SYLLABUS

CSD 547
Fluency and Fluency Disorders
Spring 2006
Monday evenings, 5:00-7:40 p.m., Memorial Hall 103

Instructor: Bob Quesal, Ph.D.
Office: MH 113
Office Hours: To be posted, or by appointment.
Phone: 298-1955 x249 (office – voice mail available 24/7); 833-3895 (home)
e-mail: r-quesal@wiu.edu (checked frequently)

Catalog Description:
Theory, research and clinical applications in fluency disorders. Emphasis on assessment and treatment of behavioral, affective, and cognitive features of developmental stuttering across the lifespan. Consideration of cluttering, neurogenic stuttering, psychogenic stuttering. Prerequisite: CSD 384.

Purpose: This class is designed to build on your basic knowledge of stuttering and other fluency disorders. It will help you to develop a deeper understanding of stuttering and stutterers, and will provide you with an understanding of, and practice in, basic fluency assessment and treatment skills. It will also provide an overview of current issues relating to the provision of therapy services to individuals who stutter.

After reviewing basic information relating to stuttering, we will learn a framework for stuttering therapy and, over the course of the semester, will relate the information we learn in this class to that framework.

Texts:

• Various authors. Readings in stuttering. A compilation of the articles relating to stuttering which will be required (and recommended) reading for this class. Copies of the articles will be available in the CSD Graduate Workroom.

Recommended:

Online resources available at: <http://webct41.wiu.edu>

Course Requirements:

1. Assigned readings.
The assigned readings (articles and book chapters) are a sample of research, perspectives, controversies, and therapy approaches related to stuttering. To obtain maximum benefit from this class, it is necessary to keep up with the readings. To prevent overload, however, articles have been designated as either "required" or "recommended" readings. Students should read all required articles and look over the recommended articles, reading in detail those they find interesting.

2. Quizzes & Exams.
In order to provide an incentive for keeping up with class material, “quizzes” will be administered periodically throughout the semester. These will cover any and all material from the class and may cover assigned readings that have not been discussed in class. Quizzes may or may not be announced, and may be administered at the beginning or the end of a class period. A comprehensive final exam will be administered during the scheduled final exam period.
3. **"Stuttering Behaviors" exercises.**
   In order to effectively deal with stuttering, it is necessary to fully understand the disorder. Students will complete a series of assignments that are designed to help them to appreciate both the overt and covert aspects of stuttering. A handout detailing these assignments and due dates will be provided in class.

4. **Stuttering Assessment Project.**
   Students will transcribe, quantify, and describe a speech sample. This project will be discussed in more detail in class and in a handout which will be provided. The project will be due by Monday, April 24.

5. **Policy on Attendance.**
   Students will attend and take part in all classes. If you don’t attend, you can’t participate. For each unexcused class absence, a percentage of total points possible will be deducted from the total you earn.

6. **Grading.**
   Grades will be based on the requirements listed above. Final grades will be broken down according to the following tentative proportions:
   
   - Quizzes ................................................................. 200 points
   - Final exam ......................................................... 150 points
   - Stuttering Behaviors Project .................................... 200 points
   - Assessment Project .............................................. 100 points

   Total ........................................................................ 650 points

   Grades will be based on a percentage of possible points, with 92-100%=A, 85-91%=B, 75-84%=C, 65-74%=D, less than 65%=F. **STUDENTS WHO DO NOT COMPLETE ALL CLASS REQUIREMENTS WILL RECEIVE A GRADE OF F.**

   **Students with disabilities:**
   "In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e., fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services."

   **Your rights and responsibilities:** [http://www.wiu.edu/provost/student/](http://www.wiu.edu/provost/student/)

   **Relationship of class content to the 2005 ASHA CCC-SLP Standards:**
   - **Standard III-C:** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences...including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. **Specific knowledge must be demonstrated in...fluency.**
   - **Standard III-D:** The applicant must possess knowledge of the principles and methods of prevention and assessment, and intervention for people with communication...disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
   - **Standard III-E:** The applicant must demonstrate knowledge of standards of ethical conduct.
   - **Standard III-F:** The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
   - **Standard III-G:** The applicant must demonstrate knowledge of contemporary professional issues.
   - **Standard III-H:** The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
   - **Standard IV-B:** The applicant must possess skill in oral and written communication sufficient for entry into professional practice.
Standard IV-G: The applicant for certification must complete a program of study...sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation:
   c. select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures
   d. adapt evaluation procedures to meet client/patient needs
   e. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
   g. refer clients/patients for appropriate services

