UNIVERSITY OF SOUTHERN MISSISSIPPI
Department of Speech and Hearing Sciences
SHS 716 Seminar in Stuttering and Related Disorders
Fall 2016
(Section H001; Class # 15490)

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Class Meetings: MWF 8.00-8.50 AM
Room: JBG 202
Office Hours: M&W 9.0-10.30 AM

Course Description & Credit Hours:
The purpose of this course is to provide the students with an advanced study of theories, research, assessment, and treatment procedures related to stuttering and other fluency disorders. (Credit: 3 hours.)

Textbook Requirement:

Supplemental Readings:
Knowledge Outcomes:
Upon successful completion of this course, the student will be able to describe the:
1. characteristics of the most common fluency disorders and stuttering.
2. incidence/prevalence and variations in stuttering.
3. theories that possibly explain etiologies of stuttering.
4. differences between early stuttering and normal disfluencies
5. personality, developmental history, and environment of a typical person who stutters.
6. procedures used in assessment of stuttering.
7. procedures used in treatment of stuttering.
8. resources available to persons and families of persons who stutter.
9. multicultural aspects pertaining to the topics of the study.
10. applications of psychology and counseling to stuttering.

Skills Outcomes:
Upon successful completion of this course, the student will be able to:
1. calculate rate of speech and disfluency index of persons with normal fluency.
2. calculate disfluency index of persons who stutter.
3. use assessment procedures in identification and diagnosis of stuttering.
4. use procedures and techniques in treatment of stuttering.
5. apply the principles of psychology and counseling to stuttering.

KASA:
All the learning outcomes fulfill the criteria of American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Acquisition Standards (KASA, 2014) IV-C:
Basic Human Communication Processes involving biological, neurological, acoustic, psychological, developmental/lifespan, and cultural in relation to fluency; and IV-D & V-B: Prevention, assessment, and intervention strategies in relation to fluency disorders.

Course Outline & Class Schedule:
The following is the tentative course sequence. The timing of the course sequence is often influenced by class discussion and participation. This sequence may be altered as the course progresses.

Week 1 (8/24)
Introduction
Overview of Disorder
Week 2 (8/29)
Constitutional, Environmental, Learning Factors in Stuttering
Week 3 (9/5)
Theories about Etiology of Stuttering
Week 4 (9/12)
Normal & abnormal Disfluencies
Onset and Development of Stuttering
Week 5 (9/19)
Preliminaries to Assessment
Week 6 (9/26)
Assessment & Diagnosis
Review for Exam 1
Exam 1
Week 7 (10/3)
Review of Exam 1
Assessment & Diagnosis (Contd.)
Week 8 (10/10)
Assessment & Diagnosis (Contd.)
Week 9 (10/17)
Preliminaries to Treatment
Fall Break (10/20-21)
Week 10 (10/24)
Treatment
Week 11 (10/31)
Treatment (Contd.)
Week 12 (11/7)
Treatment (Contd.)
Review for Exam 2
Exam 2
Week 13 (11/14)
Review of Exam 2
Prevention
Week 14 (11/21)
Multicultural Issues
Other Fluency Disorders
Thanksgiving Holiday (11/23-25)
Week 15 (11/28)
Presentations
Week 16 (12/5)
Presentations

**Formative Assessment & Course Requirements:**
A) There will be a total two exams. Each exam will account for 50 points. The questions on the exams may consist of objective and/or subjective questions. If there is a change in the scheduling of the exams and/or requirements, it will be announced by the instructor well in advance.

B) In addition to the exams, there will be assignments, which will account for 95 (50 pts will be allotted for a paper and its presentation, which will form the final exam). The assignments are to be turned in on time. The assignments that are turned in late will be penalized by lowering the points by 25% of the total points designated for the assignments for each day of late submission. If there is a change in the assignments or points allotted to them, it will be announced by the instructor. The assignment reports are to be submitted in hardcopies only.

C) To encourage classroom participation, professional behavior, and regular attendance, five points (5 pts.) will be allotted for the purpose.

D) Students must demonstrate proficiency in written composition as written communication skills are basic to professional communication/activities. The written component of examinations/assignments will be graded on appropriateness of content, organization, word usage, spelling, punctuation, and neatness, and APA style.

**Grading Scale:**
The number of points obtained out of the possible 200 points will determine final Class Grade. (If a student is absent for an exam, she/he will be losing all the points meant for that exam. The student’s final grade is based on the average of points obtained from all the exams and assignments.)
Grading Scale: 90-100% = A; 80-89% = B; 70-79% = C; 60 – 69% = D; < 59% = F

**Remediation:**
Students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for poor performance. Extra readings and additional homework assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills. Participation in the remedial work does not ordinarily lead to a grade change.

**Statement about Behavior Expectations, Attendance Requirements, Academic Integrity, and Make-up Exam Policy:**
Students are expected to maintain professional standards of behavior at all time when fulfilling course requirements. Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers/cellular phones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line". In the event of a situation where a student legitimately needs to carry a beeper/cellular phone to class, prior notice and approval of the instructor is required.

Use of laptops is exclusive to note taking or instructor-directed Internet sites. Students who inappropriately use their laptops in the classroom will be asked to leave the classroom and will not be permitted to use the laptop in the classroom for the remainder of the semester.

Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend regularly and punctually all classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing. Instructor will keep a permanent attendance record for each class.

Students are expected to be on time for all the classes. Students are responsible for all materials, assignments, etc. presented in the class by the instructor. If you miss a class it is your responsibility to make up for that class missed. Tape recording of the lectures/class presentations is not permitted unless prior permission to do so is taken from the instructor.

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or class work.

"Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the work involved and in the course, as well as sanctions that may be imposed by the department, the Graduate School, and the University." (USM Graduate Bulletin: [http://catalog.usm.edu/content.php?catoid=6&navoid=401#Plagiarism](http://catalog.usm.edu/content.php?catoid=6&navoid=401#Plagiarism)).

Students will not be given make-up exams without a valid written excuse for the absence. If a student is too sick and unable to take an exam, she/he should bring a note from her/his physician, which can be verified by the instructor. Without such a valid written note there can be no excused absences from an exam. Any student who is excused from an exam will be able to take a make-up exam until the time the original test is returned to the entire class. Once a test has been returned, make-ups are no longer possible. In such situations, alternate arrangements will be made on a case-by-case basis. If there is a make-up exam, it can be in the form of oral exams.
Students should consult the USM’s current bulletin for information regarding the last day to drop or resign from the university without grade penalty. Regarding e-mail communication, students are expected to check their USM’s e-mail periodically for any official communication.

**Information for Students with Disabilities:**
If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Address: The University of Southern Mississippi, Office for Disability Accommodations, 118 College Drive # 8586, Hattiesburg, MS 39406-0001 Voice Telephone: (601) 266-5024 or (228) 214-3232 Fax: (601) 266-6035, Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert (Suzanne.Hebert@usm.edu).