“Develop a passion for learning. If you do, you will never cease to grow.”

– Anthony J. D’Angelo

Instructor: Stacy Nunnelee          Office: SPHC 264
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Teaching Assistant: Savannah Magnussen savannah.magnussen@unt.edu

Class time: MW 8:00am-9:20am
Classroom: Sage 116

***For any communication, please email me directly. I would love to hear from you! I will usually check my email daily, but if you haven’t received a response from me within 48 hours, please feel free to email again! I do have a full clinic schedule, as well as my teaching schedule, so it is difficult to catch me outside of class without a scheduled meeting. For meetings that might be more suitable in person or on zoom, it will be more efficient for your time to email me to set up an appointment.

About Your Instructor:
I have been a licensed, certified speech language pathologist for almost 30 years. Most of my clinical experience has been with adults; and my main focus/specialization is working with adults with neurogenic disorders and/or high functioning adults who have been diagnosed as having autism spectrum disorder. I have strong experience with clients who have been diagnosed with stuttering, providing aural rehab treatment with clients who have hearing impairment, and I have extensive experience working with all types of speech production deficits at all ages, especially clients with a tongue thrust. My overall goal for all of my clients is community integration/reintegration/reentry. I strongly emphasize a “life participation” approach with my clients and work hard to develop, plan, and implement functional treatment tasks where they can see and feel their own success.

I did not know about speech pathology services until I was introduced to it in my undergraduate program (through a friend). I was invited to observe in the clinic and literally immediately fell in love. I knew it was where I was meant to be!!

There were some classes in which I had to work harder than others, but I feel like most students can be successful in this class if they plan their study times, evaluate and enhance their study habits, and reach out for assistance if they need it. Please communicate with me if you need help for this class.
As an instructor, I believe all students can learn and grow! I try to promote and engage all students regardless of background. I encourage each of you to work hard, immerse yourself in the material, utilize campus resources as needed, and let me know if you need assistance.

**Required Computer Program Materials: SimuCase**
Each student is required to register for SimuCase. We will be using at least 3 (there may be more) cases and you will get the full clock hours for these cases by the end of the semester. You must have your SimuCase account open by January 26. We will be using it for the first time on January 27.

**Required text:** Stuttering: An Integrated Approach to Its Nature and Treatment, by B. Guitar, 5th edition
ISBN-10: 1496346122


**Course Description:**
ASLP 5800 is designed to cover required knowledge and skills for fluency disorders in the field of speech language pathology. Theories, characteristics, and principles for assessment and treatment of stuttering and allied disorders of rhythm, rate and speaking fluency will be covered. The course is designed to help the student achieve the required competencies for clinical practice as outlined by ASHA.

*I love fluency and love helping clients with fluency disorders. I do not prescribe to one type of therapy and will not tell you that there is only one way. I have found there are different methodologies that are evidence-based that work, and I encourage you to become engaged in the class so you can decide what different types of therapies you are interested in as well.*

**Course Objectives:**
Upon successful completion and conclusion of this course, the student should be able to:
1. Describe etiologies and characteristics of fluency disorders across the lifespan.
2. Describe potential impact from stuttering on social-emotional, motor, cognitive, educational, and language developments.
3. Identify behavioral, affective, and cognitive characteristics of beginning, intermediate, and advanced stuttering.
4. Discuss the rationales and strategies for assessment and diagnosis of stuttering.
5. Develop intervention protocols and lesson plans for children, adolescents, and adults who stutter.
6. Explain and demonstrate stuttering treatment techniques.
7. Apply evaluation methods to determine progress and treatment efficacy.
8. Describe and apply best practice with ethical considerations when treating individuals who stutter.

Course Requirements:
For successful completion of this course, students are required to complete and turn in all assignments and exams in accordance with the format, grading structure, and date/times provided by the instructor. Many of the assignments are best executed when the student has been in attendance of the class. Success is best achieved with good attendance in general.

Coursework Grading:
ASLP 5800 is a graded course with the following grading scale:
- 4 Journal Article Reviews (JARs): 100 points (25 points each)
- 4 Group Assignments (GAs): 100 points (25 points each)
- 2 Clinical Application Tasks (CATs): 50 points (25 points each)
- 2 Exams: 200 points (100 points each)
- Final project: 100 points

Grading Scale:
- A: 405 - 450 points
- B: 360 - 404 points
- C: 315 - 359 points
- D: 270 - 314 points
- F: 0 - 269 points

The grading is based on a total number of points, not percentages. It is important to pay attention to the total number of points you earn for each assignment, not the percentage.

