GOVERNORS STATE UNIVERSITY

COLLEGE OF HEALTH PROFESSIONS
Program in Communication Disorders

COURSE SYLLABUS

COURSE NUMBER: CDIS 825
COURSE TITLE: Fluency Disorders
INSTRUCTOR: Michael Williams  Phone: 708/534-4594
             E-mail: m-williams@govst.edu  Fax: 708/235-2195
CREDIT: 3 Credit Hours
TERM: Fall 2002
LEVEL: Graduate

CATALOG DESCRIPTION:
Examines the various theories of stuttering and corresponding therapies. Attention to current stuttering research, development, and implementation of a stuttering therapy program.

PREREQUISITES: Undergraduate degree in Communication Disorders or instructors approval.

COURSE OBJECTIVES: Upon completion of this course the student will be able to:
1. Identify the behaviors associated with fluency disorders.
2. Examine the theoretical presuppositions upon which stuttering therapy is based.
3. Utilize techniques necessary for a differential evaluation of stuttering.
4. Review and contrast the various approaches to stuttering therapy for children and adults.
5. Utilize a cognitive approach to stuttering therapy.
6. Review the current research in fluency disorders.
7. Develop individualized fluency assessment and treatment plans, with attention to cultural and linguistic influences which may have an impact on service delivery.

RATIONALE: Satisfactory completion of this course is intended to assist students in meeting the following knowledge sections of the ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective January 1, 2005.
Fluency Disorders
Williams
Page 2

- Standard III-A: The applicant must possess skill in oral and written communication sufficient for entry into professional practice.
- Standard III-D-2 The applicant must possess knowledge of etiologies, psychological, developmental, linguistic and cultural correlates of speech, language hearing disorders and differences, and swallowing disorders as these relate to fluency disorders.
- Standard III-E: The applicant must possess knowledge of the principles and methods of prevention and assessment...for people with communication disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic cultural correlates of the disorders.

INTENDED AUDIENCE: Graduate students in CDIS

LEARNING ACTIVITIES: Students will read the textbook, Stuttering by Barry Guitar. Video and audiotapes of 'stutterers will be presented and analyzed in class. Various researchers' viewpoints will be studied through additional readings as assigned by the instructor. Each student will complete an oral presentation in class. This presentation will cover assigned topics pertaining to the various aspects of fluency disorders. Students will be evaluated on the basis of the extent and clarity of the presentation. Reading of the presentation to the class will result in a reduction of grade for this assignment. Related information or materials may be used to supplement or provide examples. An outline or summary of the presentation, including a bibliography, must be made available to the instructor prior to the presentation. Handouts such as summaries or study guides may be utilized.

In order to develop some understanding of what it would be like to be a person who stutters, students will be given the opportunity to complete a stuttering experience assignment. Students will summarize their experiences with these assignments in a short essay and submit the essay on the due-date indicated in the class schedule. (See the attached outline of this assignment)

Students will also prepare a tape recording of themselves reading a 200+ word passage while using a typical stuttering pattern. Each student will then complete an analysis of the stuttered passage using a system to be discussed in the class. The analysis is due at the next class session following the class discussion.

GRADING:
The final grade for this course will be cumulative and based on the following percentages:
10% Student presentation
10% Experience assignment and essay
10% Reading passage analysis
35% Midterm Exam
35% Final Exam

All exams and assignments will be assigned a numerical score, when multiplied by the weighting (%) for the activity and summed across all activities, will result in the student's final score. The final course grade will be based using the following scale:

A = Total of at least 90% from all grading factors.
B = Total of 80 to 89% from all grading factors.
C = Total of 70 to 79% from all grading factors.
F = Failure to meet criteria for grade of C or better.

STUDENT CONDUCT:
1. Attendance is required, and excessive absence is cause for failure.

2. To receive credit for this course the student must complete all the assigned work.

3. Assignments must be turned in on time and examinations must be taken as scheduled. See following CDIS Program Exam Policy.

EXAM POLICY
1. Examinations for all CDIS courses will not be offered aside from the regularly scheduled time. No late or early exams will be provided.

2. The following exceptions may allow for the scheduling of exams aside from the allotted time—as determined by course faculty.

   a. illness—if documented by a physician (documentation will be placed in student's CDIS file)

   b. death/funeral in the family—with documentation (documentation will be placed in the student's CDIS file)
DISABILITY STATEMENT
Students who have a disability or special needs and require accommodation in order to have equal access to the classroom, must register with the designated staff member in the Division of Student Development. Please go to Room B1201 or call (708) 534-4090 and ask for the Coordinator of Disability Services. Students will be required to provide documentation of any disability when an accommodation is requested.

COURSE SCHEDULE:

Week 1  Introduction to course
         History of stuttering theories
         Read Chapter 1

Week 2  Characteristics of stuttering
         Clinician effectiveness
         Differential diagnosis
         Read Chapters 2 & 3

Week 3  Onset and development of stuttering
         Read Chapters 4 & 5

Week 4  Overt and covert features of stuttering

Week 5  Stuttering as a neurosis
         Class Presentations Begin

Week 6  Stuttering as an organic based disorder
         Stuttering as a learned behavior

Week 7  Midterm Exam

Week 8  Introduction to treating stuttering

Week 9  Assessment of Disfluent Speech
         Cluttering and other fluency disorders

Week 10 Assessment and diagnosis
        Prevention of stuttering
        Read Chapters 6 & 7

Week 11 Treating adults and adolescents who stutter
        Read Chapters 8 & 9
        Stuttering Analysis Tapes Due
Fluency Disorders
Williams
Page 5

Week 12  Treating children who stutter
Read Chapters 10 & 11

Week 13  Treating preschool children who stutter
Read Chapters 12, 13 & 14
Direct and indirect treatment of young PWS
Stuttering Experience Assignment Due

Week 14  Developing assessment and treatment plans
(in class practice)

Week 15  Final Exam