2. Intervention:
   a. develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. Collaborate with clients/patients and relevant others in the planning process
   c. select or develop and use appropriate materials and instrumentation for prevention and intervention
   d. measure and evaluate clients’/patients’ performance and progress
   e. modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
   g. identify and refer clients/patients for services as appropriate

3. Interaction and Personal Qualities:
   a. communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
   b. collaborate with other professionals in case management
   c. provide counseling regarding communication...disorders to clients /patients, family, caregivers, and relevant others
   d. adhere to the ASHA Code of Ethics and behave professionally

Course Outline

("W" refers to the Williams text; “M” refers to the Manning text.
Readings in bold type are required readings; others are recommended for students who desire to learn more about the topics being discussed.)

1. Introduction and general orientation. (Prologue, Ch. 3 in W; Preface in M)

2. The "factual" basis of stuttering (or: Everything I know about stuttering, I learned in my undergraduate class). (Chs. 2-3 in M)

3. Fluency disorders that are not stuttering. (pp. 165-182 in M; Daly & Burnett, 1999; Helm-Estabrooks, 1999; Baumgartner, 1999; Culatta & Leeper, 1989-90.)

4. The “evidence-based practice” conundrum: What is stuttering, who decides, and what are the implications? (Chs. 1, 6, 9, 10 in W; Perkins, 1990; Cooper, 1993; Ingham, 2003; Finn, 2003; Langevin & Kully, 2003; Onslow, 2003; Bothe, 2003; Bernstein Ratner, 2005; Quesal, 2003; Quesal, 2002; Yaruss & Quesal, 2004a, b, c).

5. A framework for clinical management of stuttering. (Quesal & Yaruss, 2000.)

6. Multicultural aspects of stuttering. (Finn & Cordes, 1997)

7. Physiological/genetic/linguistic aspects of stuttering. (pp. 3-5 in W; Guitar, 2006; pp. 46-68 & 76-86 in M; Adams & Runyan, 1981.)

8. Psychosocial aspects of stuttering. (pp. 5-9, Ch. 2 in W; Williams, 1957.)

9. The role of learning in stuttering. (Starkweather, 1997.)

10. The role of attitudes in stuttering. (pp. 290-294 in M; Andrews & Cutler, 1974; Vanryckeghem & Brutten, 1997; Logan & Yaruss, 1999; Yaruss & Quesal, in press.)


12. Stuttering therapy – overview. (Chs. 11, 12, 13, 14, 15, 16 in W; Ch. 6 in M; Boberg & Kully, 1989; Prins, 1997.)

14. Stuttering therapy with children. (Ch. 9 in M: Williams, SFA; Yaruss & Quesal, 2003.)

15. Stuttering therapy with adolescents and adults. (Ch. 8 in M)

16. Counseling in stuttering therapy (Ch. 7 in M)

17. “Success” in stuttering treatment – do our therapies do any good? (Chs. 10, 11 in M)

18. Other considerations (Ch. 17 in W)
   - The Client-Clinician Relationship (Ch. 1 in M)
   - The role of support groups (Chs. 7, 8 in W; Yaruss, et al., 2002)
   - Guidelines for practice in stuttering treatment (Appendix D in M – pp. 508-519)
   - Specialty Recognition in Fluency Disorders (pp. 9-11 in M)
   - The future of fluency disorders in our profession (Quesal, 2001; Yaruss & Quesal, 2002)

19. Summary and synthesis.

**FINAL EXAM–Monday, May 8, 5:00 p.m.**

**Readings**

(Readings in **bold type** are **required** readings; others are **recommended** for students who desire to learn more about the topics being discussed.)

(Other readings may be assigned over the course of the semester.)

- **Fluency disorders that are not stuttering.**

- **The “evidence-based practice” conundrum**


(These two articles available online: http://www.speech.psychol.ucl.ac.uk/STAMMERING/Vol1-Issue1.pdf)

- A framework for clinical management of stuttering.

- Multicultural aspects of stuttering.

- Physiological/genetic/linguistic aspects of stuttering.

- Psychosocial aspects of stuttering.

- The role of learning in stuttering.

- The role of attitudes in stuttering.
Assessment of stuttering.


Stuttering therapy – overview.


Stuttering therapy — early intervention


Stuttering therapy — with children


The role of support groups


The future of fluency disorders in our profession
