SLHS 572 Speech Disorders 1  Fall 2016
Tuesday/Thursday 9:30-10:45
316 Harvill

Description of Course
To provide basic skills for understanding, assessing and managing stuttering disorders across the lifespan. To provide an understanding of physical presentation of cleft lip/palate and other craniofacial disorders, consequences for speech production and related areas as well as assessment and management. (Treatment for CLP will be covered more completely in SD2).

Course Prerequisites or Co-requisites
SLHS 566 or SLHS 567 Preclinical Speech Science

Instructor and Contact Information
Kate Bunton, Ph.D. CCC-SLP
Email: bunton@email.arizona.edu
Office: SLHS 510
Phone: 621-2210
Office Hours by appointment; you are always welcome to stop by if my door is open

Course Objectives and Expected Learning Outcomes
By the conclusion of this course, students should be able to demonstrate knowledge of the nature of stuttering and other fluency disorders, including:

- etiological theories,
- characteristics of the disorder
- anatomical and physiological bases and correlates of fluency disorders
- developmental features of fluency disorders across the lifespan
- psychological correlates of fluency disorders
- linguistic factors relating to fluency disorders, and
- considerations in the assessment and treatment of fluency disorders

By the conclusion of this course, students should be able to demonstrate knowledge of:

- The embryologic development of the head and neck, a review of genetic factors related to common craniofacial syndromes
- Anatomy and physiology of the velopharynx
- Interdisciplinary and transdisciplinary team care delivery for individuals with cleft lip/palate and other craniofacial disorders will be examined with particular emphasis on ethics, dentistry, surgery, nursing, psychology, and speech pathology and audiology.
- Instrumental and non-instrumental approaches to assessment, diagnosis, and treatment of velopharyngeal disorders as well as speech and language disorders.

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at http://catalog.arizona.edu/2015-16/policies/classatten.htm

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be
accommodated where reasonable: http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Texts and Readings

*Stuttering*

There is no required textbook for this portion of the course, all readings listed in the syllabus are posted on D2L.

8. Matulich, J. *Introduction to Motivational Interviewing,* https://www.youtube.com/watch?v=s3MCJZ7OGRK

**Cleft Lip & Palate**


McDermott, J. (2000). Babyface: A story of heart and bones.[Instructor has copies to lend]


**Assignments and Examinations:**

**Quizzes (10 points each/60 points total):** We will have six in-class quizzes on dates listed in the syllabus. They will be a combination of written questions and video/audio clips. Each quiz will be worth 10 points.

**Stuttering Web Review (written) (10 points):** The Internet is a widely used and often trusted source of information. The purpose of this assignment is to evaluate the credibility of information about stuttering that you find on the web. You will select at least 2 different websites to include in your review. Your review should be written from one of the following viewpoints: (1) The perspective of a parent seeking information relative to their child who stutters; or (2) an adult looking for treatment options/new approaches for stuttering. **The only restriction is that YOU MAY NOT use “The Stuttering Foundation” website (http://www.stutteringhelp.org ) or “The Stuttering Homepage” website (http://www.mnsu.edu/comdis/kuster/) in your review.** After examining the websites from your chosen point of view, you should write a 2-3 page double-spaced paper that addresses what type of information is available at the website, whether you believe that information at face-value, and then conclude with an overall evaluation of credibility of stuttering information on the web based on what you are learning in class. To help you in your quest, guidelines for evaluation of websites can be found at: [http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html).

**Stuttering in Public (10 points):** As the title implies, you will be doing pseudostuttering outside of the confines of the classroom. You will pair with a fellow student for this experience. Each of you is required to stutter in a different public setting (placing an order at a restaurant or coffee shop, asking for directions at the mall or on campus, buying clothes, you may not use the telephone). The purpose is to give you a sense for what it may feel like to be a person who stutters (and perhaps develop a better understanding of what your clients who stutter experience daily). Another purpose is for you to observe listeners’ reactions to you and your partner when you pseudo stutter. Write up a 1-2 page description of your pseudo stuttering experience. You should include where the stuttering took place, a rating of your anxiety just prior to the interaction (scale of 15), how you pseudo stuttered (lots of repetitions, prolongations, blocks, severity), how you and your partner perceived the listener reaction, how you felt afterwards including whether or not your anxiety was warranted.

**Preschool Assessment Cases (10 points):** You will receive brief case history from six children and be asked to rank them based on risk factors and determine need for treatment.

**Speech Sample Analysis (10 points):** You will be provided with transcript of a speech sample collected from an adult. Based on this sample you will be asked to characterize the adult’s fluency based on type, frequency, pattern.

**Treatment Plan Child (10 points):** You have completed an evaluation of an adult male who stutters. You will
receive a completed case history form and assessment results (PLS-5 & Stuttering Predication Instrument for Young Children). You will be asked to write 3 goals for this client, and one activity you could use to begin working on each goal.

**Treatment Plan Adult (10 points):** You have completed an evaluation of an adult male who stutters. You will receive a completed case history form and assessment results (SSI-4 & S24). You will be asked to write 3 goals for this client, and one activity you could use to begin working on each goal.

**Babyface Reaction Paper (10 points):** Babyface is the story told by a mother who welcomes a child with facial difference into the world. The purpose of this assignment is for you to write about your reaction to the book; there are no right or wrong reactions. Your written summary should be no more than 2 single-spaced pages.

**Final Examination or Project**

There will be no final examination for this class.

