

CALIFORNIA STATE UNIVERSITY, LONG BEACH  
College of Health and Human Services  
Department of Speech-Language Pathology  
Fall 2019

CD 676 — Seminar in Voice and Fluency Disorders  
Section 1, Class # 10635  
Fall 2019 (3 Units)  
Thursday 8:00 AM - 10:45 AM  
LAB Room 117A

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Professor: Betty L. McMicken, Ph.D., CCC-SLP

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Office: LAB 113

Office Hours: Thursday 7:00-8:00 or by appointment after class at  
11:00

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**I. Catalog Description**

Discuss etiologies, associated speech characteristics, assessment approaches, and treatment interventions of voice and fluency disorders. Emphasis will be on differential diagnosis, clinical decision-making processes, and application of evidence-based clinical management. Letter grade only (A-F).

**II. Student Learning Outcomes**

**Upon successful completion of the course, the student will:**

1. Demonstrate knowledge of classification, etiologies, and characteristics of voice and fluency disorders. Demonstrate the skills needed to assess and differentially diagnose voice and fluency disorders.
2. Demonstrate the knowledge of formal and informal assessment approaches for identifying and diagnosing voice and fluency disorders.
3. Demonstrate knowledge of intervention principles for the treatment of voice and fluency disorders.
4. Explain and discuss treatment approaches and procedures in rehabilitation and management for individuals with voice and fluency disorders.
5. Evaluate treatment efficacy and make clinical decisions regarding continuation of therapy, discharge and referrals.
6. Integrate professional and ethical considerations and issues in service delivery of voice and fluency disorders.

### **III. Speech-Language Pathology Competency and Standards**

American Speech-Language-Hearing Association (ASHA) Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) Standards  
This course covers ASHA CFCC standards. A description of these standards is located at <https://www.asha.org/certification/2014-speech-language-pathology-certification-standards/>

California Commission of Teacher Credentialing (CCTC) Standards  
This course addresses the CCTC Standards. A description of these standards is located at: [http://www.sjsu.edu/gup/docs/assess\\_report/CCTC-ASHACrosswalk.pdf](http://www.sjsu.edu/gup/docs/assess_report/CCTC-ASHACrosswalk.pdf)

ASHA/Council on Academic Accreditation (CAA) Student Learning Outcome Assessment Matrix

This course addresses the following ASHA/CAA competencies, measured using the assessments indicated below. A description of these standards is located at: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills section of the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective September 1, 2014. The following aspect of the standards listed below is met in this course:

#### **Standard IV-B (SLO: 1, 2)**

Demonstrate knowledge of basic human communication, including the appropriate biological, neurological, psychological, developmental, and linguistic and cultural bases.

#### **Standard IV-C (SLO: 2)**

Demonstrate knowledge of voice and fluency disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in respiration, phonation, articulation, resonance, and prosody.

#### **Standard IV-D (SLO: 3-6)**

Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with voice and fluency disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

#### **Standard IV-F (SLO: 6)**

Demonstrate knowledge of processes used in research and integration of research principles into evidence-based clinical practice.

#### **Standard V-A (SLO: 3-6)**

Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.

<b>SLO</b>	<b>ASHAC AA Competencies</b>	<b>ASHACFCC Standards</b>	<b>CCTC Standards</b>	<b>Learning Activities</b>	<b>Evaluation Method</b>
SLO 1	3.1.2B	Standard IV-B	SLP Standard 1	Lectures with videos and audios, class discussion	Quiz, Exam
SLO 2	3.1.2B	Standard IV-B	SLP Standard 1	Lectures with videos and audios, class discussion	Quiz, Exam
SLO 3	3.1.2B	Standard IV-B	SLP Standard 1	Lectures with videos and audios, class discussion	Quiz, Exam
SLO 4-6	3.1.3B	Standard IV-C	SLP Standard 3	Lectures with videos and audios, class discussion	Quiz, Exam
SLO 4-6	3.1.3B	Standard IV-C	SLP Standard 3	Lectures with videos and audios, class discussion	Quiz, Exam
SLO 4-6	3.1.3B 3.1.18	Standard IV-C	SLP Standard 3	Lectures with videos and audios, class discussion	Quiz, Exam Presentation grading guidelines

#### **IV. Course Modality**

Traditional Class with face-to-face contact such as lecture, discussion, demonstration, DVDs, and direct exchange of materials as the primary method of communication.

