Instructor: Raul F. Prezas, PhD, CCC-SLP

Office: HSTC 205C

Office Phone: 936-468-1337

Other Contact Information: 817-907-2670 (Cell)

Prerequisites: Graduate standing and enrollment in SLP Program or by consent of instructor

I. Course Description:

Advanced study of the nature, etiology, evaluation and remediation of stuttering.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course reflects the following Core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community.

This course reflects the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course supports the mission of the Speech-Language Pathology Program:

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.

This course supports the following Communication Sciences and Disorders Program Learning Outcome (PLO):

V. Student learning outcome: The students will demonstrate an understanding of the research process and evidence-based practice.
This course addresses the following standard(s) of the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) of the American Speech-Language-Hearing Association (ASHA):


Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: *Fluency

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Course specific learning objectives - Upon completion of this course, students will:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate basic understanding of definitional issues with regard to stuttering</td>
<td>IV-C</td>
<td>Classroom Lecture and Group</td>
<td>Quizzes, Exams</td>
</tr>
<tr>
<td>and fluent speech and how it impacts determination of incidence and prevalence</td>
<td></td>
<td>Discussion</td>
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<tr>
<td>estimates.</td>
<td></td>
<td></td>
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<tr>
<td>Differentiate the different types of disfluencies in speech of normal and</td>
<td>IV-C</td>
<td>Classroom Lecture and Group</td>
<td>Project, Quizzes,</td>
</tr>
<tr>
<td>stuttering populations and problems with their identifications.</td>
<td></td>
<td>Discussion</td>
<td>Exams</td>
</tr>
<tr>
<td>Identify criteria for distinguishing children who are at risk for developmental</td>
<td>IV-C; IV-D</td>
<td>Classroom Lecture and Group</td>
<td>Quizzes, Exams</td>
</tr>
<tr>
<td>and differences between Developmental and Acquired stuttering.</td>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Have an understanding of genetic and neural basis of Developmental stuttering</td>
<td>IV-C; IV-D</td>
<td>Classroom Lecture and Group</td>
<td>Quizzes, Exams</td>
</tr>
<tr>
<td>and prominent theories that explain it.</td>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of common fluency identification and assessment procedure</td>
<td>IV-D</td>
<td>Classroom Lecture and Group</td>
<td>Project, Quizzes,</td>
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<td></td>
<td></td>
<td>Discussion</td>
<td>Exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of treatment approaches for child and adult stutters</td>
<td>IV-D</td>
<td>Classroom Lecture and Group</td>
<td>Project, Quizzes,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
<td>Exams</td>
</tr>
</tbody>
</table>

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Each class period will consist of either a lecture or discussion format, with some sessions culminating in group activities and/or practice of course components. Open discussion of topic materials and questions are greatly encouraged. Please be an active consumer of this course and read required chapters and/or PowerPoint slides ahead of time and come prepared to discuss them in class. Ask questions, be willing to share experiences, and express concerns. Audiovisual stimuli and other electronic media will be utilized to foster knowledge and acquisition of the study area. This course may employ aspects of distance learning technology which may include Skype video presentations and/or online correspondence.

As your instructor for this course, I have the utmost respect for my students and expect the same in return. I value an open door policy. I will be available to discuss any issues/concerns via email, phone, and/or in person. If you are in need of help with subject material, please contact me as soon as possible so we can discuss strategies to help you succeed in the course. You may contact me via email: prezasff@sfasu.edu, office phone: 936-468-1337, or via cell phone: 817-907-2670. I check email regularly and receive email notifications on my cell phone. Moreover, I also text regularly and will respond more quickly in some cases (i.e., evenings, weekends) that way. If you are sending a text for the first time, please start with your full name so that I am aware of whom I am communicating with. I generally respond to texts most days until 11pm.
Theoretical didactic presentations and discussion will be blended with group activities and projects in this course. Students will be assigned projects and will be tested using pop quizzes as well as two exams (i.e., midterm, final). The final exam will be comprehensive.

Project 1 – Stuttering in Public. For this project, you will study the different types of typical and atypical fluencies discussed in the book related to foundation information about stuttering and working with children, adolescents, and adults who stutter. After studying the material, you are asked to choose three different settings/locations in your community and pseudo-stutter in public. Your pseudo stuttering can be a mild form of stuttering (some typical iterations/repetitions e.g., ummm, uh with some atypical e.g., w- w- w-ater) or a severe form of stuttering (predominantly atypical iterations/repetitions e.g., prologations, facial grimace and other secondary behaviors). It is suggested that you pseudo-stutter in a mild, moderate, and severe form for your three locations (one severity for each location). A pseudo moment could be simply asking a worker for an item (e.g., asking an employee for help finding something in an aisle).

Each of your experiences should last for at least 1-minute in duration (give or take). It should be enough time to immerse yourself in the moment. The goal of this project is to empathize with a person who stutters and feel the level of anxiety/struggle they might feel when they speak. You may work in teams and go to public places in small groups (two or three classmates). This would be highly beneficial because your classmates can watch the person you are speaking to and record their reaction for you (sometimes it is difficult to record an entire reaction on our own because we are immersed in the moment!). However, it is advised that if you go in groups that you choose different people in the location (different employees) to ask. Also, you may choose to ask other shoppers. Although you can practice with your classmates and even call a local business and practice over the phone, each of your recorded (written) experiences for the class MUST be with a conversational partner you don’t know (i.e., complete stranger) and MUST be in person.

Once you have completed your three experiences (one mild, one moderate, and one severe), you are asked to write a 1-2 page reflection paper documenting your experiences and how you felt during each experience. Please refer to the textbook and course material to determine what would be considered mild, moderate, and severe. Plan your voluntary disfluencies carefully. Finally, you are asked to summarize your reflection with how a person who stutters might feel in their everyday lives.