**Grading Scale and Policies**

The total number of points available is **130 points**. Final grades will be assigned as a percentage of earned points/total points as follows: A=90-100%, B=80-89%, C=70-79%, D=60-70%, E=<60%

University policy regarding grades and grading systems is available at [http://catalog.arizona.edu/2015-16/policies/grade.htm](http://catalog.arizona.edu/2015-16/policies/grade.htm)

**Requests for incomplete (I) or withdrawal (W)** must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W), respectively.

**Dispute of Grade Policy:** Students may submit a graded assignment with a written explanation of the concern to the instructor within 1 weeks of the item being returned to the student. The entire graded assignment will be subject to a regrade.
### Scheduled Topics/Activities

List topics in logical units in a weekly/daily schedule, including assignment due dates and exam dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td>August 23</td>
<td>Definition of Stuttering: Production and Perception</td>
<td>Dunham</td>
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<tr>
<td>August 25</td>
<td>The experience of stuttering</td>
<td>Web Review due</td>
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<tr>
<td>August 30</td>
<td>Incidence and Prevalence</td>
<td>Yairi &amp; Ambrose</td>
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<tr>
<td>September 1</td>
<td>Theories of Stuttering</td>
<td>Bloodstein &amp; Ratner</td>
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<td>September 6</td>
<td>Theories of Stuttering; Adaptation effect; Consistency effect;</td>
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<td>Loci or attributes of stuttered words; Variables that influence the frequency of stuttered words</td>
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<td>September 8</td>
<td>Onset and Development of Stuttering</td>
<td>Yairi &amp; Seery</td>
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<td>September 13</td>
<td>Measuring Disfluencies</td>
<td>Logan (Analyzing Speech Samples)</td>
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<td>September 15</td>
<td>Assessment Procedures</td>
<td>Logan (Fluency Assessment)</td>
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<td>September 20</td>
<td>Readiness for Change; Motivational Interviewing</td>
<td>Matulich (youtube video)</td>
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<td>Speech Sample Analysis due</td>
<td>DiLollo, Neimeyer, &amp; Manning, W.</td>
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<td>September 22</td>
<td>Catch-up</td>
<td>Quiz 2</td>
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<td>September 27</td>
<td>Principles of Stuttering Intervention</td>
<td>Zebrowski &amp; Kelly</td>
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<td>September 29</td>
<td>Intervention for Preschoolers</td>
<td>Bernstein Ratner &amp; Gottwald</td>
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<td>October 4</td>
<td>Intervention for Preschoolers</td>
<td>Yaruss, Pelczarski, Quesal; Sisskin</td>
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<td>October 6</td>
<td>Intervention for School-Age</td>
<td>Yaruss, Pelczarski, Quesal; Sisskin</td>
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<td>Treatment Plan Child due</td>
<td>Sisskin</td>
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<td>October 11</td>
<td>Intervention for School-Age</td>
<td>Craig</td>
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<td>October 13</td>
<td>Avoidance Reduction Therapy in a Group Setting.</td>
<td>Sisskin (DVD #6740)</td>
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<td>October 18</td>
<td>Intervention for Adolescents &amp; Adults</td>
<td>Kully; Langevin, Lomheim; Bernstein Ratner</td>
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<td>October 20</td>
<td>Other Fluency Disorders</td>
<td>De Nil, Jokel, Rochon; Baumgartner &amp; Duffy</td>
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<td>October 25</td>
<td>Cluttering</td>
<td>St. Louis, Myers, Bakker, &amp; Rapheal</td>
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<td>October 27</td>
<td>Cluttering</td>
<td>Quiz 4</td>
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<tr>
<td>November 1</td>
<td>Cleft Lip and Palate; Definitions; Incidence and Prevalence; Team Care</td>
<td>Chapter 2</td>
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<td>November 3</td>
<td>Embryology</td>
<td>Embryology section (D2L)</td>
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<td>November 8</td>
<td>Embryology; Genetics</td>
<td>Chapter 3</td>
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<td>November 10</td>
<td>Babyface; Surgical and Dental Management</td>
<td>Chapters 5, 11, 12, 13</td>
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<td>Babyface Reaction paper due</td>
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<td>November 15</td>
<td>Feeding</td>
<td>Chapter 4</td>
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**Classroom Behavior Policy**

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

**Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students).

**Accessibility and Accommodations**

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit [http://drc.arizona.edu](http://drc.arizona.edu).

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See [http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity](http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity).

The University Libraries have some excellent tips for avoiding plagiarism, available at [http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html).

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.
UA Nondiscrimination and Anti-Harassment Policy
The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students
UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html

Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Confidentiality of Student Records
http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
<table>
<thead>
<tr>
<th>Learner Outcome</th>
<th>Standard IV</th>
<th>Standard V</th>
<th>Standard IV AuD</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>Identify the main characteristics of disorders</td>
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<td>Differentiate between characteristics of stuttering and other fluency disorders</td>
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<td>Identify anatomy of CLP and describe the physiology of resonance production</td>
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<td>Demonstrate knowledge of assessment procedures</td>
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<td>Demonstrate knowledge of instrumental assessment (acoustics, aerodynamics, &amp; imaging)</td>
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<td>Demonstrate knowledge of management strategies stuttering, articulation, and resonance disorders</td>
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<td>Describe management strategies disorders across the lifespan</td>
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<td>Recognize multicultural considerations in assessing and managing disorders</td>
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<td>Identify the roles of interdisciplinary professionals involved in a CLP care team</td>
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<td>Evaluate quality of scientific evidence for management strategies for stuttering and CLP disorders</td>
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<tr>
<td>Demonstrate professional oral and written skills.</td>
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All Standards assessed using in-class activities, written assignments, and/or quizzes.