If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: CSD 651  
2. Units: 3  
3. College: CHHS  
4. Academic Unit: Communication Sciences and Disorders  

5. Current Student Learning Outcomes of the course.

1) Describe the speech language characteristics and behavioral/psychological correlates associated with the major types of fluency disorders, including stuttering, cluttering, neurogenic disfluency and psychogenic disfluency.  
2) Summarize the major theories of etiology of stuttering.  
3) Explain the nature and development of stuttering, including the interactions of one’s physiological predisposition, developmental and environmental factors.  
4) Compare and contrast stuttering and normal non-fluency in young children  
5) Demonstrate knowledge of procedures for evaluating the overt and covert features of fluency disorders

Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. (Resources & Examples for Developing Course Learning Outcomes)

1) Describe the speech language characteristics and behavioral/psychological correlates associated with the major types of fluency disorders, including stuttering, cluttering, neurogenic disfluency and psychogenic disfluency.  
2) Summarize the major theories of etiology of stuttering.  
3) Explain the nature and development of stuttering, including the interactions of one’s physiological predisposition, developmental and environmental factors.  
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5) Demonstrate knowledge of procedures for evaluating the overt and covert features of fluency disorders

Effective Fall 2012
### 6) Examine principles of differential diagnosis in young children

### 7) Discuss a wide variety of approaches to the treatment of stuttering in children and adults.

### 8) Examine counseling techniques with respect to parents and older fluency clients

### 9) Summarize current research trends/issues in stuttering

---

| 6. Current title, description and units. Cut and paste, in its entirety, from the current on-line academic catalog* |
| Show the proposed changes in this column |
| Current title, description and units. Cut and paste, in its entirety, from the current on-line academic catalog* |
| Show the proposed changes in this column |
| **CSD 651 STUTTERING: DIAGNOSIS AND TREATMENT (3)** |
| **CSD 651 STUTTERING FLUENCY: DIAGNOSIS AND TREATMENT (3 2)** |

**Description:** Examines the development of stuttering to include assessment and treatment of fluency disorders in children and adults. Letter grade only.

**Units:** 3

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*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

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7. **Justification for course change.**

The title change is more reflective of the terminology currently used in the profession. In order to satisfy ASHA accreditation, it is necessary to add a one credit course. At the same time, with the expanding scope of the profession in other areas, there is comparatively a decreased need to devote 3 graduate credits to disorders of fluency. Therefore, without changes to the total credit units required for program completion, the department is reducing the quantity of information covered in this course, thus a change in credit hours from three to two.

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8. **Effective BEGINNING of what term and year?**

**Fall 2013**

See effective dates calendar.

Effective Fall 2012
### IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?
   - Yes ☒ No ☐

   If yes, describe the impact and include a letter of response from each impacted academic unit.

   Clinical Speech-Language Pathology; M.S.

10. Is there a related plan or sub plan change proposal being submitted? Yes ☒ No ☐

    If no, explain.

11. Does this course include combined lecture and lab components? Yes ☐ No ☒

    If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

Effective Fall 2012
12. Is this course an approved Liberal Studies or Diversity course?  
   If yes, select all that apply.  Liberal Studies ☐  Diversity ☐  Both ☐

13. Do you want to remove the Liberal Studies or Diversity designation?  
   If yes, select all that apply.  Liberal Studies ☐  Diversity ☐  Both ☐

14. Is this course listed in the [Course Equivalency Guide]?  

15. Is this course a [Shared Unique Numbering] (SUN) course?  

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**FLAGSTAFF MOUNTAIN CAMPUS**

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<tr>
<td>Chair of college curriculum committee</td>
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<td>Dean of college</td>
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**For Committee use only:**

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<th>Date</th>
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Approved as submitted: ☐ Yes  ☐ No

Approved as modified: ☐ Yes  ☐ No

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**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate  Date