#### **V. Methods of Instruction**

Methods of presentation include lecture, group exercises involving PP presentation of articles, weekly discussion of material covered, guest lectures, and teaching DVDs with class discussion.

#### **VI. Extent and Nature of Technology**

This course is a lecture format; however, class discussion on clinical cases and treatment videos will be utilized to enhance active learning in this classroom environment. DVD presentation will be used since speech language pathology is a profession of acquiring and applying scientific and practical knowledge, which

requires both content knowledge and clinical experience and judgment. Assessment and treatment DVDs will provide students an idea of actual clinical work and an opportunity of connecting theory and knowledge to clinical practice. Students will also require accessing BeachBoard to obtain supplemental materials for the class and to discuss important and relevant issues outside of the classroom to facilitate learning. In addition, PowerPoint will be used along with traditional lectures to augment learning outcomes.

Turn off all electronic devices during class meeting times; this includes but not limited to cell phones and music players due to these devices are disruptive to all members of the class. Texting, answering cell phones, chatting online, or accessing email is certainly not acceptable during class. Computers may be used for note taking. Recording of the professor's lectures is allowed

## **VII. Text(s) and Other Required Materials**

**Guitar, B Stuttering, An Integrated Approach, 2019 5th edition Wolters Kluwer**

**Boone D., et al. 2019. The Voice and Voice Therapy. 2019 Tenth edition. Pearson.**

**A. Guitar Chapter Suggestions: Chapters 3,4,6 not required** but you can read for your own information. **Read all other summaries, Go over Power Points (PP) corresponding to chapters (on Beach Board)**

**Ch.1** Pgs. 3-21; **Ch.4** focus on all summaries Pgs. 71, 74, 75, 77, 80, 83-85; **Ch.5** Pgs. 87-98; **Ch.7** 127-128 key terms, summaries on Pgs. 134,137, 141,145, 149, Tables 7-8; **Ch.8** read lightly, key terms 156, summary 195; **Ch.9** read lightly, key terms 198, 200-201, Summary 243; **Ch 10** read lightly, key terms 247, summary 259; **Ch.11** read lightly, key terms 262, Summary 280; **Ch.12** read lightly, key terms 284, read lightly, summary 297; **Ch.13** read lightly, key terms 300, summary 326; **Ch.14** read lightly, key terms 330, summary 358.

**B. Boone Chapter Suggestions: Read all summaries, Go over Go over Power Points (PP) corresponding to chapters (On Beach Board)**

**Ch. 1** Pgs. 1-17; **Ch. 2** Pgs. 19-62 (read lightly to renew familiarity with A&P); **Ch.3** Pgs. 65-84; **Ch. 4** Pgs. 86-104; **Ch.5** Pgs. 106-115 (read lightly to refresh your neuroanatomy), 115-131; **Ch. 6** 134-181; **Ch. 7** Pgs. 183-241; **Ch. 8** Pgs. 243-265; **Ch. 9** Pgs. 267-289; **Ch. 10** Pgs. 291-318

### **C. Overall Study suggestions**

PowerPoints (PP), practice quizzes and supplemental readings for PP group assignments will be posted on BeachBoard. Grading rubric for the assessment and treatment papers will be found at the end of the syllabus. Please note that this course will be covering a large quantity of information in a short amount of time.

In class, discussions will cover a portion of some of the assignments but not in detail. We will be focused on DVDs and presentations to assist students with learning. Students will be expected to demonstrate mastery of course content. Please read all materials assigned and ask questions to clarify information not understood.

There will be class group presentations on stuttering and voice. About nine stuttering articles/chapters will be from Onslow 2019. Twelve stuttering articles/chapters will be from "The Science and Practice of Stuttering Treatment: A Symposium" 2012. These materials will be posted on Beach Board. Students will be divided into groups 1-6.

