation Hours Credit but for 0 points towards the course total.
- c. Requires access to MasterClinician.org

5. Fluency Project: 80 points

- a. Description and details to be provided later in the semester.

6. Total Points 300

Course schedule

The schedule will be posted and maintained on Bb with up-to-date information as the dynamics of the semester require. Changes will be shared with students via email.