**Approvals:**

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Effective Fall 2012
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<td>Division Curriculum Committee (Yuma, Yavapai, or Personal Learning)</td>
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<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personal Learning)</td>
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<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personal Learning)</td>
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<tr>
<td>Chief Academic Officer; Extended Offices (or Designee)</td>
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Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐
CURRENT SYLLBUS (3 UNITS)

College of Health & Human Services
Department of Communication Sciences and Disorders

CSD 651 STUTTERING: DIAGNOSIS AND TREATMENT
FALL 2011
3 credits (course number: 5304)

Instructor: Judith B. King, Ph.D.
Office: CHHS, room 306
Phone: 523-7436
Email: Judith.King@NAU.edu

Time/Place: 1st class meeting: Monday, 8/29; 8:00 AM – noon; room # 321
All other class meetings: Fridays – 7:00 am – 12:00 PM; room # 321
Office Hours: by appointment
Note: Do not schedule doctor’s appointments or airline departures that conflict with class times and obligations.

Course Prerequisites:
1st year graduate student status or by permission of professor

Course Description:
This course is designed to provide the master's level student in speech-language pathology with an understanding of the complex issues which surround the successful evaluation and treatment of fluency disorders. Topics covered will include the nature of stuttering, theories of stuttering, etiology, identification, evaluation, treatment procedures for all age groups, cultural considerations, and stuttering treatment efficacy. In addition, differential diagnosis/treatment of other fluency disorders that may mimic developmental stuttering will be addressed.

Learner (Course) Objectives:
(Primary objectives and their corresponding ASHA Knowledge and Skills Acquisition (KASA) Competencies)

The student will:

1) Describe the speech language characteristics and behavioral/psychological correlates associated with the major types of fluency disorders, including stuttering, cluttering, neurogenic disfluency and psychogenic disfluency. (Standard III-D; Assessment methods: discussion of case studies, exam)

2) Summarize the major theories of etiology of stuttering (Standard III-C; Assessment method: discussion of case studies, exam)

3) Explain the nature and development of stuttering, including the interactions of one’s physiological predisposition, developmental and environmental factors (Standard III-C; Assessment method: discussion of case studies, exam)

4) Compare and contrast stuttering and normal non-fluency in young children (Standard III-B and C; Assessment method: discussion of case studies, exam)

5) Demonstrate knowledge of procedures for evaluating the overt and covert features of fluency disorders (Standards III-D, IV-G1; Assessment methods: clinical assessment exam)
6) Examine principles of differential diagnosis in young children (Standards III-D, IV-G1; Assessment methods: (Standards III-D, IV-G1; Assessment methods: SSI-4 assessment project and exam)

7) Discuss a wide variety of approaches to the treatment of stuttering in children and adults. (Standards III-D, IV-G2; Assessment methods: discussion of case studies, exam)

8) Examine counseling techniques with respect to parents and older fluency clients (Standards III-D, IV-G3; Assessment method: discussion of case studies, exam)

9) Summarize current research trends/issues in stuttering (Standards III-D, IV-G2; Assessment methods: research article critique, discussion of case studies, exam)

**Outcome Measures:**
Achieving 80% or better on a variety of assessments of stuttering relating to theoretical issues, symptomatology, etiology, prognosis, recovery, differential diagnosis and treatment.

**Course Philosophy:**
Students enrolled in this course have the opportunity to enhance their skills as critical thinkers, communicators, researchers and life-long learners as both students and their professor progress through this course together. The philosophy embraced in this course is that learning is more than memorizing information and answering questions on a test. It is using information to gain an understanding of that information and delving further to gain a deeper understanding that is more meaningful to the learner.

What is learning? “Learning (is) a process that culminates in the ability:
- to ask the right questions and frame good problems,
- to acquire information and evaluate sources of information,
- to critically investigate and solve problems,
- to make choices among many alternatives,
- to explain concepts to others (both verbally and in writing), and
- to generalize the approach to learning and what is learned to new situation.”


