

COURSE TITLE: COMD 5364 FLUENCY DISORDERS

Term: Fall 2026

Course Dates: August 24 – December 9, 2026

Professor: Michael Azios, PhD, CCC-SLP

Course Times: 8 am to 11 am Mondays

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Classroom: Zoom

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Office Hours: By Appointment scheduled through email,
via Zoom appointment

Course Overview

This course focuses on the diagnosis and treatment of stuttering disorder. Additionally, it provides an overview of the lesser-known disorder of cluttering. Students will study the cortical regions and networks responsible for speech coordination and fluency. They will analyze the underlying neural substrates of stuttering and cluttering disorders. They will analyze the etiological factors of stuttering and the related educational, neurocognitive, cultural, psychological, and socioeconomic issues that influence its development, diagnosis, and treatment. The major part of the course focuses on the diagnostic process, diagnostic instruments and procedures, treatment approaches, strategies, and resources. This includes knowledge and administration of diagnostic tests and protocols, gathering of pre-assessment information, speech sampling and speech sample analysis, evaluation report and treatment plan writing, progress notes, data collection, and progress tracking. Students will learn how to develop evidence-based treatment plans with measurable goals, and will apply evidence-based diagnosis and treatment procedures.

Student Learning Outcomes

According to the American Speech-Language-Hearing Association (ASHA), students must meet several standards in order to be eligible for licensing as a speech-language pathologist. Each learner outcome below is linked to a specific ASHA standard, which is indicated in parenthesis following each outcome. A complete list of ASHA standards may be found on ASHA's website at [www.asha.org/Links to an external site.](http://www.asha.org/Links_to_an_external_site). Upon successful completion of this course, the students will be able to:

1. Demonstrate knowledge of the nature and experience of stuttering and related disorders, including etiologies, characteristics, and cultural correlates. (Standard IV-C)
 - In order to achieve this outcome, students will discuss the overarching factors involved in defining the experience of stuttering through various theoretical positions and perspectives noted by the literature; explain predictive factors that contribute to recovery and the psychosocial impact of stuttering on life; and review and report the cultural considerations for bilingual and multilingual persons who stutter and related disorders.
2. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for persons who stutter and related disorders including the linguistic, cognitive, psychological, and social manifestations of the disorders. (Standard IV-D)

- In order to achieve this outcome, students will be required to describe competing theoretical positions on assessment and treatment in stuttering and other related disorders; observe assessment or intervention sessions of people who stutter and discuss what theoretical positions drive specific sessions; complete in-class labs that involve role-playing activities and focus on the principles of the ICF framework and social model of disability.
- 3. Demonstrate knowledge of the standards of ethical conduct regarding assessment and intervention in stuttering and related disorders. (Standard IV-E)
 - In order to achieve this outcome, students will be required to conduct an evaluation based upon a specific case guide by the ICF framework and requires ethical and clinical decision-making that is supported by research-based evidence.
- 4. Demonstrate knowledge of the research-based evidence associated with assessment and treatment in stuttering and related disorders. (Standard IV-F)
 - In order to achieve this outcome, students will be required to provide rationales for supporting or refuting the conclusions of several scientific papers that discuss assessment and/or intervention in reflection papers or in discussion board activities.

Assessment of Student Learning

These competencies will be measured through written exams, video demonstrations, oral exams based on case studies that include language sample analysis projects, artificial intelligence and research literature assignments, and a comprehensive final exam. Student learning is assessed on an individual basis. Students receive two competency scores. One score is the traditional course grade that will be used by UT Tyler to calculate a cumulative GPA. Students can locate their course grade by viewing their grades in Canvas in the (default) Gradebook view. To stay in good standing with the UT Tyler Graduate College students must maintain a cumulative GPA of 3.0 or above. Visit this link for more information about this UT Tyler Graduate School requirement: [University of Texas at Tyler - Probation/Suspension for Master's Degree Students](#).

The other score is based on a 5-point scale and is similar to the scale ASHA suggests for evaluating graduate students during clinical supervision. Students can locate this score by viewing their grades in Canvas and selecting the Learning Mastery view. For *each* previously stated ASHA standard, a minimum score of 3 out of 5 averaged across applicable quiz questions and assignments assumes minimum competency and partial fulfillment of ASHA standards for this course. This course is structured to focus on KASA standards for treatment content in the first part of the class and KASA standards for diagnostic content in the second part of the class. For this reason, I have CANVAS use the weighted average feature to determine mastery of KASA standards. At the end of the course, I have to indicate in Calipso whether each student has met each ASHA standard associated with this course. I will use the data from the Learning Mastery view in Canvas for this purpose. It is possible for a student to receive an A or B in the course and not meet minimum competency for a particular ASHA standard. For this reason, each student needs regularly to check the Learning Mastery view in Canvas Grades to determine whether they are meeting minimum competency for the ASHA standards associated with this course.

