



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 123 Voice and Fluency	Section: 02
Meeting Days: Tuesday/Thursday	Meeting Times: 9:00AM – 10:15 AM	Location: Folsom Hall 1063
Instructor: James Chuchas, M.A, CCC-SLP	Email: <a href="mailto:james.chuchas@csus.edu">james.chuchas@csus.edu</a>	Phone: 916-278-4867
Office Location: Folsom Hall 2000 Cubicle D	Office Hours/Appointments: Please contact me by e-mail to schedule office hours appointments. Office Hours: Tuesdays: 10:30am to 11:45am ** Subject to Change	

#### Catalogue Course Description:

**CSAD 123 Voice and Fluency**

**3 Units**

**Prerequisite(s):** [CSAD 125](#), [CSAD 126](#), [PSYC 2](#), [STAT 1](#), [CHDV 30](#), and [DEAF 51](#).

**Term Typically Offered:** Fall, Spring

Fluency - Characteristics of stuttering, etiologic theories and their implications for treatment. Management of stuttering and other disorders of rhythm. Voice - Current concepts regarding anatomy and physiology, etiology, assessment and treatment of hyperfunctional and organic disorders.

#### Place of Course in Program:

CSAD 123 Voice and Fluency is typically taken in the fall semester of year 4 of the B.S. degree program. Within the 2<sup>nd</sup> B.S. 4-semester degree program, CSAD 123 is take in the spring of semester 2.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
<b>Intellectual and Practical Skills, including:</b> <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
<b>Personal and Social Responsibility, including:</b> <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
<b>Integrative Learning**, including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

## Course Learning Outcomes:

### **UNDERGRADUATE**

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

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

### **CSAD 123 SPECIFIC STUDENT LEARNING OUTCOMES**

During the course of this semester, the student will:

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 span that reflect theoretical foundations and an understanding of the nature of fluency disorders.
4. Compile and present assessment information.
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).
7. Discuss current concepts regarding etiology, assessment, and treatment of children and adults presenting with hyperfunctional and organic voice disorders.
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.

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 2	Exams 1 and 2, Assignments 1 and 2, Group In-Class Presentation/ Demonstration – Fluency	
3, 4, 5, 6	Exams 1 and 2, Assignment 4; Group In-Class Presentation/Demonstration – Fluency	
7, 8, 9	Exams 3 and 4, Assignments 3 and 4, Class Participation, Group In-Class Presentation/ Demonstration – Voice	
10	Exams 3 and 4, Group In-Class Presentation/Demonstration – Voice	

### Textbooks and Materials:

#### Fluency

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

#### Voice

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

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

### Online Resources:

<http://canvas.csus.edu>

This course is paired with Canvas, an online learning resource. Students are required to log onto <https://my.csus.edu> (accessible from any computer with an internet connection and up-to-date web browser) **regularly** to access posted course materials, resources, announcements, and grades. Additional assistance with Canvas is available through the Academic Technology Center (ATC) at <https://www.csus.edu/atc/students.html>.

In-person support is available at the AIRC Computer Lab, room 2004 (Monday – Friday, 7:30am – 4:00pm). Need help? Phone (916) 278-2450 or email [academictechcenter@csus.edu](mailto:academictechcenter@csus.edu).

### Course Requirements/Components:

Participation in this course will minimally require the completion of four (4) multiple-choice/short answer exams (worth 50 points each), two (2) in-class group presentations/demonstrations (worth 41.5 points each), and four (4) written assignments (worth 12.5 points each).

## Grading Policy:

There are 333 points available for the course. There is **no** extra credit anticipated for this course. An exception will be made in the event that a guest lecture or learning experience **cannot** be scheduled during the regular class period. Under such circumstances, the extra credit option (and alternative assignment) will become available, with additional credit **not** exceeding 10 points.

Please secure a **Scantron 883-E/ES** for each exam. Please keep them in good condition, otherwise the machine will be unable to read them.

Source	Points	% of Grade
Exams (4)	200	60%
Presentation/Demonstrations (2)	83	25%
Written Assignments (4)	50	15%
<b>Total</b>	<b>333</b>	<b>100%</b>

Letter grades are assigned according to the following points:

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

## Course Policies/Procedures:

CSAD 123 (Section 02) meets on Tuesdays and Thursdays from 9:00am – 10:15am in Folsom Hall (FLS), room 1063. Meetings will consist of lectures, small and large group discussions, in and out of class assignments, student demonstrations, and possible invited guest speaker(s) (to be arranged).