**Method of Instruction:**
This course is offered in a blended traditional (lecture-based) and Problem-Based Learning (PBL) format. PBL is a highly regarded method of actively engaging interest in the material to be learned. It is well documented that people who study using PBL are likely to learn more deeply and remember the information much longer than those who learn in traditional, lecture-based (only) courses.

Students will be placed in weekly learning groups that will work on a series of problems (or Case Studies) related to, among other things, individuals with voice disorders. Students will develop a list of what they do not know for each problem (the learning issues). They will prioritize the learning issues and then assign them to the group members. Each member will research his or her learning issue(s) and then teach the rest of the group what was learned at the next class meeting. Learning will be assessed by several methods: tests, exams, in-class discussion, oral reports, written reports and write-ups of the problem.
Discussion of the learning issues among group members will occur during the class period. The instructor will sit-in with the group, listen to the discussion, ask questions, and act as a resource. It should not be necessary for groups to hold meetings outside of class. Most discussion can occur during class sessions if each group member is well prepared and has done the assigned research.

**Required Materials:**

1. **Texts:**

   - **Book #1: Fun With Fluency** by Patty Walton and Mary Wallace  
     Pro-Ed, International Publisher  
     *Fun with Fluency* (11054)  
     *Price: $61.00*

   - **Book #2: School-Age Child Who Stutters: Working Effectively With Attitudes and Emotions**  
     By Chmela, K., & Reardon, N. (2001)  
     Publisher: The Stuttering Foundation of America  
     *Code: 0005*  
     *Price: $15.00*

   - **Book #3: Stuttering: An Integrated Approach to Its Nature and Treatment (3rd Edition)** by Barry Guitar – BE CERTAIN YOU ORDER THE 3rd EDITION; lectures will be based on this edition’s chapter organization  
     Publisher: Lippincott Williams & Wilkins;  
     [http://www.lww.com/webapp/wcs/stores/servlet/product_Stuttering_11851_1_12551_Prod-9780781739207](http://www.lww.com/webapp/wcs/stores/servlet/product_Stuttering_11851_1_12551_Prod-9780781739207)  
     *price is $97.95*  
     Also available on several websites for less, including Amazon.com; Barnes & Noble; some used copies

2. **Observations from:**  
      once selected, WAIT for DVDs to load; a list of sessions will appear; select the session that is ASSIGNED; don’t work ahead unless specifically instructed to do so.  
      TO ENLARGE the DVD, hold down the “control” key and scroll up with 2 fingers across the track pad.  
      TO DECREASE (and deactivate) the DVD, hold down the “control” key and scroll down with 2 fingers on the track pad.

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Effective Fall 2012
b. (or) observations from w/in the NAU Speech & Hearing Clinic

3) **Readings:** In addition to the chapters in the text, PBL reading from other sources is expected.

4) **DVD’S:** Any number of the following DVD’s will shown on campus over the course this class and a schedule will be sent to you via e-mail. They may also be ordered online at the SFA website if you wish to view them independently and would like them as an addition to your library.

- 8/29/11 (in class) - The DVD *Transcending Stuttering* – Part I: Overview; Part II: Personal Journeys; DVD and VHS copies can be obtained from Dr. Phil Schneider at phischneid@aol.com
- Multidimensional Approach to Assessment and Intervention (#9503)
  - by E. Charles Healy (73 minutes)
  - 2 available from GA: Haley Landau (starhaley@yahoo.com)
  - 1 available for viewing in Cline Library
- Preschool Therapy Strategies #0162 (1 hr. 45 mins.)
- Dealing with Attitudes and Emotions #9504
- Stuttering Intervention for Teens/ counseling Strategies #9506

**Class Schedule:** See attached class schedule

**Evaluation Methods:**

All methods of evaluation are required; late assignments are still due, but receive no credit. Grades are based on the average of total scores for 5 evaluation measures:

