

COURSE: SPPA384 FLUENCY PRODUCTION AND DISORDERS

Spring 2007 2 credits

Tuesdays & Thursdays 8:30-9:20

BH 183

INSTRUCTOR:

Brynja Davis

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M.S. CCC-SLP

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REQUIRED TEXT:

Shapiro, D.A. (1999). *Stuttering intervention: A collaborative journey to fluency freedom*. Austin: PRO-ED.

COURSE DESCRIPTION:

"A study of normal fluency and its parameters. Characteristics of fluency disorders and basic principles of diagnosis and therapy are included." (Andrews University 2006-2007 Bulletin, p. 191).

PREREQUISITES:

SPPA 280 - Anatomy and Physiology of Speech and Hearing

GPA - 3.0 or above

COURSE OBJECTIVES:

By the end of the quarter the student will be able to:

1. Determine the parameters of normal fluency.
2. Explain several theories of speech production.
3. Discuss the development of normal fluency versus the development of stuttering.
4. List core and secondary characteristics for varying severity levels of stuttering.
5. Delineate various etiological theories of stuttering.
6. Outline assessment and therapy techniques for Stuttering in children and adults.
7. Exhibit a professional reliability by attending classes, being on time for all appointments, and meeting deadlines.

COURSE REQUIREMENTS:

Attendance: Come, and come on time. Per AU attendance policy, being absent from more than 20% of the classes (or more than 6 class periods) **will result in an automatic F**. Please note that 3 tardies equals one absence. (Andrews University 2006-2007 Bulletin, p. 23)

Exams: Three (3) essay/short answer tests will be given during the semester. If you miss a test because of a verified illness, you will have three school days in which to take a make-up exam. If you do not take the make-up exam within three school days, you will receive a zero for that test. You must schedule make-up exams directly with me, and present your medical excuse before you receive the test.

Project 1: Research Paper

Part A: Copy eight (8) refereed journal articles from electronic media or from journals themselves. Sources need to be no earlier than 1995, and more recent if at all possible. All eight of your articles need to be about one of the following components of fluency or stuttering listed below, as chosen on the first day of class.

- attitudes and beliefs of people who stutter Re: stuttering and communication
- attitudes and beliefs about people who stutter
- components of normal fluency - speech rate, rhythm, continuity, or ease (choose one)
- stuttering modification therapy
- fluency shaping therapy
- theories of stuttering etiology
- physiological components of stuttering.
- cluttering
- cultural variations of stuttering.
- preventions and early intervention for stuttering.
- stuttering and occurrence of additional speech and language disorders
- counseling the individual who stutters

Part B: Write an abstract about six (6) of your chosen articles **IN YOUR OWN WORDS**. No quotes are allowed. See the APA Manual (5th edition) for guidelines re: abstract writing. All abstracts are to be typed, single-spaced. Turn in one article and the abstract for it on each of the dates indicated in the class schedule.

Part C: Write a 5-6 page paper based on your journal articles and abstracts. The paper is to be typed, double-spaced, and written in APA (5th edition) format, as to quotations, in-text citations, and references. An **outline** of your paper is due on March 29. The paper itself is due on April 24

Part D: Do an in-class presentation about how you would apply the research you have completed, in the therapy setting. Your presentation needs to include visual aids and a handout for your classmates, summarizing the most important information you learned and a reference list. Your presentation is to take 10-15 minutes. Presentations will take place during the time designated for the Final Exam.

Project 2: Experience Assignment

To help you begin to understand what life can be like for a person who stutters, you will complete an experience assignment in teams, that involves pseudostuttering (or stuttering on purpose) in a variety of real-life public settings. After you complete the assignment, you will each write an essay about your experience, and be prepared to discuss your experiences in class.

Purpose: To give you a sense of what it would be like to be a person who stutters and to begin to understand what your future clients experience on a day-to-day basis.

To begin to desensitize you to stuttering so you will not react negatively to your future clients' stuttering, or shy away from stuttering desensitization activities your clients may need you to help them with in treatment.

Stutter openly in public during five (5) different conversational interactions. Be sure to vary your stuttering behaviors so they appear realistic. You will do this in teams to make sure you do it and make it easier hopefully. Your partner should provide you with feedback about your stuttering.

Examples of situations where you could try out your stuttering include:

- ordering food in the cafeteria/Gazebo/restaurant
- calling the information directory on the phone
- buying items at the bookstore
- asking for directions
- buying items at grocery stores or the like
- ordering pizza over the phone
- asking for info at Student Finance or the like

Please try to make this assignment as real as possible. Don't just stutter once during the interchange and then quit. Try to become a person who stutters for that conversation, trying to get a small feel for what it must be like to stutter and not be able to quit when you want to.

Things you may include in your essay summary:

What was the reaction of the person you talked to? What about your own reactions? How did the stuttering affect your ability to communicate? Where some situations easier or harder than others? Did stuttering in public get easier or harder as you progressed through the assignment?

GRADING SUMMARY:

Grades are based on the following:

Exams

Project 1: Abstracts, research paper, etc.

Project 2: Experience Assignment

Misc. in class work & attendance

Grading Scale:

A	93 - 100%	C+	78 - 79%
A-	90 - 92%	C	73 - 77%
B+	88 - 89%	C-	70 - 72%
B	83 - 87%	D	60 - 69%
B-	80 - 82%	F	below 60%

COURSE POLICIES:

Late work: Assignments and projects will not be accepted for full credit if turned in late. If you cannot be at class because of an excused absence, yet you wish to have your assignment/project receive full credit, please be sure your work gets to me by the time class begins. Late work will be discounted 10% each day until a 50% reduction has been reached. No credit will be given for work turned in after that time.

Academic dishonesty: Andrews University, as a Seventh-Day Adventist Christian institution expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by your instructor and the University. Academic dishonesty is a serious offence

American Disabilities Act: If you qualify for accommodations under this act, please see me as soon as possible for referral and assistance in arranging such accommodations.

Changes: At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

TENTATIVE CLASS SCHEDULE

January	9	Orientation - What is fluency?		
	11	Introduction to stuttering	Chapter 1	
	16	Introduction to stuttering	Chapter 1	
	18	Onset, development & nature	Chapter 2	Abstract #1 Due
	23	Onset, development & nature	Chapter 2	
	25	Etiology & theories of stuttering	Chapter 3	Abstract #2 Due
	30	Etiologies & theories of stuttering	Chapter 3	
February	1	Other fluency disorders	Chapter 4	Abstract #3 Due
	6	Other fluency disorders	Chapter 4	
	8	Exam #1		
	13	Personal constructs & family systems	Chapter 5	
	15	Personal constructs & family systems	Chapter 5	Abstract #4 Due
	20	Multicultural awareness	Chapter 6	
	22	Multicultural awareness	Chapter 6	
	27	Therapies	Chapter 7	Abstract #5 Due
March	1	Therapies	Chapter 7	
	6	Exam #2		
	8	Preschool Children	Chapter 8	
	13	Preschool Children	Chapter 8	Abstract #6 Due
	15	In class project		
	20	Spring Break		

March	22	Spring Break		
	27	School-Age Children	Chapter 9	
	29	School-Age Children	Chapter 9	Outline of Paper Due
April	3	School-Age Children	Chapter 9	
	5	Adolescents & Adults	Chapter 10	
	10	Adolescents & Adults	Chapter 10	
	12	Experiencing stuttering	Discussion	Project 2 Due
	17	In class project		
	19	Exam #3		
	24	Clinician-Client Relationship	Chapter 11	Paper Due
	26	Polishing presentations		
May	3	Final Presentations	7:30-9:30 a.m.	