SLPA 6701

STUTTERING: THEORY AND RESEARCH

Semester hours: 3
Semester/Year: Summer, 2006
Instructor: Dr. Parthenia Franks
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COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; advisor permission
A study of etiology, diagnosis, treatment and prevention of fluency disorders in children and adults. This course is designed to cover causal factors of fluency disorders in children and adults, and cover assessment, treatment and prevention procedures appropriate for children and adults.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. Propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.
The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)
The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions also noted and discussed in more detail below.

Students will:

1. identify, describe, and contrast fundamental knowledge, methodology, and procedures for effectively dealing with stuttering in children, teenagers, and adults (Conture, 2001); (ASHA KASA Standards III-A, III-B; Lifelong Learners, Empathetic; Knowledgeable; NBPTS 1, 2)

2. explain the most prominent etiological theories related to fluency disorders in children, teenagers, and adults (Conture, 2001); (ASHA KASA Standard III-C; Lifelong Learners; Adaptive; Empathetic; Knowledgeable: NBPTS 1, 2)

3. differentiate and explain the characteristics of fluency disorders in children, teenagers, and adults (Conture, 2001); (ASHA KASA Standard III-C; Lifelong Learners; Adaptive, empathetic; Knowledgeable; NBPTS 1, 2)

4. identify principle-based assessment procedures of identification and evaluation of fluency disorders in children and adults (Conture, 2001; Curlee & Siegel, 1997);
5. select, describe and compile appropriate intervention procedures based on profiles of fluency disorders in children and adults (Conture, 2001); and

6. identify and describe the basic principles and methods related to the prevention of fluency disorders (Conture, 2001; Max & Caruso, 1997; Logan & Caruso, 1997).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


References:


Websites: (Access, then search for course-specific topics.)

- www.speechlanguagepathologist.org
- www.asha.org
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework
The focus of this graduate-level course is to acquaint the speech-language pathology student with the major disorders of fluency. The graduate student will be prepared to operate as the on-site intervention expert in identifying and managing adults and children with fluency disorders. At the completion of this course, the student will have demonstrated achievement in the areas of decision making: identifying the causes and symptoms of voice problems and taking the appropriate action (Assignments 1, 2, 3), leadership: taking responsibility for managing fluency disorders on-site (Assignments 1, 2, 3), lifelong learning: acquiring a sense of ongoing professional investigation (Assignments 1, 2, 3, 4, 5), being adaptive: learning to evaluate situations in light of new information (Assignments 1, 2, 3, 4, 5), collaboration: learning to work with professional peers in the total care of children and adults with fluency disorders (Assignments 1, 2, 3), cultural sensitivity: adapting identification and intervention to meet the needs of a diverse population (Assignments 1, 3, 5, 6, 7), empathy: demonstrating sensitivity to the needs of the client and his/her family (Assignments 1, 2, 3), knowledge: acquiring the didactic and clinical content through class notes, text and the literature (Assignments 1, 2, 3, 4), being proactive: applying identification techniques to prevent fluency disorders in children and adults (Assignments 1, 2, 3, 4, 5), and reflective: engaging in ongoing evaluation of the effectiveness of applied intervention procedures (Assignments 1, 2, 3, 5, 6, 7, 8).

Assignments:

1) **Class Participation**: Students are expected to read assignment material prior to class and participate in class discussions. Class discussions will include individual question/answer format, small and large group participation and small group presentation. Absenteeism and lack of class discussion reduces this portion of the final grade. **(10 points)**

   *Learning Outcomes* 1 - 6.

2) **Observations**: Students must observe the fluency of normal speakers (independently selected, planned and arranged by the students) by counting the number of disfluencies that occur in the speech of two children, two adults and one teenager. Students must also observe two individuals who stutter and must count the number of their disfluencies. An observation form (for students of duplicate) will be provided and distributed in class. **(90 points)**

   *Learning Outcomes* 1 – 3.

