



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall, 2020	Course: CSAD 228B Voice and Fluency: Concepts and Methods	Section: 01
Meeting Days: Monday/Wednesday	Meeting Times: 12:00PM – 1:15PM	Location: Online/Synchronous
Instructor: Dr. Aishah Y. Patterson, CCC-SLP	Email: <a href="mailto:patterson@csus.edu">patterson@csus.edu</a>	Phone: 916-278-7341
Office Location: Folsom Hall 2316	Office Hours/Appointments: Tuesdays 1:30PM – 3:00PM / Thursdays 9:00AM – 10:30AM Zoom Office Hours: <i>(please schedule appointment via email)</i>	

### Catalogue Course Description:

**CSAD 228B Voice and Fluency: Concepts and Methods**

**3 Units**

**Prerequisite(s):** Classified graduate status.

**Term Typically Offered:** Fall, Spring

This course is designed to provide an in-depth understanding of the foundations, theoretical concepts, and constructs of voice and fluency disorders. Assessment and intervention strategies for voice and fluency disorders will be discussed through case studies and current caseload.

### Place of Course in Program:

CSAD 228B is taken in the first year of the graduate program for all CSAD graduate students. Students in the Master of Science program have completed the equivalent of CSAD 123 Voice and Fluency. CSAD 228B will review the etiology and characteristics related to voice and fluency disorders.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary Knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
<b>Critical Thinking/Analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y

<b>Information Literacy:</b> Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

## Course Learning Outcomes:

### GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B 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 B. 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 228B SPECIFIC STUDENT LEARNING OUTCOMES

During the course of this semester, the student will:

1. Compare, contrast and define theoretical foundations and characteristics of fluency disorders as a complex, multifactorial disorder.
2. Explain biological, emotional, behavioral, linguistic and cultural factors associated with developmental stuttering and other disorders of fluency, as these concepts relate to onset, development, and maintenance of the disorder.
3. Identify and describe the normal and disordered anatomy, physiology, and neurology of respiration, phonation, and resonance.
4. Describe current concepts associated with the etiology, progression, maintenance, and prevention of functional, organic, and neurogenic voice disorders.
5. Produce acoustic, aerodynamic, physiologic, and perceptual measures of voice and resonance using instrumental and non-instrumental assessment tools for clients on the current case load.
6. Design, plan and carry out formal and informal assessments as they pertain to disorders of fluency, voice, and resonance, including use of observations, client file review, interviewing, and conferencing for children and adults.
7. Interpret and apply assessment information to the design of an appropriate treatment program while recognizing the specific needs of culturally and linguistically diverse populations.
8. Participate in group discussions that support efficient and effective treatment plan implementation for fluency and voice disorders, including disorders of respiration and phonation, per clients on the current caseload.

9. Discuss client cases and all aspects of client assessment and treatment in a proactive, compassionate manner.
10. Discuss and evaluate the accuracy and clarity of written documentation that supports the CSAD 229B clinic.

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 2,	Exam 1, Case Studies 1 – 2, Presentations, Class Participation and Discussion	
3, 4, 5,	Exam 2, Case Studies 3 – 4, Presentations, Class Participation and Discussion, Voice Lab	
6, 7, 8, 9	Exam 1, Exam 2, Case Studies 1 - 4, Presentations, Class Participation and Discussion, Voice Lab, Fluency Lab	
10	Case Studies 1 - 4, Presentations, and Class Participation and Discussion	

### Textbooks and Materials:

#### Required

##### Fluency

Yairi, E. H. & Seery, C. H. (2014). Stuttering: Foundations and Clinical Applications (2<sup>nd</sup> ed.). Boston, MA: Pearson ISBN: 978-0133352047

##### Voice

Behrman, A. & Haskell, J. (2019). Exercises for Voice Therapy (3<sup>rd</sup> ed.). San Diego, CA: Plural Publishing, Inc. ISBN: 978-1635501834