1) 10%: 1 quiz – 9/2
2) 15%: 5 homework assignments – almost weekly; TBA; could include, but is not limited to:
   a. observations of tapes or DVDs
   b. specifically assigned topics
   c. Article Review or approved-in-advance “other”
   d. “The King’s Speech” reaction paper w/ specific requirements
3) 5%: 2 specifically assigned Observations (combination of DVD and/or NAU Speech & Hearing Clinic
4) Pass/Fail: Theory of Stuttering PPT – required; pass/fail
5) 65%: 4 exams:
   a. Nature of Stuttering – 9/9: 10%
      i. Introduction
      ii. Developmental, Environmental and Learning Factors
      iii. Theories of Stuttering
      iv. Normal Disfluency and the Development of Stuttering
   b. Assessment of Stuttering – date TBA; 15%
   c. Treatment of Stuttering – date TBA; 15%
   d. Final: 25%
      i. Oral Exam w/parents of children who stutter or related professional –

*** Specific Information on each of the above will be distributed in class on 9/2.
One’s attendance/voluntary participation/professionalism will also affect his/her grade. Deadlines for each of these assignments are noted in the class schedule.

**Course Policies**

Attendance, class participation, and professionalism provide separate opportunities for students to indicate their commitment to the profession and the responsibilities entailed individually and as a class team member. Therefore, **attendance is required; poor attendance will adversely affect the grade as will arriving late or leaving early.**

Should a student encounter problems that interfere with or potentially interfere with his/her ability to fulfill the course requirements, the student has 24 hours to notify the professor. While the professor does not necessarily need to know the details of the problems, a student should at least identify a “generic” contributor to the problem (e.g. health, finances, living situation, personal, etc.). In that same email, the student should provide three possible meeting times within the next 72 hours to meet with the professor to discuss the matter further. The professor will confirm one of the suggested meeting times by return email.

**Remediation:** All students must score 80% or better on every evaluation. Students who fail an exam will be allowed to review the material before retaking the same or another exam (at the discretion of the professor) to meet the KASA competencies. Remediated scores will only be used for meeting the ASHA standards and will not replace the initial grade. Students’ progress will be reviewed weekly and those students in need of remediation will be informed by email. Students will be provided with oral/written feedback to improve their performance.

**Disability/Access Statement:** Students who need accommodations because of a disability, must register with Disability Resources. The office is located in the Ponderosa Building (# 92 ; phone: 523-8773).

**Code of Academic Integrity**

Students are expected to adhere to the Code of Academic Integrity. Read the full Code at: http://jan.ucc.nau.edu/academicadmin/plcystmt.html

**ASHA Knowledge and Skills Acquisition (KASA) Competencies**

Standard III-B: Knowledge of the basic human communication processes involving normal speech fluency, including its neurological, psychological, developmental, linguistic, and cultural bases.

Standard III-C: Knowledge of the etiologies of fluency disorders, including anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard III-D: Knowledge of the principles and methods of prevention for fluency disorders.

Standard III-D: Knowledge of the principles and methods of assessment for people with fluency disorders, including consideration of the physiological, psychological, developmental, linguistic, and cultural correlates of this disorder.

Standard III-D: Knowledge of the principles and methods of intervention for people with fluency disorders, including consideration of the physiological, psychological, developmental, linguistic, and cultural correlates of this disorder.

Effective Fall 2012
Standard IV-G-1e: Skills for interpreting, integrating, and synthesizing all information to develop diagnoses and make appropriate recommendations for intervention for people with fluency disorders.

Standard IV-G-2a: Skills for developing and setting appropriate intervention plans with measurable and achievable goals that meet the needs of the client with fluency disorders.

Standard IV-G-3a: Skills for communicating effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client with a fluency disorder, his/her family caregivers, and relevant others.

Standard IV-G-3c: Skills for providing counseling regarding fluency disorders to clients, family, caregivers, and relevant others.