### VIII. Topics to be Covered

#### Assignment/Activity/Exam

<i>Date</i>	<i>Topic(s)</i>	<i>Required Reading Assignments</i>	<i>Assignment/Activity/Exam</i>
Week 1 8/29	<ul style="list-style-type: none"> <li>• Instructor Background with stuttering/voice</li> <li>• Discuss syllabus, PPs, class exams, select PP presentation groups, and go over assessment and treatment assignment.</li> <li>• Introduce Chapter PP which are on BeachBoard</li> <li>• Introduce readings for group PP presentations</li> <li>• "Stuttering 101" DVD Guitar "Basic Clinical Skills"</li> </ul>	Guitar Ch. 1,4 <b>SEE VII A for specific Chapter readings</b>  Get together with your groups to go over dividing up articles to present	study quizzes and answers available online from Guitar text  Watch and take notes of Barry Guitar DVD Stuttering 101 Guitar DVD Basic Clinical Skills  <b>study Ch 1,4</b>
Week 2 9/5	<ul style="list-style-type: none"> <li>• Lecture from stuttering expert Loryn McGill, MA CCC</li> </ul>	Guitar Ch. 5,7	Take notes on guest speaker
Week 3 9/12	<ul style="list-style-type: none"> <li>• Lecture from stuttering expert Loryn McGill, MA CCC</li> </ul>	Guitar Ch. 7-9	<b>Group 1 prepare to present</b>

Week 4 9/19	<ul style="list-style-type: none"> <li>• <b>Presentation Group 1 (4 articles)</b></li> <li>• Guitar DVD</li> </ul>	Guitar Ch. 10-12	<b>Group 2 prepare to present</b>
Week 5 9/26	<ul style="list-style-type: none"> <li>• <b>Presentation Group 2 (4 articles)</b></li> <li>• PP Ch 10-14</li> <li>• DVD</li> </ul>	Guitar Ch.13-14	Study quizzes and answers available online from Guitar text  <b>Group 3 prepare to present</b>
Week 6 10/3	<ul style="list-style-type: none"> <li>• <b>Presentation Group 3, 4 (4 articles each group)</b></li> <li>• <b>Hand out of take-home exam Guitar Ch 1,4,7- 14, 50 questions are from the textbook quizzes</b></li> </ul>	<b>Take home Exam Ch 1,4,7- 14</b>	<b>Work on take home exam</b>
Week 7 10/10	<ul style="list-style-type: none"> <li>• <b>Exam due on Guitar Ch1,4,7-14 worth 50 points</b></li> <li>• Intro to voice disorders Boone Ch 1</li> </ul>	Boone Ch 1	Study Boone chapters <b>Work on stuttering assessment paper due 10/24</b>
Week 8 10/17	<ul style="list-style-type: none"> <li>• PP Boone Ch 2 Normal Voice A&amp;P, videos</li> </ul>	Boone Ch. 3-4	Study Boone chapters <b>Assessment paper due 10/24</b>
Week 9 10/24	<ul style="list-style-type: none"> <li>• <b>Assessment of a stuttering client due in electronic and hard copy</b></li> <li>• PP Boone Ch 3-4 Functional and Organic Voice Disorders</li> <li>• Video cases</li> </ul>	Boone Ch. 5	<b>Study for exam on Boone Ch 1-4</b>

Week 10 10/31	<ul style="list-style-type: none"> <li>• PP Boone Ch 5 Neurogenic Voice Disorders</li> <li>• <b>In class Exam Ch 1-4</b></li> </ul>	Boone Ch. 5, 6	Study Boone chapters
Week 11 11/7	<ul style="list-style-type: none"> <li>• <b>Presentation Group 4</b></li> <li>• PP Boone Ch 6 Evaluation of the Voice</li> <li>• Video cases</li> </ul>	Boone Ch.7	Study Boone chapters
Week 12 11/14	<ul style="list-style-type: none"> <li>• <b>Presentation Group 5</b></li> <li>• Boone Ch 7 Evaluation of the Voice, Voice Facilitating Approaches</li> <li>• Video cases</li> </ul>	Boone Ch. 8	Study Boone chapters
Week 13 11/21	<ul style="list-style-type: none"> <li>• <b>Presentation Group 6</b></li> <li>• PP Boone Ch 8 Voice Facilitating Approaches, Therapy for Special Populations</li> <li>• Video cases</li> </ul>	Boone Ch. 9-10	Study Boone chapters <b>Treatment paper due on a voice disordered client 12/5</b>
Week 14 12/5	<ul style="list-style-type: none"> <li>• PP Boone Ch 9-10 Management and Therapy Following Laryngeal Cancer, Resonance Disorders</li> <li>• Video case</li> <li>• <b>Treatment Paper due</b></li> </ul>	<b>Review for final</b>	Study Boone chapters
Week 15 12/12	<ul style="list-style-type: none"> <li>• Review for final</li> </ul>	<b>Review for final</b>	
Week 16 12/19	<ul style="list-style-type: none"> <li>• <b>Final Exam (covers 5-10 Boone chapters)</b></li> </ul>		

**IX Course Requirements (short description of the required assignment/exam/activity)**

We will study stuttering first using the Guitar textbook DVDs and guest lecture. The second half of the class will focus on voice using the Boone textbook. There will be 3 exams over the semester from the textbooks (Guitar and Boone). The first exam (Ch 1,4,7-14), 50 points, multiple choice, short answer) will be take home, due on October 10<sup>th</sup> and will be from the Guitar chapter quizzes plus answers available

online. Other stuttering assignments will consist of the following: A 3-page assessment paper (50 points due 10/24) with the grading rubric at the end of the syllabus. A group Power Point presentation by each of 12 students on stuttering literature (50 points, completed 9/26-10/17).