### Office Hours:

Office hours are established weekly on Tuesdays from 10:30am to 11:45am (\*\* Subject to Change).

\*\*Please **E-mail** me to schedule a time to meet during my office hours.

## Student Responsibilities:

- **Attendance** Classroom attendance is **mandatory**. Students are expected to arrive to class sessions on time and remain for the entire class period. Should events require an absence, it is the student's responsibility to acquire all materials and information covered during their absence from *peers*. Per university policy, children and non-registered guests are **not allowed** to attend class sessions. **Students are expected to attend the course section for which they are registered.**
- **Professionalism** Classroom participation during discussions and demonstrations should be conducted in a professional manner. At a minimum, students must maintain a level of respectful, courteous behavior expected of a professional in the field of speech-language pathology. Cell phone use for non-academic purposes is **not permitted** during the class period.
- **Participation** Classroom participation is **mandatory**. Students are expected to actively participate in all small and large group discussions, oral presentations and demonstrations. These are designed to facilitate acquisition of course content. Students will practice diagnostic and therapeutic techniques, observe and analyze audio/video patient samples, and interact with guest speaker(s) (speaker schedule to be arranged). Classroom lectures regularly include discussion of *actual* clinical cases, thus **recording (audio or video)** of class lectures or discussions is **not permitted**.

## Work Habits:

- The penalty for **late** written assignments is a 1-point deduction per day. Written assignments and group presentations/demonstrations are supplied with a grading rubric. Assignments (worth 12.5pts each) that are submitted more than 12 days late will receive 0 points. It is the student's responsibility to **double check** their online submission of assignments.
- There are **no planned make-up exams** for this course. Legitimate, **documented** emergencies (e.g., medical emergency or family death) are acceptable exceptions. Exams must be made up within the time frame specified by the instructor. The student is responsible for arranging (with the instructor's approval of a date) a time to take the make-up exam at the CSUS Testing Center. The Testing Center charges a \$6.00 fee to proctor make-up exams. For those students **with instructor approval** to schedule a make-up exam, additional information and online registration are available at: <https://ccus.edu/testing/testregservices/makeup.html>. Secondary to a documented emergency, a missed class demonstration would be made up with a 3 – 5 page research paper. Missed points for in-class attendance/participation **cannot** be made up.

TENTATIVE Course Schedule/Outline: CSAD 123 Voice and Fluency (Section 02)

( NOTE: \*\* Subject to Change)

Date	Topic/Class Content	Readings/ Powerpoints	Assignment/ Activities	Week
8/27/19 Tues	Introduction & Course Overview	PPT #1	Please Review Syllabus	1
8/29/19 Thurs	Introduction to Stuttering <i>Perspectives, causes, behaviors, feelings &amp; attitudes, onset, prevalence &amp; incidence, and spontaneous recovery</i>	PPT #1 Guitar, Chapter 1		
9/3/19 Tues	Etiological Factors in Stuttering <i>Biological, Sensorimotor, Language, and Emotional Factors</i>	PPT #2 Guitar, Chapters 2 - 3	<b>Assignment #1 Due 9/3/19</b>	2
9/5/19 Thurs	Etiological Factors in Stuttering <i>continued</i>	PPT #2 Guitar, Chapters 2 - 3 cont.		
9/10/19 Tues	Developmental, Environmental, and Learning Factors in Stuttering	PPT #3 Guitar, Chapters 4 - 5		3
9/12/19 Thurs	Theories about Stuttering	PPT #4 Guitar, Chapter 6	<b>Assignment #2 Due 9/12/19</b>	
9/17/19 Tues	Typical Disfluency and Development of Stuttering	PPT #5 Guitar, Chapter 7	Guest Speaker <i>tentative date</i>	4
<b>9/19/19 Thurs</b>	<b>Exam 1 - Fluency</b>	<b>Covering Guitar Chapters 1 – 7 Fluency PPTs 1,2,3,4,5</b>	<b>Exam 1 (Scantron 883E/ES)</b>	
9/24/19 Tues	Preliminaries to Assessment Stuttering in Bilingual Speakers	PPTs #6 & #7 Guitar, Chapter 8 *Conture, Chapter 11	<i>*Conture, Chapter 11 PDF available on Canvas</i>	5
9/26/19 Thurs	Assessment and Diagnosis	PPTs #6 & #7 Guitar, Chapter 9		
10/1/19 Tues	Treatment Preliminaries Treatment – Younger Preschool Children	PPT #8 Guitar, Chapters 10 - 11	<b>DUE: Assignment #4: Reflection #1</b>	6
10/3/19 Thurs	Treatment – Older Preschool and School-Age Children	PPT #8 Guitar, Chapters 12 - 13		
10/8/19 Tues	Treatment – Adolescents and Adults	PPT #8 Guitar, Chapter 14		7
10/10/19 Thurs	Related Disorders of Fluency <i>Neurogenic, Psychogenic, Cluttering</i>	PPT #9 Guitar, Chapter 15		

