

SLP 5335 (CRN: 19964) / SPLP 5359 (CRN: 10106): Fluency Disorders
Fall 2022

Class meetings: Mondays, 3:00-5:50pm in 214 Campbell Building

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

sawagovich@utep.edu

915-747-8226

Office Hours: Mondays & Fridays, 2-3, 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 fluency disorders 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 a fluency disorder.
- 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 fluency disorders, distinguishing these related disorders from the characteristics of 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 all the materials, lecture slides, and instructions are in one area for a given week.

7. Required Readings:

Manning, W.H., & DiLollo (2018). *Clinical Decision Making in Fluency Disorders* (4th edition). San Diego, CA: Plural Publishing. ISBN: 9781597569972

Additional readings will come from a variety of sources, including original research, review articles, and chapters. See pages 6-7 for list of assigned readings.

8. Class Format: This class will be in-person but with about 20% of the content presented asynchronously online. Most lecture content will be conveyed in-person to allow vibrant class discussion. Exams will also be in-person. The length of the in-person class period will be shortened to account for content presented asynchronously online for a given week.

9. Course Assignments and Grading:

Assignment 1: Describing and assessing stuttering. This assignment is intended to help you practice detecting stuttering as part of the assessment process. You will be asked to view a video of an adult who stutters and 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. (20% of final grade)

Assignment 2: Article presentation. You will be asked to give a 10-minute group presentation (3-4 people per group) on a current research article (within the last 7 years, 2015-present) in the area of fluency disorders. You may choose any research article that pertains to the topics of the course. You may not use an article that we are already reading as a class. 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. (20% of final grade)

- *Alternate Assignment 2:* Case presentation. If you have a fluency client this semester or have had one in a past semester, you may present the case to the class (with a 1-page handout, using client initials or pseudonym). To exercise this option, you must have a video sample of the client that you can show as part of the presentation. In the 15-minute presentation, you will discuss the background of the case, including the onset of the disorder, its severity, etc. You'll discuss your goals for the semester and your client's progress on those. Finally, you'll comment on any difficulties you encountered, and you'll critique your own performance as a clinician (What did you do well? What do you wish you had done differently?).

Midterm: An in-class midterm of short answer/essay format will constitute 25% of your final grade.

Final: An in-class final exam of short answer/essay format will constitute 25% of your final grade. This exam will only cover lectures and readings from after the midterm.

Online mini-tasks: Throughout the semester, there will be 5 mini-tasks that you will complete through Blackboard. These may be discussion board posts, including reflections of out-of-class activities; responses to questions about your readings or lecture; or similar activities. They are designed to be low-stakes but to keep you engaged with the course content. Each of these will be graded on a 5-point scale and averaged at the end of the semester. They will constitute 10% of your 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 and a WebCam, 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:

- a. My office hours are on Mondays and Fridays, 2-3. My plan is to be at my Campbell Office during these hours for in-person meetings, but we can also connect via Zoom as needed.
- b. 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, please 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 online correspondence with the instructor and other students should be polite, respectful, and professional. When reacting to someone else's contribution in class online, address the ideas, not the person. The 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. The instructor will not provide lecture notes. 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 | READING ASSIGNMENTS |
|--|---|--|
| 8/22 | Course introduction Describing the disorder and the population | Manning Chapter 1 |
| <i>Stuttering Detection and Theoretical Perspectives</i> | | |
| 8/29 | Defining stuttering behavior Clinical detection and differential diagnosis of stuttered versus normal disfluency <i>Activity: Practice detecting stuttering from speech samples</i> | Manning Chapter 2 |
| 9/12 | Theoretical Perspectives on Stuttering (current and historic) <i>Activity: Additional practice identifying stuttering and typical disfluency</i> | Manning Chapter 3 (pp. 83-106, 127-143) |
| <i>Stuttering Assessment</i> | | |
| 9/19 | Introduction to Assessment of Stuttering <i>Assignment 1 introduced</i> | Manning Chapter 4 |
| 9/26 | Assessment of Stuttering across the Lifespan <i>Activities: Detecting secondary features of stuttering; Case study using weighted SLD score</i> | Manning Chapter 5 Singer et al. (2020) |
| <i>Stuttering Treatment and Treatment-Related Topics</i> | | |
| 10/3 | Stuttering Treatment Part 1 Introduction to treatment procedures Practice of fluency treatment techniques Selecting treatment procedures based on the principles of evidence-based practice <i>Assignment 1 due</i> | Manning Chapter 6 |
| 10/10 | Stuttering Treatment Part 2 Minimizing bullying of children who stutter Establishing speech naturalness Transfer and maintenance The role of self-help groups | Manning Chapters 9 & 10 Jackson et al. (2018) Yaruss et al. (2018) |
| 10/17 | Stuttering Treatment Part 3 Treating bilingual children and children with concomitant disorders Documenting effectiveness of fluency treatment outcomes | Manning Chapter 12 Byrd (2018) |
| 10/24 | Midterm | |

| CLASS MEETING: | TOPICS | READING ASSIGNMENTS |
|--|---|--|
| 10/31 | Counseling parents on their children's stuttering Counseling individuals who stutter | Manning Chapter 7 & 8 Constantino (2018) |
| <i>Physiological, Cognitive, and Linguistic Aspects of Stuttering and Related Topics</i> | | |
| 11/7 | Neurogenic and motoric factors related to stuttering Cognitive, language, and language-related factors in stuttering | Manning Chapter 3 Walsh et al. (2018) |
| 11/14 | Genetics & Stuttering Stuttering Measurement Outcomes Measurement Cluttering | Manning Chapter 11 (pp. 435-451) |
| 11/21 | Acquired neurogenic stuttering and psychogenic stuttering Ethical issues pertaining to stuttering research Stuttering across the Lifespan | Manning Chapter 11 (pp. 451-469) |
| 11/28 | Case Study Presentations and Review for Exam | Ambrose & Yairi (2002) Watson et al. (2011) |
| 12/5 – 12/9 | In-Class Final Exam (TBA) | |