

SLP 5335 (CRN: 15288): Fluency Disorders

Fall 2023

Class meetings: Mondays, 11:00-1:50pm in 202 Campbell Building

1. Instructor: Stacy Wagovich, Ph.D., CCC-SLP

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915-747-8226

Office Hours: Mondays 2-5, and by appointment, virtually or in-person

Office Location: 418 Campbell Building

2. Course Description:

In this course, we will explore the nature of stuttering across the lifespan, using theory and empirical evidence to inform our understanding. We will emphasize the assessment and treatment of stuttering for preschool and school-age children and adults. We will discuss and practice using relevant literature to make evidence-based decisions in fluency disorders cases. While developmental stuttering will be the primary emphasis of the course, information about cluttering and acquired stuttering will also be discussed.

3. Course Objectives:

Upon successful completion of all aspects of this course, you will be able to:

- describe the characteristics of stuttering and its onset and development in children.
- identify and describe instances of stuttering, distinguishing these from typical disfluency.
- compare and contrast a range of current and historic theories and models of the nature and etiology of stuttering.
- evaluate stuttered speech across several dimensions to arrive at diagnostic conclusions about the presence and severity of stuttering.
- describe the physiological correlates of stuttering behavior.
- describe the relationships between stuttering and cognitive, linguistic, and motor skills.
- distinguish between the two main approaches to stuttering treatment and the range of treatments within each main approach, understanding the strengths and limitations of each.
- describe cluttering and acquired stuttering, distinguishing these from developmental stuttering.
- evaluate some of the ethical issues pertaining to assessment and treatment of stuttering, and research with people who stutter.

4. ASHA Standards: The content and requirements of this course address the knowledge and skills specified in the 2020 SLP Certification Standards: IV-C, IV-D, IV-E, IV-F, and IV-G.

5. UTEP Speech-Language Pathology Competencies:

Knowledge-based: Fluency Competency

Clinical: Oral, Writing, Professional, Diagnostic, and Diversity, Equity, & Inclusion Competencies

6. Learning Modules:

This course is designed using a modular format—that is, each week is “packaged” as a single module so that class materials, such as lecture slides and handouts, are in one area for a given week.

7. Required Readings:

Zebrowski, P.M., Anderson, J.D., and Conture, E.G. (2022). *Stuttering and Related Disorders of Fluency* (4th ed.). Thieme.

Additional readings will come from a variety of sources, including original research, review articles, and chapters. See the individual modules within Blackboard for these readings.

8. Class Format: This class will be in-person. However, one of the classes will be online (see Course Schedule), for the week that I will be out of town. There will not be a virtual option for attending class. Please see the attendance policy in item #13 below for tips on what to do when you need to miss a class.

9. Course Assignments and Grading:

Assignment 1: Describing and assessing stuttering. This assignment is intended to help you practice detecting stuttering and distinguishing it from typical disfluency, as an important part of the assessment process. You will be asked to view a video of a child who stutters, making note of the quantity of typical and stuttered disfluencies, as well as the types of disfluencies and associated behaviors. Questions will be provided for you to address in summarizing your observations. (25% of final grade)

Assignment 2: Article presentation. You will be asked to give a 10-minute presentation with a partner, on a current research article (within the last 7 years, 2016-present) in the areas of stuttering or cluttering. You may choose any research article that pertains to the topics of the course. The date of your presentation will be determined by the topic you select, so that presentations will relate to what we are talking about in class that day. Note that the article has to be a full report of a research study; it should have Introduction, Method, Results, and Discussion sections. Provide a brief single-spaced handout to the class (no more than one page typed) with your bulleted summary of the article and your critical review of it. (25% of final grade)

On the second week of class, I will ask you to select from a range of topics the type of article you would like to present. I will then pair you with someone who has a similar interest, and I will give you suggestions of articles you might find interesting within your selected topic.

Alternatively, if you have a specific partner you would like to work with, you can identify your own partner, but in that case, you will need to identify a topic and an article on your own. I will give you instructions on how to find an article in stuttering/cluttering, and once you have found your article, let me know, and I will confirm that it is a good fit for the assignment.

Midterm and Final: The midterm and final exam will be partly in-class (objective portion, consisting of fill-ins, multiple choice, true/false, and matching; closed-book format) and partly take-home (short answer and essay; open-book format). Each portion will be half of your midterm grade and your final exam grade. This will give you an opportunity to demonstrate your factual knowledge of the content through the objective portion and your detailed understanding and critical thinking related to the content through the short answer/essay portion. (Midterm and final exam each 25% of final grade)

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
<60	F

10. Technology Requirements: Access to a reliable computer or tablet with internet access, word processing software, Adobe Reader (latest version), Windows media player or similar, and Zoom. Active UTEP email address and access to Blackboard.

