Syllabus
ASLS 664-900
Stuttering Disorders

Instructor: Patty A. Walton, M.A. CCC-SLP, BRS-F

Class Schedule: Thursdays 9:30-12:15

Course Description:
This class will address advanced topics relating to the assessment and treatment of fluency disorders. This course will have a strong clinical focus. 1 credit hour per week will be devoted to viewing of pertinent videotapes, perusal of websites devoted to stuttering, interacting on an on-line stuttering conference for International Stuttering Awareness Day, and doing discussion forums on Blackboard.

NOTE: I will be out of the country from 6/2-6/21. There will be no formal Units done during that time. There will be a series of assignments which you will need to complete during this time. Please make sure you have no questions regarding these assignments prior to 6/2 as I will be UNAVAILABLE via email during this time.

Course Objectives:
As a result of this course, the successful student will be able to describe/discuss:
• The speech language characteristics associated with the major types of fluency disorders
• The behavioral and psychological correlates of various fluency disorders
• The major theories of etiology of stuttering
• The major points of view about the nature and development of stuttering
• Procedures for evaluating the overt and covert features of fluency disorders
• Principles of differential diagnosis in young children
• A wide variety of approaches to the treatment of stuttering in children and adults.
• Counseling techniques with respect to parents and older fluency clients
• Current research trends/issues in stuttering

Required Texts and Course Materials

The following DVD’s and booklets can be ordered directly from the Stuttering Foundation website at www.stutteringhelp.org:

Booklets:
Treating the School-Age Stutterer
An Integration of Therapy Approaches
Sometimes I Just Stutter

DVD’s:
Evidence Based Practice and Practice Based Evidence #6720
Working with Preschoolers Who Stutter #0162
Sharpening Counseling Skills #9800
Therapy in Action: The School Age Child Who Stutters#1079
The School Clinician: Ways to be More Effective#9502
Dealing Effectively with Attitudes and Emotions#9504
Working with Preschoolers Who Stutter #0162

Course Requirements

05/09/16  Unit 1: The Nature of Stuttering
Reading: Chapter 1 (pages 3-21)
Watch “Transcending Stuttering” (You-tube, 28 minute version)
Assignment Due: Classroom discussion of stuttering experiences to be shared via discussion board

05/16/16  Unit 2: Theories of Etiology and Constitutional Factors in Stuttering
Reading: Chapter 2 & 3 (pages 22-60)
Research Abstract Due: 5/21/16

05/23/16  Unit 3: Developmental and Environmental Factors in Stuttering
Reading: Chapter 4 & 5 (pages 61-87)
Chapter 6 (pages 88-111)

05/31/16  Exam  1  Units 1-3
06/01/16 through 06/20/16: You are responsible for the following assignments but we are not doing any formal units

- Kings Speech Essay: Due 06/07/16
- Lidcombe Project: Due 06/12/16
- Website Assignment: Due 06/16/16
- DVD assignment: Due 6/20/16

Full descriptions and expectations for these assignments can be found in the assignments tab of your class site on Blackboard

06/20/16

**Unit 4a: The Development of Stuttering**
Read: Chapter 7 (pages 112-134)

**Unit 4b: Assessment of Preschool Stuttering**
Read Chapter 8 (pages 135-174)
    Chapter 9 (pages 175-196)

Assessment Case Studies
Watch DVD “Stuttering Help for Families”  (Go to www.stutteringhelp.org, you can access the video from this website)

06/27/16

**Unit 5: Treatment of Stuttering in Preschool Children**
Readings: Chapter 10 (pages 218-229)
    Chapter 11 (pages 230-249)
    Chapter 12 (pages 250-263)

07/04/16

Preschool Therapy unit continued
Preschool Case Studies

Watch DVD: Working with Preschoolers Who Stutter
07/11/16  **Unit 6: Assessment & Treatment of Stuttering in the School-Age Child**
Read: Chapter 9 (pages 197-203)
    Chapter 13 (pages 264-288)
Read: SFA booklet: Therapy for the School Age Stutterer
Watch DVD’s “Stuttering for Kids by Kids” (Go to [www.stutteringhelp.org](http://www.stutteringhelp.org), you can access the video from this website)
And Dealing Effectively with Attitudes and Emotions