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the child who stutters:
to the pediatrician
stuttering foundation of america
publication no. 0023
revised 4th edition

http://media.photobucket.com
PROPOSED SYLLABUS (2 UNITS)

College of Health & Human Services
Department of Communication Sciences and Disorders

CSD 651 Fluency: Diagnosis and Treatment
[semester year]
2 credits (course number: xxxx)

Instructor: Judith B. King, Ph.D.
Office: CHHS, room 306
Phone: 523-7436
Email: Judith.King@NAU.edu (* email is best way to reach professor)
Time/Place: 1st class meeting: Friday; 7:00 AM – noon; room # 320
Office Hours: by appointment via email

Note:
1. Do not schedule doctor’s appointments or airline departures that conflict with class times and obligations.
2. The final exam will not be given early. Students who leave early will forfeit points from their final grade calculation in spite of their grade average up to that point.

Course Prerequisites:
1st year full time or 2nd year leveling graduate student status

Course Description:
This course is designed to provide the master's level student in speech-language pathology with an understanding of the complex issues which surround the successful evaluation and treatment of fluency disorders. Topics covered will include the nature of stuttering, theories of stuttering, etiology, identification, evaluation, treatment procedures for all age groups, cultural considerations, and stuttering treatment efficacy. In addition, differential diagnosis/ treatment of other fluency disorders that may mimic developmental stuttering will be addressed.

Learner (Course) Objectives:
(Primary objectives and their corresponding ASHA Knowledge and Skills Acquisition (KASA) Competencies)

The student will:

1) Describe the speech language characteristics and behavioral/psychological correlates associated with the major types of fluency disorders, including stuttering, cluttering, neurogenic disfluency and psychogenic disfluency.
   - Standard III-D; Knowledge will be conveyed through class lecture, readings, case study assignments, viewing digitized media on topics pertaining to theory and practice, observation of therapy and SKYPE conversations with experts in the area of fluency. Acquisition will be demonstrated through class discussion, a variety of assignments, and a variety of exams.

2) Summarize the major theories of etiology of stuttering.
   - Standard III-C; Knowledge will be conveyed through class lecture, readings, case study assignments, viewing digitized media on topics pertaining to theory and practice, observation
of therapy and SKYPE conversations with experts in the area of fluency. Acquisition will be demonstrated through class discussion, a variety of assignments, and a variety of exams.

3) Explain the nature and development of stuttering, including the interactions of one’s physiological predisposition, developmental and environmental factors.
   - Standard III-C; Knowledge will be conveyed through class lecture, readings, case study assignments, viewing digitized media on topics pertaining to theory and practice, observation of therapy and SKYPE conversations with experts in the area of fluency. Acquisition will be demonstrated through class discussion, a variety of assignments, and a variety of exams.

4) Compare and contrast stuttering and normal non-fluency in young children
   - Standard III-B and C; Knowledge will be conveyed through class lecture, readings, case study assignments, viewing digitized media on topics pertaining to theory and practice, observation of therapy and SKYPE conversations with experts in the area of fluency. Acquisition will be demonstrated through class discussion, a variety of assignments, and a variety of exams.

5) Demonstrate knowledge of procedures for evaluating the overt and covert features of fluency disorders
   - Standards III-D, IV-G1; Knowledge will be conveyed through class lecture, readings, case study assignments, viewing digitized media on topics pertaining to theory and practice, observation of therapy and SKYPE conversations with experts in the area of fluency. Acquisition will be demonstrated through class discussion, a variety of assignments, and a variety of exams.

6) Examine principles of differential diagnosis in young children in the area of fluency
   - Standards III-D, IV-G1; Knowledge will be conveyed through class lecture, readings, case study assignments, viewing digitized media on topics pertaining to theory and practice, observation of therapy and SKYPE conversations with experts in the area of fluency. Acquisition will be demonstrated through class discussion, a variety of assignments, and a variety of exams.