3) **Literature Review**: Students will gain a foundational knowledge of stuttering in children, teenagers and adults by conducting a review of the literature covering stuttering as related to its etiological theories, characteristics, methodology, and treatment approaches. Written papers, which must adhere to the APA writing format, for this assignment consist of one a research paper **(200 points)**

   *Learning Outcomes* 1 – 3.

4) **Abstracts**: Students will submit two APA style written abstracts on
course-related topics. A content/format handout will be distributed in class. *(200 points)*

Learning Outcomes 1 – 6.

5) **Curriculum Based-CBA Electronic Stuttering Intervention Project:** Students will submit an original (commercial and/or online templates may not be used) childhood language related curriculum Based language intervention plan. A detailed specification criteria will be distributed in class. *(100 points)*

Learning Outcomes 1 – 6.

6) **Group Presentations:** Students will form into collaborative small groups for the purposes of selecting, studying and presenting to the class audience either a standardized stuttering assessment instrument or a widely used informal assessment procedure, method or technique. Further details will be given in class. *(100 points)*

Learning Outcomes 1 – 6.

7) **Examinations:** Students will take two examinations, one near/at mid-term, and one toward the end of the semester. *(100 points each exam)*

Learning Outcomes 1 – 6.

8) **Final Examination:** The final examination will be given as scheduled. *(200 points)*

Learning Outcomes 1 – 6.

**Evaluation Procedures:**

Assignments total 1000 points—the number of points will be divided by your total number of assignments and examinations (eight) to yield the final points shown below in the grading policy.

**GRADING POLICY**

A = 90 – 100 points
B = 80 - 89 points
C = 70 – 79 points
F = Below 70 points

**CLASS POLICIES**

Attendance is required to experience the full benefit of the class activities. Absences must be approved, in advance where possible. Official excuses with appropriate documentation must be provided by the students no later than the second class session of his/her return. Two or more unexcused absences may, at the sole discretion of the instructor, result in a one letter-grade reduction. The instructor also maintains the right to modify the course outline/agenda as extenuating circumstances and conditions dictate.
As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should discuss the need for adaptation or accommodation at the beginning of the semester.

CLASS OUTLINE

(May be modified as necessary to meet observation and case study schedules and requirements)

<table>
<thead>
<tr>
<th>DAY</th>
<th>TOPICS/ READINGS/ACTIVITIES, ASSIGNMENTS</th>
<th>CHAPTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions/ Syllabus Review/ Expectations, Literature Review, Special Assignments, Class Activity, Video</td>
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<tr>
<td>2</td>
<td>Lecture, Discussion, Class Activity</td>
<td>Chapter 1</td>
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<td><em>Library Tour for Course-Specific Journals and Topics</em></td>
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<td>3</td>
<td>Lecture, Discussion, Class Activity</td>
<td>Chapters 2</td>
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<td><em>Observation Assignment Due</em></td>
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<td>4</td>
<td>Lecture, Discussion, Class Activity, Video</td>
<td>Chapter 3</td>
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<td>5</td>
<td>Exam Review/Class Activity/Internet Activity</td>
<td>Chapters 1 - 3</td>
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<td><em>Abstracts Due</em></td>
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<td>6</td>
<td><strong>Exam Chapters 1 – 3</strong></td>
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<td>7</td>
<td>Lecture, Discussion, Class Activity</td>
<td>Chapters 4, 5, 6,</td>
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<td><em>Electronic Intervention Papers Due</em></td>
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<td>8</td>
<td>Lecture, Discussion, Class Activity</td>
<td>Chapters 8, 9, 10</td>
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<td></td>
<td>Group Collaboration Exercise, Exam Review</td>
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<td>9</td>
<td><strong>Exam 2 Chapters 4 - 7</strong></td>
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<td>10</td>
<td>Group Presentation Collaboration/Teach Backs and Visual Aids Development</td>
<td>Chapters 8, 9, 10</td>
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Group Presentations and Problem-Based Learning
Assignment Due
Research Paper Due

Final Exam Review, Praxis Preparation Extra Credit
Assignment Due

Final Examination as scheduled

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate and Graduate Catalog.