Date	Topic/Class Content	Readings	Assignment/Activities	Week
10/15/19 Tues	Fluency Demonstrations: Assessment or Treatment		6min Group Demos Day 1	8
10/17/19 Thurs	Fluency Demonstrations: Assessment or Treatment		6min Group Demos Day 2	
<b>10/22/19</b> <b>Tues</b>	<b>Exam 2 - Fluency</b>	<b>Guitar Chapters: 1- 15:Conture #11 Fluency PPTs 1-9 (Comprehensive Exam)</b>	<b>Exam 2 (Scantron 883E/ES)</b>	9
10/24/19 Thurs	Introduction to Voice Disorders and Their Management	PPT #1 Boone, Chapter 1		
10/29/19 Tues	Normal Voice A&P: The Respiratory System	PPT #2 Boone, Chapter 2 (pages 19 - 32)	Video – Dissections <i>Thoracic Cavity</i>	10
10/31/19 Thurs	Normal Voice A&P: The Phonatory, Articulatory, and Resonance systems	PPT #2 Boone, Chapter 2 (pages 33 - 62)	Video – Dissections <i>Pharynx, Oral Cavity, and Larynx</i>	
11/5/19 Tues	<b>Exam 3 - Voice</b>	<b>Covering Boone Chapters 1 &amp; 2 Voice PPTs 1 &amp; 2</b>	<b>Exam 3 (Scantron 883E/ES)</b>	11
11/7/19 Thurs	Functional Voice Disorders	PPT #3 Boone, Chapter 3		
11/12/19 Tues	Organic Voice Disorders  Neurogenic Voice Disorders	Boone, Chapter 4 PPT #4 Boone, Chapter 5		12
11/14/19 Thurs	Evaluation of Voice <i>Screening, Medical Eval, Case Hx, Observations, Oral Mech Exam, Aconstic, Aerodynamic, Phonatory-Respiratory and Endoscopic</i>	PPT #5  Boone, Chapter 6	<b>*In-Class* Assignment #3</b>	
11/19/19 Tues	Voice Therapy Facilitating Approaches	PPT #6 Boone, Chapter 7		13
11/21/19 Thurs	Voice Therapy Facilitating Approaches	PPT #6 Boone, Chapter 7		
11/26/19 Tues	Special Populations: Aging, Deaf and Hard of Hearing and Transgender Voice	PPT #7 Boone, Chapter 8 (pages 243 - 258)	<b>DUE: Assignment #4: Reflection #2</b>	14
11/28/19 Thurs	<b>Thanksgiving Holiday 11/28 - 11/29</b>		<b>Holiday Campus Closed</b>	
12/3/19 Tues	Voice Demonstrations: Assessment or Treatment		6min Group Demos Day 1	15
12/5/19 Thurs	Voice Demonstrations: Assessment or Treatment		6min Group Demos Day 2	
<b>12/10/19</b> <b>Tues</b>	<b>Exam 4 – Voice **Time: To be determined</b>	<b>Boone Chapters 1-8 Voice PPTs 1-7 (Comprehensive Exam)</b>	<b>Exam 4 (Sec 02) (Scantron 883E/ES)</b>	16

## Additional Information

### Commitment to Integrity:

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

### Sacramento State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sacramento State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

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

Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

### Understand When You May Drop This Course:

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

### Equal Access:

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

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).



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

### Basic Needs Support:

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about options and resources available. <https://www.csus.edu/basicneeds/>

### Course Resources:

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

### Fluency

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

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

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

### Voice

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

University of Wisconsin School of Medicine and Public Health – Department of Surgery, Voice and Swallow Clinics Lecture Series: <https://cme.surgery.wisc.edu/courses/voice>

Gender Health Center: <http://www.thegenderhealthcenter.org/>

### Other Resources:

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities (SSWD): <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

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

## **CSAD 123 Voice and Fluency**

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

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

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

### 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.