7) Discuss a wide variety of approaches to the treatment of stuttering in children and adults.
   - Standards III-D, IV-G2; Knowledge will be conveyed through class lecture, readings, case study assignments, viewing digitized media on topics pertaining to theory and practice, observation of therapy and SKYPE conversations with experts in the area of fluency. Acquisition will be demonstrated through class discussion, a variety of assignments, and a variety of exams.

8) Examine counseling techniques with respect to parents and older fluency clients
   - Standards III-D, IV-G3; Knowledge will be conveyed through class lecture, readings, case study assignments, viewing digitized media on topics pertaining to theory and practice, observation of therapy and SKYPE conversations with experts in the area of fluency. Acquisition will be demonstrated through class discussion, a variety of assignments, and a variety of exams.

9) Summarize current research trends/issues in stuttering
   - Standards III-D, IV-G2; Knowledge will be conveyed through class lecture, readings, case study assignments, viewing digitized media on topics pertaining to theory and practice, observation of therapy and SKYPE conversations with experts in the area of fluency. Acquisition will be demonstrated through class discussion, a variety of assignments, and a variety of exams.

**Outcome Measures:**
Achieving 80% or better on a variety of assessments of stuttering relating to theoretical issues, symptomatology, etiology, prognosis, recovery, differential diagnosis and treatment.

Effective Fall 2012
Course Philosophy:
Students enrolled in this course have the opportunity to enhance their skills as critical thinkers, communicators, researchers and life-long learners as both students and their professor progress through this course together. The philosophy embraced in this course is that learning is more than memorizing information and answering questions on a test. It is using information to gain an understanding of that information and delving further to gain a deeper understanding that is more meaningful to the learner.

What is learning? “Learning (is) a process that culminates in the ability:
• to ask the right questions and frame good problems,
• to acquire information and evaluate sources of information,
• to critically investigate and solve problems,
• to make choices among many alternatives,
• to explain concepts to others (both verbally and in writing), and
• to generalize the approach to learning and what is learned to new situation.”


Method of Instruction:
This course is offered in a blended traditional (lecture-based) and Problem-Based Learning (PBL) format. PBL is a highly regarded method of actively engaging interest in the material to be learned. It is well documented that people who study using PBL are likely to learn more deeply and remember the information much longer than those who learn in traditional, lecture-based (only) courses.

Students will be placed in learning groups that will work on a series of problems (or Case Studies) related to, among other things, individuals with fluency disorders. Students will develop a list of what they do not know for each problem (the learning issues). They will prioritize the learning issues and then assign them to the group members. Each member will research his or her learning issue(s) and then teach the rest of the group what was learned. Learning will be assessed by several methods: tests, exams, in-class discussion, oral reports, written reports and write-ups of the problem.

Discussion of the learning issues among group members will occur during the class period. The instructor will sit-in with the group, listen to the discussion, ask questions, and act as a resource. It should not be necessary for groups to hold meetings outside of class. Most discussion can occur during class sessions if each group member is well prepared and has done the assigned research.

Required Materials:
1) Texts:

   • Stuttering: An Integrated Approach to Its Nature and Treatment (3rd Edition) by Barry Guitar – BE CERTAIN YOU ORDER THE 3rd EDITION; lectures will be based on this edition’s chapter organization; Publisher: Lippincott Williams & Wilkins; price $ 97.95
      http://www.lww.com/webapp/wcs/stores/servlet/product_Stuttering_11851_-1_12551_Prod-9780781739207
      Also available on several websites for less, including Amazon.com; Barnes & Noble; some used copies
2) **Laptop/iPAD/other:** that can access Internet during class; bring it to class **EVERYDAY.**
   
a. **Note:** Because class meetings are dynamic, it is not possible to predict those days when accessing the internet will NOT be needed; whenever possible, Dr. King will send an email to the class (via the message system on the BBLearn Home Page of the course shell) the night before or morning of class saying so, so checking **there** is suggested; however, if there is no email, assume your laptop/iPAD will be needed, so bring it to class.