##### Recommended

Stemple, J. C. & Hapner, E. R. (2019). Voice Therapy, Clinical Case Studies (5<sup>th</sup> ed.). San Diego, CA: Plural Publishing, Inc. ISBN: 9781635500356

Supplemental reading and available audio/video material, assigned or otherwise referred to during the course, will be placed online, library reserve, and/or in the clinic library 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. Course lectures are

delivered online via Zoom video conferencing in a synchronous format (i.e., course lectures are held during the regularly scheduled class time). Virtual technical support is available through Information Resources & Technology (IRT) at:

<https://www.csus.edu/information-resources-technology/get-support-consultation/>.

Remote Learning Resources for students, including laptop checkout, laptop discount program, drive-in WiFi, and remote computer lab access, can be found at: <https://www.csus.edu/information-resources-technology/remote-learning/>.

### Course Requirements/Components:

Participation in this course will minimally require the completion of two (2) exams (worth 100 points each), two (2) in-class client presentations (worth 30 points each), four (4) written patient case studies (worth 10 points each), and voice and fluency labs (worth 16.5 points each).

### Grading Policy:

There are 333 points available for the course. There is **no** extra credit for this course.

Online exams will be administered via Canvas Quizzes.

Source	Points	% of Grade
Exams (2)	200	60%
Client Presentation (2)	60	18%
Case Studies (4)	40	12%
Voice Lab / Fluency Lab	33	10%
<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 228B meets Mondays and Wednesdays from 12:00PM – 1:15PM online via Zoom. Meetings will consist of lectures, small and large group discussions, in and out of class assignments, student presentations, use of applications (to substitute laboratory equipment), and invited speakers (to be arranged).

### Office Hours:

Virtual office hours are established weekly on Tuesdays from 1:30pm – 3:00pm and Thursdays from 9:00am – 10:30am, beginning on the first day of classes (8/31/20) and running until the last day of classes (12/11/20). On the rare occasion that regular office hours need to be cancelled or rescheduled, an announcement will be posted on Canvas. Students are requested to email the professor to schedule a time during virtual office hours. If students are **unable** to attend regularly scheduled office hours, they are welcome to email the professor to schedule a separate appointment time. The professor will respond to the email to confirm the appointment day and time. If the student is unable to keep the scheduled appointment time, a courtesy email is requested to cancel and/or reschedule the appointment. There will be **no** in-person meetings or appointments during the Fall, 2020 term.

### 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*. **Excused absences for emergencies require documentation. All other absences will be considered unexcused. Students are permitted one (1) unexcused absence for the term. Each additional unexcused absence will result in a drop of the final grade by ½ letter grade (e.g., A- to B+).**
- **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.
- **Zoom Netiquette** Students are invited to post questions during the lecture in the chat box. The chat box during lectures and discussions are intended to facilitate group understanding of course content and address requests for clarification during the lecture. Students should refrain from using the chat box for side conversations that are disrespectful or distracting to the group. Please keep microphones muted when not speaking to reduce background noise. Please see more about Videoconferencing Tips and Professionalism here:  
<https://www.maryville.edu/wp-content/uploads/2020/03/Zoom-etiquette-and-tips-for-students.pdf>
- **Participation** Classroom participation is **mandatory**. Students are expected to actively participate in all small and large group discussions, oral presentations and labs. These are designed to facilitate acquisition of course content. Students will practice diagnostic and therapeutic techniques, observe and analyze audio/video patient samples, utilize applications (in place of laboratory equipment), and interact with guest speakers (speaker schedule to be arranged).

## Health & Safety Information:

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID-like symptoms (e.g., fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID.

Contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/>

Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

## Work Habits:

- The penalty for **late** written assignments is a 2-point deduction per day. Written assignments and presentations are supplied with a grading rubric. Case studies (worth 10pts each) that are submitted more than 5 days late will receive 0 points. It is the student's responsibility to **double check** their online submission of assignments. Uploads that are empty, the wrong document, or otherwise unretrievable, will receive 0 points.
- 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. Secondary to a documented emergency, a missed class presentation would be made up with a 3 – 5 page research paper.