07/18/16  **Unit 7: Treatment of Stuttering in Teens and Adults**
Read: Chapter 9 (pages 204-217)
    Chapter 14 (pages 289-317)
    SFA booklets “A Stutterer’s Story” & “An Integration of Contemporary Therapies”
View DVD “Working with Attitudes and Emotions”

07/25/16  **Unit 8: Counseling Strategies & Other Fluency Disorders**
Read: Chapter 15 (pages 318-333)
Watch DVD “Sharpening Counseling Skills”

07/28/16  Final Exam:  ***Not cumulative

**Discussion Boards:** The discussion boards are an important aspect of learning for this class. You will be required to make 3 posts (not including short posts you make in agreement with someone else’s or when you ask a question. To get full credit for each post you must make a thoughtful, detailed post with a minimum of 3 sentences. 10 points per discussion group will be assessed each week)

**Exams, Projects & Papers**
Exams
You will have two exams for this course. Each of these exams will be worth 100 points.

Discussion Boards
Each weekly discussion board is worth 10 points

Assignments
See below

Total 400 points

Assignments: Complete descriptions of expectations for these assignments can be found in the assignment section of your class site. The short descriptions below are only short summaries of each assignment.

1. **Stuttering In The Community Assignment**

   Due date: 5/5/16 (points are assessed in Discussion groups grading)

   This assignment is designed to provide you with the experience of what it means to be a person who stutters. Go out into the community and voluntarily stutter in three different situations. All these situations must be with an unfamiliar listener. Document your feelings before, during and after each experience, the situation, the behaviors you choose to use, and other pertinent information. Be prepared to discuss your experiences in the blackboard thread for Unit 1

2. **Research Article Review**

   Due date: 05/21/16 (10 points)

   Choose a research article pertaining to etiology of stuttering, either in genetics, brain laterality, or sensory motor integration studies and write a complete summary including APA citation, purpose, subject selection, methodology, results and critique.

3. **The King’s Speech**

   Due date: 06/07/16 (20 points)
This assignment will require you to watch the film “The King’s Speech” and write an essay looking at the historical perspectives of stuttering therapy included in the film, a physiological description of the king’s stuttering pattern, an assessment of the emotional impact stuttering had on the king’s life, and the nature of the relationship between the king and his speech therapist.

4. **Lidcombe Project**

   Due Date: 06/12/16 (30 points)

   This assignment will require you to read several evidence based studies on outcome for the Lidcombe approach, a debate between the developer of the Lidcombe and a prominent, more traditional clinician/researcher, and the Lidcombe manual, as well as listen to a podcast regarding Lidcombe efficacy. An opinion based paper will be written based on the integration of these sources.

5. **Website Assignment**

   Due Date: 06/16/16 (25 points)

   This assignment is designed to familiarize you with the stuttering home page and all the resources available there. Go to [www.stutteringhomepage.com](http://www.stutteringhomepage.com). You will be required to write summaries of papers from the international Stuttering Awareness Day Archives and identify sources which can be used in therapy and with parents.

**DVD Assignment**

Due Date: 06/20/16 (35 points)

This assignment will focus on the following three DVD’s and will require that you write a summary of the general points in:

“Evidence Based Practice and Practice Based Evidence” #6720

And a detailed outline of therapy strategies and techniques presented in

“Therapy in Action: The School Age Child Who Stutters”#1079

“The School Clinician: Ways to be More Effective” #9502

**Grading**

Total points possible: 400
Grading will be as follows:

- **A:** 372 - 400 points
- **A-**: 360 - 371 points
- **B+:** 348 - 359 points
- **B:** 332 - 347 points
- **B-:** 320 - 346 points
- **C+:** 308 - 319 points
- **C:** 292 - 318 points
- **C-** 280 - 291 points

*Late assignments will be accepted but will result in automatic 50% deduction in grade.

*Assignments returned for modifications will be eligible to make of a maximum of 50% of lost point

**Disability Support Services**

Students who believe they may need accommodations in this class are encouraged to contact the Disability Support Services (970) 351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Honor Code**

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC's Policies**

UNC's policies and recommendations for academic misconduct will be followed.

**Cell Phone**

Please extend courtesy to your instructor and fellow students by turning off your cell phones and pagers. Thank you for your cooperation.

**Course Expectations**

I expect students to come to class with assigned reading completed and be prepared to discuss topics relevant to the unit. This class is structured to encourage a
great deal of interaction and participation to enhance learning. Assignments turned in late will receive a maximum of 50% credit. Feel free to contact me with questions by e-mail.