Voice materials will have 2 exams (10/31, 12/19). The first exam will be on Ch. 1-4, 50 points. The final exam will be on 12/19, Ch 5-10, and have 100 questions worth 1/2 point each, total 50 points (fill in, multiple choice, T/F, short answer). The true and False, multiple choice and short answer questions corresponding to the chapters will be available on Beach Board. Fill-ins will be from the chapter PPs. The PPs will be available on Beach Board. There will also be a treatment paper due on 12/5 with the grading rubric at the end of the syllabus.

## X. Methods of Evaluation for Grading

### A. Course Assessments

<b>Assessment Description</b>	<b>Student Learning Outcome (SLO)</b>	<b>Points Toward Course Grade</b>
Exam/Quiz I Guitar (take home multiple choice, short answer)	SLO 1-3	50 14%
Exam/Quiz II Boone (T/F, multiple choice, short answer)	SLO 1-4	50 14%
Exam III Final Boone (T/F, multiple choice, short answer)	SLO 1-6	100 30%
Case Study- Assessment (3 page written case <b>assessment and recommendation on stuttering</b> )	SLO 1-3,6	50 14%
Case Study- Treatment (3-page written case <b>treatment plan on voice</b> )	SLO 1-3,6	50 14%
PP Oral Presentation 15-20 minute PP on chapter/article on stuttering	SLO 1-6	50 14%

## **B.Course grades will be based on the following descriptive scale**

Grades are distributed as follows (total points for this course is 350 points):

90-100% (315 points and above)	— A Performance at the highest level showing sustained excellence.
80-89% (314-280 points)	— B Performance at high level showing consistent and effective achievement.
70-79% (279-245 points)	— C Performance at an adequate level meeting basic requirements.
60-69% (244-210 points)	— D Performance is less than adequate meeting minimum course requirements.
Below (Less than 210 points)	— <b>F</b> Performance in which minimal course requirements have not been met.

The instructor reserves the right to adjust the above percentages (either up or down) or to utilize a curve distribution for grade assignment, in order to most accurately reflect student performance, consistent with the University's definitions for grade assignment, or discussed in University Course Catalog, under General Regulations and Procedures: Grades and Grading Procedures.

### XI. Course Policies

#### A. Statement of Non-discrimination

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed/>

## B. Statement of Accessibility

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines). Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs. Students who need special consideration for class schedules due to military obligations must notify the instructor at least one week in advance. Students who need special consideration for established religious observances should be notify the instructor during the first week of instruction.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC). BMAC offers a variety of support services such as retention services, case management, disability management, writing assistance and tutoring. You can make an appointment via the front desk at BMAC located at the Student Success Center, #110, or by phone at, 562-985-5401 or via our new e-mail address [BMAC@csulb.edu](mailto:BMAC@csulb.edu). The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Please ask the instructor if you have any questions.

## C. Cheating and Plagiarism

<http://catalog.csulb.edu/content.php?catoid=3&navoid=147&hl=Cheating+and+Plagiarism+&returnto=search#cheating-and-plagiarism>)

Definition of Plagiarism: Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts, or conclusions that rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of

notes. Both quoted and paraphrased materials must be given proper citations.

**Definition of Cheating:** Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; using "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other methods as are appropriate to the particular course.

**Academic Action Options:** One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

1. Review – No action
2. An oral reprimand with emphasis on counseling toward prevention of further occurrences
3. A requirement that the work be repeated
4. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade
5. Assignment of a failing final grade
6. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

#### D. Attendance Policy

<http://catalog.csulb.edu/content.php?catoid=3&navoid=147#class-attendance>

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and

for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

1. Illness, injury to the student, or medical conditions, including those related to pregnancy
2. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student.
3. Religious reasons (California Education Code section 89320)
4. Jury duty, military service, or other government obligation
5. University sanctioned or approved activities (examples include but are not limited to artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused. The earliest possible notification is preferred for all excused absences. Advance notification (minimally one week in advance) is required and verification may be requested for the following absences: Jury duty, military service, or other government obligation; religious reasons; university-sanctioned or approved activities.