## TENTATIVE Course Schedule/Outline: CSAD 228B

Week / Sessions	Topic/Class Content	Assignment/Activities	Readings
<p>WEEK #1 Sessions 1 – 2</p> <p>8/31/20</p> <p>9/2/20</p>	<p>Overview of course requirements and syllabus</p> <p>Discussion of clinical assignments and clinical handbook</p> <p><b>Lecture:</b> Stuttering, its onset, development and characteristics</p>	<p>Contact CIs during Week 1 to set-up initial and weekly appointments:</p> <p>Sean Green <a href="mailto:sean.green@csus.edu">sean.green@csus.edu</a> Ragna Thordardottir <a href="mailto:ragna.thordardottir@csus.edu">ragna.thordardottir@csus.edu</a> Tracy Stage <a href="mailto:tracy.stage@csus.edu">tracy.stage@csus.edu</a></p> <p>In-Class: <i>File Reviews and clinical assignments</i></p>	<p>Students should begin file reviews immediately following clinical assignments during Week 1</p> <p>Readings: Yairi &amp; Seery (2015) Chapters 1, 3, and 4</p>
<p>WEEK #2 Sessions 3 – 4</p> <p><b>9/7/20 – Labor Day</b></p> <p>9/9/20</p>	<p><b>Lecture:</b> Voice, the larynx, and normal anatomy and physiology of phonation, respiration, and resonance</p>	<p>In-Class: <i>Student Clinician Self-Reflection</i></p> <p><i>Discussion of Case Hx (child and adult), interviewing techniques and information gathering</i></p>	<p>Readings: Boone (2019) Chapters 1 and 2</p>
<p>WEEK #3 Sessions 5 – 6</p> <p>9/14/20</p> <p>9/16/20</p>	<p><b>Voice Lab:</b> Acoustic, Physiologic, &amp; Perceptual Measures</p> <p><b>Fluency Lab:</b> Speech samples, core and secondary behaviors, disfluency ratings, feelings and attitudes</p>	<p>In-class review and practice with voice and fluency measures (formal and informal)</p> <p>Student lead practice using appropriate voice and fluency protocols, questionnaires, and applications/equipment</p> <p><b>Voice Lab Due at end of Session 5 (16.5pts)</b></p> <p><b>Fluency Lab Due at end of Session 6 (16.5pts)</b></p>	<p>Readings: Boone (2019) Chapter 6</p> <p>Yairi and Seery (2015) Chapters 8 and 9</p> <p><b><i>Clinic Begins</i></b></p>
<p>WEEK #4 Sessions 7 – 8</p> <p>9/21/20</p> <p>9/23/20</p>	<p><b>Lecture:</b> Assessment in Voice and Fluency <b>continued</b></p> <p>Interpreting assessment results, and identifying appropriate treatment targets</p>	<p>In-class practice with formal and informal assessment measures</p>	<p>Readings: Boone (2019) Chapter 6</p> <p>Yairi and Seery (2015) Chapters 8 and 9</p>