Project 2 – Stuttering Analysis. You will be asked to complete a stuttering analysis involving a case study and put together a report with the information. Details regarding this assignment will be made available within the first three weeks of class.

Project 3 – Stuttering Intervention Demonstration. For this project, you are asked to work in groups of 2 (one group of 3). Working in your groups, you are to create a hypothetical scenario (could be inspired by a real case) involving a person who stutters (PWS). You should create a short case history of your PWS, including specific disfluencies that the client would possess (e.g., blocks, prolongations). One group member should serve as a clinician and the other should serve as the client (group with a third member would have another participant – therapy demo may involve a school admin (e.g., principal) or a family member.

Group 1: Younger Preschool: Nov. 6, 2018
Group 2: Older Preschool: Nov. 6, 2018
Group 3: School-Age: Nov. 13, 2018
Group 4: Adolescents: Nov. 27, 2018
Group 5: Adults: Nov. 27, 2018

IV. Evaluation and Assessments (Grading):

Calculation of grades. Your overall point value will determine your letter grade as described in the table:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Projects</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
</tr>
</tbody>
</table>

Grades will be assigned as follows (per SFASU regulations):

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69% and F = Below 60%
Grade points are listed above and the grade you receive in the course will correspond to the letter grade shown. If you receive a .5 or higher in the course (e.g., 89.50 – 89.99), I will round your grade up to the next letter grade. I **WILL NOT** round your grade if you receive a .4 or lower in the course (e.g., 89.0 – 89.499). No exceptions.

*You can keep track of your grades for this course online (i.e., D2L). If you have questions on how to access your grades online, please let me know in class or contact me by phone, email, or text.

If you are having trouble with the content of this class, please contact me as soon as possible. I am happy to help clarify concepts and expectations to alleviate your concern(s) and help facilitate the earning of a higher grade through a better understanding and comprehension of class material.

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Location</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28 Review of Syllabus Introduction to Stuttering</td>
<td>Telecomm 317</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sep 4 Constitutional Factors of Stuttering</td>
<td>Telecomm 317</td>
<td>Chapters 2 &amp; 3</td>
</tr>
<tr>
<td>Sep 11 Constitutional Factors of Stuttering</td>
<td>Telecomm 317</td>
<td>Chapters 2 &amp; 3</td>
</tr>
<tr>
<td>Sep 18 Developmental, Environmental, and Learning Factors in Stuttering</td>
<td>Telecomm 317</td>
<td>Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>Sep 25 Developmental, Environmental, and Learning Factors in Stuttering</td>
<td>Telecomm 317</td>
<td>Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>Oct 2 Theories about Stuttering Normal Disfluency and the Development of Stuttering</td>
<td>Telecomm 317</td>
<td>Chapters 6 &amp; 7</td>
</tr>
<tr>
<td>Oct 9 Normal Disfluency and the Development of Stuttering Review for Midterm Exam</td>
<td>Telecomm 317</td>
<td>Chapters 6 &amp; 7</td>
</tr>
<tr>
<td>Oct 16 Midterm Exam</td>
<td>Telecomm 317</td>
<td>Chapters 1 - 7</td>
</tr>
<tr>
<td>Oct 23 Assessment and Diagnosis</td>
<td>Telecomm 317</td>
<td>Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>Oct 30 Assessment and Diagnosis</td>
<td>Telecomm 317</td>
<td>Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>Nov 6 Treatment of Stuttering in Preschool Children Project 3 – Groups 1 and 2</td>
<td>Telecomm 317</td>
<td>Chapters 10 &amp; 11</td>
</tr>
<tr>
<td>Nov 13 Treatment of Stuttering in School-Age Children Project 3 – Group 3</td>
<td>Telecomm 317</td>
<td>Chapters 12 &amp; 13</td>
</tr>
<tr>
<td>Nov 20 No Class – Thanksgiving Holiday</td>
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</tbody>
</table>
**Course Outline subject to change. Any changes/modifications made will be discussed in class/online at least one week prior to the change. Every effort will be made to make positive changes which will benefit students (e.g., postponing an exam to a later date).**

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

**Required:**


**LiveText Statement**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the Perkins COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the Perkins COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins COE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**From the instructor:** Graduate level study is the final preparation before entering the profession. As such, students should consider class attendance to be similar to attendance in a professional setting (e.g., work-related activity). It is **mandatory**. Of course, life happens. If, for some reason, you are unable to attend class, it is expected that you will notify the instructor **PRIOR TO THE MISSED** class session. Phone text, email, and/or voicemail are acceptable forms of communicating a missed class period. It is expected that the student will communicate with a fellow classmate regarding missed lecture notes and materials before asking the instructor for additional information.

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including
the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Late Quizzes/Tests and Assignments:**
If you are ill when a quiz/test is scheduled, be sure to leave a message via phone/text 817-907-2670 or email r.prezas@tcu.edu PRIOR TO the quiz/test – indicating your absence. Without prior notice, students WILL NOT be able to make up a missed quiz/test (Doctor’s note or other approved confirmation required for missed quiz/test).

**Acceptable Student Behavior:**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. This includes inappropriate use of laptop computers or “surfing the web” during class time and/or texting using cell phones. If this type of activity occurs, those students will lose the privilege of bringing that device to class for the remainder of the semester, period. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Accommodation for Students with Disabilities:** Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**Academic Integrity:**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Student Academic Dishonesty:** Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty:**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Respect for Diversity:
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

IX. Other Relevant Course Information:
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.