#### E. Withdrawal Policy

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802. (<http://catalog.csulb.edu/content.php?catoid=3&navoid=147#cancellation-of-registration-or-withdrawal-from-csulb>)

1. Withdrawal during the first two weeks of instruction: Students may withdraw during this period and the course will not appear on their permanent records.
2. Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction: Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and school director are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.
3. Withdrawal during the final three weeks of instruction: Withdrawal during the final three weeks of instruction is not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient

work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, school director (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

4. Limits on Withdrawal: No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

- a) Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- b) Withdrawals in terms prior to fall 2009 at CSULB,
- c) Withdrawals at institutions other than CSULB, and
- d) Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

5. Medical Withdrawal: CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- a) A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- b) The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

#### F. Campus Behavior

1. CSULB Statement on Civility and acts of Violence: "California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies"

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as

University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997) (CSULB Catalog).

2. Preferred Gender Pronoun- This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact your instructor.

3. Classroom Expectations- All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations, as well as all campus rules, regulations, codes and policies. Students, as emerging professionals, are expected to maintain courtesy, respect for difference, and respect for the rights of others.

4. Unprofessional and Disruptive Behavior- It is important to foster a climate of civility in the classroom, where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

**Power Point Presentations:** During the first class, students will divide into 6 groups. The members of each group (1-6) will be presenting on specific literature beginning with week 4 (9/19). There will be literature assigned for presentation on Beachboard. Each student will present one article/chapter which will take 15-20 minutes. These articles will be presented in a Power Point format on specific dates depending on when your group is assigned. Students in each group will determine the order of presentation. Students should link the articles in their groups as well as have the class ask questions for discussion the last 3-4 minutes of each presentation.

Each student should focus on the clinical applicability of their article. A few words on the purpose and methods of the article/chapter will suffice, but the emphasis should be on what the material teaches you as a student clinician. Remember linking the articles in your group is important, a few statements will do, but you can be inventive on how you approach the linking. Please know your material well enough to not need to read every word of your PowerPoints.

## **CD 666: Group Presentation Grading**

Group: \_\_\_\_\_

Name \_\_\_\_\_

Article Presented \_\_\_\_\_

Possible points 50

Total points

Demonstrated knowledge of subject: 10 points

PP readable with not excessive material per slide: 10 points

Did not need to read/depend on notes/PP: 10 points

Clinical message: 10 points

Involved class participation in answering questions: 10 points

Comments:

## **ASSESSMENT PLAN TOTAL POINTS 50**

**Your assessment plan is due on 10/24 in class, hard copy and electronic copy to Dr. McMicken.**

**SELECT ONE OF THE CLIENTS BELOW. DO NOT MAKE YOUR ASSESSMENT A GENERAL REPORT, MAKE IT SPECIFIC TO THE CLIENT AND FOLLOW THE RUBRIC OR POINTS WILL NOT BE COUNTED**

1. Billy was referred by his parents. He was 4 years, six months of age and had been stuttering for well over a year. His parents were advised initially to just ignore the stuttering. They reported their son's stuttering as "coming and going," primarily in the form of repeating the first word of a phrase such as "can can can we go". At the time of referral, the stuttering had become more pronounced. There was tension in the sound of the disfluency, and Billy began stuttering on part of the first word such as "cuh cuh cuh can I go". He would also squeeze his eyes shut as he tried to get the word out. Billy's grandfather on his paternal side had severe stuttering as a young man, and "never did talk very much", according to the parents.

Billy's family brought him for a speech evaluation. The stuttering was occurring on about 10 per cent of Billy's speech, was not effortless, and was calling undue attention to Billy and interfering with conversation. During conversation it was noted that three times when Billy stuttered he squeezed his eyes shut.

How will you proceed with Billy's assessment?

2. Mark was 35 years of age. He had been stuttering since age five.. He had tried speech therapy several times, first in elementary school and then at a university clinic. Because of his many years of stuttering, he reported he was a severe stuttering, Mark had developed many compensatory habits and/or methods. He was adept at switching words to a synonym if he thought he was going to stutter, frequently inserting "uh" into his sentences. He was also reading notes he had made to answer anticipated questions. There were head nods when he thought he would stutter.