3) **Observations:** Several DVD observations will be used either in class or as homework. Most, if not all, are or will be posted to BBLearn by Cline Library and will be used or assigned accordingly. Sometimes students would like to purchase the DVDs for their personal libraries and that information is provided on the last page of this syllabus.

4) **Readings:** In addition to the chapters in the text, PBL reading from other sources is expected.

**Class Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to stuttering and other fluency disorders</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> The student will:</td>
</tr>
<tr>
<td></td>
<td>Describe the speech language characteristics and behavioral/psychological correlates associated with the major types of fluency disorders, including stuttering, cluttering, neurogenic disfluency and psychogenic disfluency.</td>
</tr>
<tr>
<td></td>
<td>Summarize the major theories of etiology of stuttering</td>
</tr>
<tr>
<td>2</td>
<td><strong>Constitutional Factors: including current research in genetics</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> The student will:</td>
</tr>
</tbody>
</table>

Effective Fall 2012
<table>
<thead>
<tr>
<th>Summarize current research trends/issues in stuttering</th>
</tr>
</thead>
</table>

3 Developmental, Environmental and Learning Factors

**Outcomes:** The student will:

- Explain the nature and development of stuttering, including the interactions of one’s physiological predisposition, developmental and environmental factors.

4 Normal Disfluency and the Development of Stuttering

**Outcomes:** The student will:

- Compare and contrast stuttering and normal non-fluency in young children and the progression of stuttering in adolescents and adults.

5 Evaluation of Stuttering and Other Fluency Disorders

**Outcomes:** The student will:

- Demonstrate knowledge of procedures for evaluating the overt and covert features of fluency disorders
- Examine principles of differential diagnosis in young children, adolescents and adults
- Examine counseling techniques with respect to parents and older fluency clients

6 Treatment of Stuttering and Other Fluency Disorders

**Outcomes:** The student will:

- Discuss a wide variety of approaches to the treatment of stuttering in children and adults.

(As applies to treatment: Examine counseling techniques with respect to parents and older fluency clients)

**Evaluation Methods:**

* All methods of evaluation are required; late assignments are still due, but receive no credit. No exams will be given early; grades are based on the average of total scores for 5 evaluation measures:

1) 3 Exams: Total: 45 %
   a. Exam # 1 – [date] (15 %)
   b. Exam # 2 – [date] (15 %)
   c. Final Exam (cumulative) TBA (15%)

Effective Fall 2012
2) Reaction Papers: Total: 15%
a. Reaction Paper # 1: Transcending Stuttering & Observation of x; date TBA (5 %)
b. Reaction Paper # 2: Stuttering in the Community – date TBA (5 %)
c. Reaction Paper # 3: EBP article on evaluation and treatment – date TBA (5 %)

3) Presentation: 15% Total: 10%

4) Discussion Boards: Total: 15%
a. # 1: SpeechEasy
b. # 2: Professor vs. College Aged PWS
c. # 3: Pseudostuttering
d. # 4: SNL skit
e. # 5: JG’s IEP recommendation

5) Case Studies Total: 15%
a. GK
b. TBA
c. TBA

**Grading Scale:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 94</td>
<td>A</td>
</tr>
<tr>
<td>93 – 87</td>
<td>B</td>
</tr>
<tr>
<td>86 – 80</td>
<td>C</td>
</tr>
</tbody>
</table>

**Course Policies:**

- Attendance, voluntary class participation, and professionalism provide separate opportunities for students to indicate their commitment to the profession and the responsibilities entailed individually and as a class team member. Therefore, **poor attendance will adversely affect the grade as will arriving late or leaving early.**
- Students have something to learn from their classmates’ presentations; failure to attend classmates’ presentations lowers your own presentation grade by 5 pts. for every presentation missed.
- Exams will not be given early.
- Should a student encounter problems that interfere with or potentially interfere with his/her ability to fulfill the course requirements, the student has 24 hours to notify the professor. While the professor does not necessarily need to know the details of the problems, a student should at least identify a "generic" contributor to the problem (e.g. health, finances, living situation, personal, etc.). In that same email, the student should anticipate that Dr. King:
  - may want to meet BEFORE class w/in the next 24 – 48 hours, so continue to watch your email.
  - Either way, watch your email for Dr. King’s response.