- Ex. If the assignment is worth 5 points, and you get 4 points, that does not equate to 80%.

At the graduate level, you must receive a grade of B or above to pass the class.

Grades can be discussed in person or through email up to 7 days after each assignment grade has been posted. My TA will send an announcement each time an assignment has been graded and posted. From the time of that announcement, you have 7 days to discuss your grade. If you need to discuss your grade, email the instructor directly.

Canvas Organization
The power points and assignments for this class will be posted on Canvas. Canvas will be organized to make it easy for you to follow. All power points will be posted under the “modules” section. All assignments will be posted under the “assignments” section. All announcements will be sent through Canvas.
No make-ups for the exam or project will be allowed unless prior arrangements have been made with the instructor. Alternate exam arrangements will be allowed only for sufficient reason and must be requested prior to the time of the scheduled exam. Exceptions to the fixed exam date and time will only be made for extreme emergencies and documentation will be required. Students who miss the exam will earn a zero. Please note the date and time of the exam.

Late assignments with an unexcused absence will not be accepted. If a student has an excused absence: The student will need to contact the instructor, provide the documented excuse, and make an appointment to complete the assignment. The student is responsible for contacting the instructor within one week from the due date of the assignment. *It is important for all students to understand that the most just and fair decision is for me to expect documentation from all students if they are going to be absent. I will not take attendance, but if you miss an assignment, then you are required to have documentation for me to allow you to make it up.

*If you have technical difficulties and are unable to submit on Canvas, send me the assignment via email before or by the due date and time, and it will still count. This is not an alternative means of submission, although it will allow you to have your work in on time IF you are experiencing technical difficulties. Late submissions with no email communication prior to the due date/time will not be accepted. This will only count 1 time — after that you are encouraged to seek IT support through the Canvas/CLEAR website.

All assignments are designed to develop and enhance clinical and critical thinking. The purpose of these projects is:

1. To develop critical thinking skills and create curiosity of other clinical perspectives,
2. To rehearse professional documentation-style writing and oral communication skills,
3. To minimize the idea of random assignments and increase the functionality of in-class projects that can be carried over as clinical rehearsal.

Journal Article Reviews (JARs): 25 points each
You will read an article and provide thoughtful answers to questions regarding the article content. You will be graded on the accuracy of the answers you provide, as well as your professional writing skills.

Group Assignments (GAs): 25 points each
These will be completed in-class. They will cover relevant information to the course. These assignments will be application-based and are designed to help enhance your learning and strengthen your application of theory into practice. Each assignment will have a rubric to outline the grading.

Clinical Application Tasks (CATs): 25 points each
You will have 2 CATs during this course that provide an opportunity for thoughtful reflection on stuttering topics. You will be given a specific assignment with an attached rubric.

Exams: 200 points (100 points each)
You will have 2 exams that will consist of both short-answer and multiple choice questions.

Final project: 100 points
You will complete a final project in lieu of a final exam.

**Academic Integrity**
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation].

**Student Behavior in the Classroom:**
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

**Academic Dishonesty:**

As in any class, academic dishonesty is not permitted in this class. If at any point it is indicated that a student has participated in any dishonest acts, the appropriate action will be taken.

1) Cheating. The term “cheating” includes, but is not limited to:
   (a) use of any unauthorized assistance in taking quizzes, or examinations
   (b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
   (c) the acquisition, without permission, of exams, notes or other academic material belonging to a faculty or staff member of the university
   (d) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s).
   (e) any other act designed to give a student an unfair advantage.

2) Plagiarism. The term “plagiarism” includes, but is not limited to:
   (a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and
(b) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials

Disability Accommodations:
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Emergency Notification & Procedures:
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas and watch for announcements for contingency plans covering course materials.

COVID-19 Impact on Attendance
While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.
If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Statement on Face Covering
Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the
Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

Ways to succeed in this course at UNT:

- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

For further assistance, refer to [www.succeed.unt.edu](http://www.succeed.unt.edu).