11. Course Communication:

There are several ways that you can contact me:

- My office hours are on Mondays 2-5. My plan is to be at my Campbell Office as often as possible during these hours for in-person meetings, but we can also connect via Zoom as needed.
- I'm available to meet with you at other times, as needed. Just email me to set up an appointment.

- c. For time-sensitive matters or to make an appointment with me, it is best to email. However, for more routine correspondence related to the class, you can use the Course Messages feature of Blackboard. I plan to check Blackboard several times per week.
- d. In-between our course meetings, announcements will be posted to Blackboard.

12. Classroom and Online Etiquette:

Communication in the classroom and in correspondence with the instructor and other students should be polite, respectful, and professional. When reacting to someone else's comment in class, address the ideas, not the person. Any postings of your classmates on Blackboard are private and confidential, intended only for classmates and the instructor. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

This applies to lecture notes and course materials, as well. Please do not post this information online, and if you wish to share course materials with someone not enrolled in the class, please ask for my permission first.

13. Class Attendance and Due Dates:

- The syllabus provides general description of assignments and lecture topics, as well as due dates.
- Regular attendance and participation are essential for your success in the course. *“When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course drop deadline and with a grade of F after the course drop deadline.”*
- Please be on time. Tardiness may result in missed information.
- If you cannot attend class, please notify me prior to class time, via email, phone message, or in-person.
- It is your responsibility to obtain missed information from a classmate. I will not provide copies of my lecture notes. However, once you have reviewed the notes of a classmate, I will be happy to meet with you to discuss any questions you have about the material.
- All assignments are due at the time indicated in the syllabus. Makeup exams and late assignments will not be permitted unless prior arrangements are made, at the discretion of the instructor. Significant emergencies are an exception to this policy.

14. Classroom Technology Policies

- You may use your laptop, tablet, or pen/paper to take notes in class.
- You may not audio or video record or take pictures in the class unless you have specific accommodations from the Center for Accommodations and Support Services (CASS).
- Please keep all electronic devices on silent during class.
- Please refrain from using electronic devices during class to check and send messages, use social media, make phone calls, and/or other non-classroom related tasks.

15. Equity Statement

In this course, all persons, regardless of race, sex, national origin, religion, sexual orientation, gender identity, class, disability, etc., shall have equal opportunity without harassment.

16. Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for

Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

17. Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

18. Copyright

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

19. Resources

- Technological: <https://www.utep.edu/technologysupport/>
- UTEP Library: <https://www.utep.edu/library/>
- University Writing Center: <https://www.utep.edu/uwc/>
- Center for Accommodations and Support Services: <https://www.utep.edu/student-affairs/cass/>
- Counseling and Psychological Services: <https://www.utep.edu/student-affairs/counsel/>
- American Speech-Language-Hearing Association: <https://www.asha.org/>
- Texas Speech-Language-Hearing Association: <https://www.txsha.org/>

TENTATIVE COURSE SCHEDULE

CLASS MEETING	TOPICS	CHAPTER ASSIGNMENTS
8/28	Course introduction Describing stuttering and the population	
9/11	Defining stuttering behavior Clinical detection and differential diagnosis of stuttered versus normal disfluency <i>Activity: Practice detecting stuttering from speech samples</i>	Chapter 1
9/18	No in-person class – Complete online module this week Theoretical perspectives on stuttering (current and historic)	Chapter 2
9/25	Assessment of stuttering in children <i>Activity: Additional practice identifying stuttering and typical disfluency</i> <i>Assignment 1 introduced</i>	Chapters 7 & 8
10/2	Assessment of stuttering in adults <i>Activities: Detecting secondary features of stuttering; Case study using weighted SLD score</i>	Chapter 9
10/9	Stuttering treatment in the preschool years Introduction to treatment procedures Therapy approaches for preschoolers Selecting treatment procedures based on the principles of evidence-based practice Assignment 1 due	Chapter 10
10/16	Stuttering treatment in the school-age years Introduction to treatment procedures Therapy approaches for school-age children Selecting treatment procedures based on the principles of evidence-based practice	Chapter 11
10/23	Stuttering treatment in adolescence and adulthood Stages of change Collaborative goal-setting Relevant treatment outcomes	Chapter 12
10/30	Wrap-up of stuttering treatment (1 hour) Midterm: Objective portion	
11/6	Cognitive, language, and language-related factors in stuttering	Chapter 4
11/13	Language and phonological considerations in treatment Bilingualism and stuttering	Chapters 13 & 14
11/20	Genetics of stuttering Neural and physiological factors	Chapters 3 & 5

CLASS MEETING	TOPICS	CHAPTER ASSIGNMENTS
11/27	Cluttering Acquired neurogenic stuttering and psychogenic stuttering	Chapters 16 & 17
12/4	Stuttering across the lifespan: Course themes and case study activity Final exam: Objective portion Short answer/essay portion of exam distributed	
12/11	Short answer/essay portion of exam due by 5pm; submit within Blackboard	