Required text:

None, readings will be posted on Canvas

Other Required Materials.

Being open minded and flexible as you all engage in the learning process.

All other materials will be given to you by the instructor.

Course Assignments, Grading, and Assessment

Student Activities

- 1) Complete all readings as assigned
- 2) Complete all assignments, including discussion board activities, and reflection(s)
- 3) Complete 2 quizzes, which are midterm and final exam
- 4) All assignments are required

Basis for Determining Course Grade:

Grading: The grading scale, on a percentage basis, is as follows:

100-90%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

Grading Breakdown (subject to change): 360 points

Assignments	30, 60 points each (90 points total)
(Documentary Reflection, Stuttering Openly Assignment)	
DB & Participation Points Possible	50 points total (subjective deduction if missed)
(Discussion Board, Attendance, Class Participation, Labs)	
Case Study 1 and 2	1 – 50 points, 2 – 50 points (100 points total)
Quiz 1(Midterm)	60 points
Quiz 2 Final Exam	60 points
Total	360 points total

REFLECTIONS & ASSIGNMENTS:

Students will complete reflections and assignments throughout the semester to promote engagement with course material, readings and class discussions. See below for a summary of the assignments. Additional information will be provided in class when the tasks are assigned.

Documentary Reflection – Students will be asked to watch a documentary titled, *My Beautiful Stutter*, and write a reflection about the content provided. A rubric will be provided for student expectations and basic reflection guidelines. (30 points)

Voluntary Stuttering Activity: The stuttering openly assignment is an assignment that helps to teach students the lived experience of stuttering. It is an assignment that people who stutter challenge others to implement to better understand stuttering as an experience and not a singular event. (60 points total) (30 points reflection, 30 points audio)

Students will be required to stutter for two days on and off at their discretion. These specific days will be of the students choosing during weeks 3 and 4 of the class. It is the instructor's hope that students will challenge themselves during these two days and take on the stuttering role to the best of their ability. The experiences noted within these two days will be woven into your reflection for this assignment.

Students will also be required to stutter and record four isolated occasions in different situations (e.g., restaurant, on the phone, gas station, buying a movie ticket, etc.), separated by a few hours each. You will need to record a conversation of at least 1 minute with variable stuttering present and make a concerted effort to make the stuttering sound as realistic as possible (i.e., secondaries encouraged). I would suggest practicing in the mirror and using online videos to help you create authentic stuttering episodes. This reflection, that consists of the two days stuttering and four events should be at least 3 pages with material from the readings woven into your reflection. Questions to consider.....what emotions am I experiencing, what reactions am I receiving from the listener, what makes stuttering so hard, what thoughts are in my head, how did it feel to stutter, how has my perspective of stuttering changed at all, etc. These four instances should be recorded and uploaded to Canvas via audio file along with your reflection. I am posting two articles for the justification for this assignment and will be uploaded to Canvas.

The Case Study 1 and 2 (50, 50 points) (stuttering identification assignment) will provide students with the opportunity to identify patterns of behavior associated with the stuttering experience, including core and secondary stuttering behaviours, identifying moments of avoidance and escapes, and determining the percentage of syllables stuttered. Case Study 2 is oriented towards writing up a diagnostic (evaluation). Rubric will be provided for these assignments. Group work will be allowed.

Quiz 1 and 2 (tentative 60 points each, 120points total) will serve as the Midterm and Final Exam and are constructed around the course content. Each Quiz will have 3-4 essay format questions that will be given at least two weeks before the desired due date for students to have ample time to complete. No group work is allowed.

Discussion Boards, Class Participation, Attendance, Labs (50 points) – Throughout the course, you will be asked to comment and/or answer questions related to readings or activities on Canvas. The point total for each assignment will be provided before the assignment and can be seen on Canvas. These Forums are designed to illustrate your competencies in the specific areas.

Labs – Learning to stutter effectively, stutter modification techniques, group case study assignments (not Case Study 1,2), discussion board debriefings, therapy tasks, etc.

Any other course policies that are used to determine the course grade (e.g., specific attendance or participation requirements, etc., if applicable)

Course/Academic Policies

Attendance:

Attendance is required. I expect all students to be in class.