Mark worked full time from his home as a court transcription reporter. All his vocational communication was accomplished through Email. Mark was not married. He had been adopted and had no information about his biological parents.

How will you proceed with Mark's assessment?

**You certainly can "make up" other characteristics or problems as long as they fit into the type of disorder you feel the client is demonstrating.**

Please **organize your plan using the grading rubric structure below**. For example, start by describing impairment as best you understand it, then the assessment tools you will utilize (plan for assessment) and subsequent information requested, followed by the results of your assessment.

**Your paper should be no more than 3 pages, double-spaced with 1-inch margins. Use the grading rubric below to guide the content of your plan. No references are required.**

What assessment tools, informal and formal, would you use to help you with a differential diagnosis and recommendations of the stuttering client?

**RUBRIC**

- 1. Include a test battery, why are you using this test? (10 pts)
- 2. What type or level of stuttering do you suspect and why? (10 pts)
- 3. What other formal or informal assessments would you use to capture the client's history, psychosocial issues and type of stuttering? (10 pts)
- 4. What other problems might you encounter with the described client? (10 pts)
- 5. Write up your results summary and recommendations (10 pts)

## **TREATMENT PLAN TOTAL POINTS 50**

Your treatment plans are due on 12/5 in class, hard copy and electronic copy to Dr. McMicken.

SELECT ONE OF THE CLIENTS BELOW. DO NOT MAKE YOUR CLIENT TREATMENT A GENERAL REPORT, MAKE IT SPECIFIC TO THE CLIENT AND FOLLOW THE RUBRIC OR POINTS WILL NOT BE COUNTED

1. A fifth-grade boy, Johnny presented in the ENT clinic with a several-year history of dysphonia. His mother reported that his grades at school had been dropping because he did not feel comfortable participating in class discussions and was self-conscious during oral reading tests. He would often lose his voice by the end of the school day or experience so much vocal fatigue that he wasn't able to interact with his peers. He was receiving school-based voice treatment that focused solely on voice rest and vocal hygiene behaviors, with little to no benefit noted. His mother reported that he also would get angry easily and have "meltdowns" due to his communication challenges.

A full voice evaluation by a pediatric voice-trained speech-language pathologist and pediatric otolaryngologist was needed for appropriate medical and behavioral intervention to help with communicative abilities. The evaluation indicated laryngeal erythema and edema and large vocal fold nodules, which were interfering with vocal fold vibration and complete glottic closure. Medical management was initiated for laryngopharyngeal reflux.

What treatment would you suggest for Johnny?

2. Jeff, a 26 year old soccer player, reported a voice disorder after a trauma to his neck from impact of a soccer ball on November 13, 2018. He also reported choking when he swallowed water. He was seen at the Mayo Clinic in December of 2018 and following laryngeal endoscopy was diagnosed with paramedian left vocal fold paralysis. A modified barium swallow was performed by an SLP in radiology with subsequent recommendation of the use of a thickener with thin liquids. Other consistencies were not remarkable. The SLP also suggested Jeff receive SLP treatment when he returned home to Iowa. Jeff underwent SLP treatment in the public schools once a week for 5 months. He had a follow-up appointment at Mayo in June of 2019 with no improvement left vocal fold, voice or choking on liquids. The Mayo Clinic SLP is now recommending a private SLP be contacted to help Jeff. The family calls you to assist.

What treatments would you suggest for Jeff and how would you proceed with therapeutic intervention?

**You certainly can “make up” other characteristics or problems as long as they fit into the type of disorder you feel the client is demonstrating.**

Please organize your plan using the grading rubric structure below. For example, start by describing impairment as best you understand it, then the treatment tools you will utilize (plan for treatment) and subsequent information requested, followed by the prognosis with treatment.

Your paper should be no more than 3 pages, double-spaced with 1-inch margins. Use the grading rubric below to guide the content of your plan. No references are required.

### **RUBRIC**

- 1. Include a formal or informal therapy **plan for your first visit**, why are you using this outline/material? (10 pts)
- 2. What would you use to capture the client’s history, psychosocial issues and type of voice disorder? Make up how the client performed (10 pts).
- 3. If you had access to instrumentation, what specific tools would you use. Give a rationale for your selection and assistance these tools would provide to you in therapy. (10 pts)
- 4. Be specific – which voice/psychosocial characteristics are important to capture and target and what voice parameters do you wish to improve and how will you effect change? (10 pts)
- 5. Write up the results of your initial therapeutic plan/visit and prognosis (10 pts)