**Remediation:** All students must score 80% or better on every evaluation. Students who fail an exam will be allowed to review the material before retaking the same or another exam (at the discretion of the professor) to meet the KASA competencies. **Remediated scores will only be used for meeting the ASHA standards and will not replace the initial grade.** Students’ progress will be reviewed weekly and those students in need of remediation will be informed by email. Students will be provided with oral/written feedback to improve their performance.

Effective Fall 2012
Disability/Access Statement: Students who need accommodations because of a disability, must register with Disability Resources. The office is located in the Ponderosa Building (# 92; phone: 523-8773).

Code of Academic Integrity
Students are expected to adhere to the Code of Academic Integrity. Read the full Code at: http://jan.ucc.nau.edu/adademicadmin/plcystmt.html

OBSERVATIONS:
All of the following DVDs can be ordered from The Stuttering Foundation website http://www.stutteringhelp.org

From left column, select: eSTORE
From center of page, Double click on: **Click again for our Online Store**
(DO NOT SELECT New 2012 eCatalogue !)
from left column, select: DVDs
Scroll down to find the following DVDS:

- **Stuttering: For Kids, by Kids** (12 minutes)
  - Code: 0172
  - also in Spanish; Code: 9172
  - Price: $ 10.00
  - Comments: this can also be viewed online in several formats by simply Googling stuttering for kids by kids stuttering foundation of America
    - the formats include: You Tube and several other choices

- **Stuttering: Basic Clinical Skills** (128 minutes)
  - Code: 9600
  - Price: $40.00

- **Therapy in Action: The School-Age Child Who Stutters** (38 minutes)
  - Code 1079
  - Price: $ 5.00

- **Dealing Effectively with Attitudes and Emotions** (79 minutes)
  - Code: 9504
  - Price: $ 10.00

- **Stuttering Intervention for Teens** (90 minutes)
  - Code: 9506
  - Price: $ 10.00

- **Working Effectively with Preschoolers Who Stutter** (1 hr 45 minutes)
  - Code: 0162
  - Price: $ 10.00

- **Cluttering** (42 minutes)
  - Code: 9700
  - Price: $ 10.00
• Adult Stuttering Therapy – Dr. Charles Van Riper (6 hrs 13 mins)
  o Code: 1080
  o Price: $ 25.00

• Genetics of Stuttering: Discovery of Causes (44 minutes)
  o Code: 6150
  o Price: $ 25.00

• The following DVD (Transcending Stuttering: The Inside Story) can be ordered from The National Stuttering Association website; cost: $ 10.95; scroll down to Other Books/Videos/CD's on Stuttering and look for http://www.nsastutter.org

Transcending Stuttering: The Inside Story can also be viewed, at least in part via this weblink: http://www.westutter.org/stutteringInformation/Transcending_Stuttering_The_Inside_Story.html

A few more DVDs have been added recently to the above list; they include:

• Implementing Cognitive Behavior Therapy with School-Age Children
  o Code: 6500
  o Price: $20.00

• Scoring Disfluencies -
  o Code: 6350
  o Price: $10.00

• Moving From Assessment to Intervention Planning
  o Code: 6300
  o Price: $20.00

• Neurophysiology of Stuttering
  o Code: 6710
  o Cost: $ 10.00

• The School Clinician: Ways to be More Effective
  o Code: 9502
  o Price: $ 10.00