Attendance will be documented, and regular attendance is expected and required. Attendance will be taken daily. Points are subject to be taken off final grade if absences become excessive (more than 2) without professor's knowledge. Absences that will not potentially negatively affect your participation grade include those due to University events (about which I require advance administrative documentation) and those that are confirmed with a written medical excuse. If an absence occurs on the day of an exam, I will only allow make-up exams for absences that are excused by documentation. Any assignment that is turned in late, for any reason unless approved by me, will be subject to a reduction in grade. If you miss a class, it is your responsibility to contact your classmates to get any important information for the next class (schedule change, assignments, etc).

AI Statement:

All work submitted for this course must be your own original production. Use of artificial intelligence (AI) to generate material is strictly prohibited. Submission of material generated by AI will be considered a violation of the University's academic integrity policy. This includes AI-generated material that you have summarized or edited.

Technology Policy

Mobile phones and laptops are permitted in class, but they are not to be used for any purposes except for classroom activities. That means no Facebook, Snapchat, Instagram, Pinterest, or any of the other novel applications that distract you from lectures. And no checking emails or texting on your personal computers or other devices. If anyone is thought to be doing anything other than classroom activities on his/her device, five points will automatically be deducted from a designated, instructor's choosing assignment. Deduction of these points is at the discretion of the professor. That means if I believe (and trust...I can tell) that you are using technology for anything other than classroom participation, I will automatically deduct the points and you will be notified. There will be no jury deliberations or presumption of innocence on this policy.

Course Evaluation:

Students will have the opportunity to evaluate the course by completing the student evaluation administered by the University towards the end of the semester. However, please feel free to offer feedback at any time.

Academic Dishonesty: Plagiarism is defined as taking someone else's work and representing it as your own. Penalties for plagiarism range from a zero on that test or project to loss of academic credit to expulsion. If you are aware of any event of plagiarism, it is your responsibility to report it to the instructor immediately. *SPECIAL NOTE ON PLAGIARISM: You CAN NOT simply cut and paste information from the internet or text books, nor copy chapters, articles, etc. Violations of this policy will receive an incomplete "I" for assignments*

Remediation Policy: If a student receives an "unacceptable grade" on the first or second assignments, they can "make-up" the assignment following a structured independent study arranged with the instructor. Tasks will include extra reading, practice, and instruction in the areas of deficit. It is the student's responsibility to request this extra help and this request must come within one week of the returned and graded assignment in order to qualify for a grade change.

Emergency Evacuation: A map of the building is posted near the exits marking the evacuation area and the designated rescue area. Please review the map and procedures as soon as possible. Students who need assistance should notify the instructor immediately.

Handicap or special services: Students who need assistance should notify the instructor immediately.

Tentative Course Outline

Readings noted are due before class begins and are subject to change based upon direction of class. The instructor will provide details of these changes a week before class. At times the instructor will provide talking points/reflective questions relevant to the readings but not always. It is your responsibility to ask questions related to the material and seek to understand the big picture. Some helpful questions for everything you read in this course are “Why am I reading this, How does this help me as a future SLP, What does it tell me about stuttering, and What are the relevant clinical findings?” The Discussion questions in the text will also serve as reflective components guiding test questions.

Dates	Topic	Readings
Week 1	Module 1 – The Many Faces and Stories of Stuttering	
	What is Stuttering?	Points of View About Fluency (Tichenor, 2023)
	Chapter 1	Stuttering as an Act of Love (Constantino, 2025)
	Chapter 1 Effective Clinician is not required and slides will be given on Moodle as a support	
Week 2		Documentary (My Beautiful Stutter due before class
	“Getting Comfortable With Stuttering Lab”	Ableism (Gerlach et al, 2022)
	What is Fluency? What is Stuttering (Cont)	Chapter 2

		DB 1 Due before class
		Covert Stuttering (Constantino, 2018)
Week 3	Begin Frameworks of Stuttering, Descriptions of Stuttering, Theories of Stuttering	Anticipation of Stuttering (Jackson et al, 2015) Learning From the Neurodiversity Movement (Constantino, 2018) Why Stutter More (Stammering Pride and Prejudice, 2019) Where are we Now and Where are we Going (Smith and Webber, 2016)
Week 4	Begin Frameworks and Theories about Stuttering	Stuttering – Our Current Knowledge and Addressing Critical Gaps (2025) Stuttering Openly Assignment Due Sunday midnight
Week 5	Finish Content, TBD based upon class status	Quiz 1 Due Date TBD Quiz 1 Taken outside of class

MODULE 2 – Early/Young Children &
School-Age

TBD

Assessment and Treatment with Younger
children

MODULE 3 – Adolescent and Adult

Assessment and Treatment with
Adolescents and Adults

TBD

Final Exam

TBD