Note:
The syllabus is not a contract and can be subject to change. The instructor has the right to make changes to enhance the effectiveness of the course. Students will be notified of all changes within an appropriate amount of time in relation to assignments and exams, etc.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics</th>
<th>Item Due</th>
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<tbody>
<tr>
<td>Jan 11 M</td>
<td>First Class Day – Syllabus review Intro to fluency disorders</td>
<td>zoom</td>
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<tr>
<td>Jan 13 W</td>
<td>Defining stuttering</td>
<td>Chapter 1</td>
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<td>In person</td>
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<tr>
<td>Jan 18 M</td>
<td>MLK Day – No class</td>
<td>No class</td>
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<tr>
<td>Jan 20 W</td>
<td>Incidence, Prevalence, and etiology of stuttering Journal article review assignment given</td>
<td>Chapter 2</td>
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<td>In person</td>
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<tr>
<td>Jan 25 M</td>
<td>Factors of stuttering: characteristics, behaviors, symptoms, and issues</td>
<td>Chapters 3 and 4</td>
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<td>JAR 1 due</td>
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<tr>
<td>Jan 27 W</td>
<td>Factors of stuttering continued GA 1: characteristics of stuttering</td>
<td>zoom</td>
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<tr>
<td>Feb 1 M</td>
<td>Theories of stuttering</td>
<td>Chapter 5 and 6</td>
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<td>zoom</td>
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<td>Feb 3 W</td>
<td>Theories of stuttering Journal article review assignment given</td>
<td>In person</td>
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<td>Feb 8 M</td>
<td>The development of stuttering CAT 1: pseudostuttering assignment due</td>
<td>Chapter 7</td>
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<td>CAT 1 due</td>
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<td>JAR 2 due</td>
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<tr>
<td>Feb 10 W</td>
<td>GA 2: understanding feelings and stuttering</td>
<td>zoom</td>
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<td>Feb 15 M</td>
<td>Test 1</td>
<td>Online test</td>
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<tr>
<td>Feb 17 W</td>
<td>Assessment of fluency disorders: preschoolers</td>
<td>Chapters 8 and 9</td>
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<td>In person</td>
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<td>Feb 22 M</td>
<td>Assessment continued</td>
<td>zoom</td>
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<tr>
<td>Feb 24 W</td>
<td>Assessment continued Journal article review assignment given</td>
<td>In person</td>
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<tr>
<td>March 1 M</td>
<td>Assessment continued</td>
<td>JAR 3 due</td>
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<td>In person</td>
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<tr>
<td>March 3 W</td>
<td>GA 3: assessment practice</td>
<td>zoom</td>
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<td>March 8 M</td>
<td>Guest speaker</td>
<td>Mode of class TBD</td>
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<tr>
<td>March 10 W</td>
<td>Test 2</td>
<td>Online test</td>
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<tr>
<td>March 15 M</td>
<td>Introduction to Treatment What is our professional duty? What is our ethical duty?</td>
<td>Chapter 10 zoom</td>
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<td>Date</td>
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<td>March 17 W</td>
<td>Discussion of CLD: Treatment: younger preschool children</td>
<td>Chapter 11</td>
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<tr>
<td>March 22 M</td>
<td>Treatment: older preschool children</td>
<td>Chapter 12</td>
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<tr>
<td>March 24 W</td>
<td>Family education and family counseling: Journal article review assignment given</td>
<td>In person</td>
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<tr>
<td>March 29 M</td>
<td>Treatment: school aged children</td>
<td>Chapter 13</td>
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<tr>
<td>March 31 W</td>
<td>Treatment: adolescents and adults</td>
<td>Chapter 14</td>
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<tr>
<td>April 5 M</td>
<td>Counseling: guest speaker</td>
<td>In person</td>
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<tr>
<td>April 7 W</td>
<td>GA 4: treatment</td>
<td>zoom</td>
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<tr>
<td>April 12 M</td>
<td>Related disorders of fluency: neurogenic disfluency: Cluttering</td>
<td>Chapter 15</td>
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<tr>
<td>April 14 W</td>
<td>Related disorders of fluency: psychogenic and malingering: CAT 2</td>
<td>CAT 2 due</td>
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<tr>
<td>April 19 M</td>
<td>Guest speakers</td>
<td>Final project due</td>
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<tr>
<td>April 21 W</td>
<td>Last class day</td>
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*Additional assignments may be given. The above schedule, policies and assignments in this course are subject to change in the event of extenuating circumstances, instructor changes, or by mutual agreement between the instructor and the students.*