<p>WEEK #5 Sessions 9 – 10</p> <p>9/28/20</p> <p>9/30/20</p>	<p><b>Lecture:</b> Results interpretation, reporting, and goal writing</p>	<p>In-class practice with measurable goal writing; evaluation of unmeasurable goals</p> <p><b>Case 1 (Fluency Assessment) Due at beginning of Session 9 (10pts)</b></p> <p><b>Case 2 (Voice Assessment) Due at beginning of Session 10 (10pts)</b></p>	<p>Readings: Yairi and Seery (2015) Chapter 10</p>
<p>WEEK #6 Sessions 11 – 12</p> <p>10/5/20</p> <p>10/7/20</p>	<p><b>Lecture:</b> Results interpretation, reporting, and goal writing <b>continued</b></p>	<p>In-class practice with selecting appropriate reinforcement specific to disorder, client motivation, age, and additional relevant factors</p>	<p>Readings: Behrman and Haskell (2019) Chapter 1</p> <p>Adler (2017) <i>The SLP as Counselor for the Transgender Client. Perspectives, SIG 10, Vol.2</i> (available on Canvas)</p>
<p>WEEK #7 Sessions 13 – 14</p> <p>10/12/20</p> <p>10/14/20</p>	<p><b>Lecture:</b> Counseling tips for voice and fluency client</p>	<p>Student lead practice using appropriate counseling techniques for various client needs in Voice and Fluency</p>	<p>Readings: Behrman and Haskell (2019) Chapter 2</p> <p>Adler (2017) <i>The SLP as Counselor for the Transgender Client</i></p> <p>Luterman (2017) <i>Counseling Persons with Communication Disorders and Their Families</i> (articles available on Canvas)</p>
<p>WEEK #8 Sessions 15 – 16</p> <p>10/19/20</p> <p>10/21/20</p>		<p><b>Exam 1 Review Session 15</b></p> <p><b>Exam 1 Session 16</b></p>	
<p>WEEK #9 Sessions 17 – 18</p> <p>10/26/20</p> <p>10/28/20</p>	<p><b>Lecture:</b> Treating disorders of fluency</p>	<p>Stuttering Therapy in Adults, School-Age and Preschool Children</p>	<p>Yairi and Seery (2015) Chapter 12, 13, and 14</p>

<p>WEEK #10 Sessions 19 – 20</p> <p>11/2/20</p> <p>11/4/20</p>	<p><b>Lecture:</b> Treating disorders of voice and resonance</p>	<p>Voice Facilitating Approaches</p> <p>Vocal Warm-Ups and Cool-Downs, Semi-Occluded Vocal Tract, and Resonant Voice</p> <p><b>Case 3 (Fluency Tx) Due at beginning of Session 19 (10pts)</b></p>	<p>Readings: Boone (2019) Chapter 7</p> <p>Behrman and Haskell (2019) Chapters 4, 6, and 7</p>
<p>WEEKS #11 - #15</p> <p><i>11/11/20 – Veteran’s Day</i></p>	<p><b>Grand Rounds</b></p> <p><b>Client Presentations 1 and 2</b></p>	<p>As a group, discuss, problem solve, and generate additional solutions for reported clinical challenges for clients on the current caseload (CSAD 229B)</p> <p>Utilization of Reflection-On-Action Form (pg. 1 only for student observers; pgs. 1-2 for presenting clinician)</p> <p><b>Case 4 (Voice Tx) Due at beginning of Session 21 (10pts)</b></p>	
<p><b>University Scheduled Final Exam</b></p>	<p><b>12/16/20 10:15AM – 12:15PM</b></p>		

## Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website  
<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

### Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.

- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

### Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

### Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

### Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

## Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

## 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.

### Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

### 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.

## Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

## 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 with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## 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

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

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

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

## Voice

Adler, R. K., Hirsch, S., & Pickering, J. (2019). *Voice and Communication Therapy for the Transgender/Gender Diverse Client: A Comprehensive Clinical Guide* (3<sup>rd</sup> ed.). San Diego, CA: Plural Publishing, Inc ISBN: 1944883304

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

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

Olszewski, A., Sullivan, S., & Cabral, A. (2019). *Here's How to Teach Voice and Communication Skills to Transgender Women*. San Diego, CA: Plural Publishing, Inc ISBN: 1635500656

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:

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)
- Services to Students with Disabilities (SSWD): <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>
- COVID-19 (Coronavirus) Related Resources: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/resources.html>
- COVID-19 Resource Sheet: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/internal/documents/covid-19-resource-sheet.pdf>
- Virtual Calming Room: <https://www.csus.edu/administration-business-affairs/emergency-employee-information/virtual-calming-room.html>

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

## CSAD 228B Voice and Fluency: Concepts and Methods

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.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), 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.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

### Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

### Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

### Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

### 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.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.