

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2087 (Fall 2008)

Subject Area - Course Number: COMDIS 385/585
(See Note #1 below)

Cross-listing:

Course Title: (Limited to 65 characters) Fluency Disorders

25-Character Abbreviation: Fl Dis

Sponsor(s): Patricia Casey

Department(s): Communication Sciences and Disorders

College(s): Education

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: Communication Sciences and Disorders

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: COREQ: COMDIS 460. COMDIS 660 or departmental approval

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Education **Dept/Area(s):** COMM SCIENCES & DIS

Instructor: Patricia Casey/Erin Dyer
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Computer Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: 0 Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Proposal Information: (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form3.htm>)

Course justification: Curricular redesign. Graduate section of 385/585 was mistakenly deleted in 2004.

Relationship to program assessment objectives. Content is consistent with program, DPI and CAA ASHA assessment objectives.

Budgetary impact: None

Course description: (50 word limit)

This course provides for the study of the theories of the cause and onset of fluency disorders such as stuttering and cluttering. It further introduces basic clinical and experimental approaches to these disorders.

If dual listed, list graduate level requirements for the following:

1. **Content** (Research Project. Submit the paper, written according to APA standards, 10 – 12 double-spaced typed pages in length, by the due date. (Page limit does not include title page, references and appendices).)
2. **Intensity** (During each unit, students will be assigned additional research articles pertaining to the topic and be required to answer questions relating to the readings. Students will have scheduled conferences with the instructor to discuss research articles.)
3. **Self-Directed** (Undergraduates will not complete this project. The self-directed research project will be developed in conjunction with the instructor and will explore an area of interest for the student in the area of fluency disorders, assessment, prevention, or intervention. The student will explore this area in much greater depth than the degree to which it is covered in class or in the text and will require the student to do the following: Integrate information obtained in coursework and readings across the academic program. Acquire experience using multiple sources of information including books and research journals. Write a research paper according to the standards of the American Psychological Association (APA). Present a timeline for completion, an outline and preliminary list of references to the instructor in an individual meeting outside of class time by the end of week 6. Meet with the instructor to review a preliminary draft by week 12.)

Course objectives and tentative course syllabus:

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Bajaj, A. (2007) Analysis of Oral Narratives of Children Who Stutter and Their Fluent Peers: Kindergarten through Second Grade. Clinical Linguistics & Phonetics, 21.

Blomgren, M.R., Callister, T. (2005). Intensive Stuttering Modification Therapy: A Multidimensional Assessment of Treatment Outcomes. Journal of Speech, Language and Hearing Research, 48, 509.

Syllabus

Bloodstein, O. (2006). Some Empirical Observations about Early Stuttering: A Possible Link to Language Development. Journal of Communication Disorders, 39, 185-191.

Bosshardt, H-G. (2006). Cognitive Processing Load as a Determinant of Stuttering: Summary of a Research Programme. Clinical Linguistics & Phonetics, 20, 371-385.

If Your Child Stutters: A Guide for Parents. Based on a Conference of the Speech Foundation of America (Oahu, Hawaii, December 27, 1976-January 4, 1977). Revised Edition. Publication No. 11.

Ingham, R.J., Fox, P.T. Inham, J.C. (2004). Brain Correlates of Stuttering and Syllable Production: Gender Comparison and Replication. Journal of Speech Language and Hearing Research, 47, 321.

Kalinowski, J., Saltuklaroglu, T., Dayalu, V. N. (2005). Is It Possible for Speech Therapy to Improve upon Natural Recovery Rates in Children Who Stutter? . International Journal of Language and Communication Disorders, 40, 349-358.

Laiho, A. & Klippi, A. (2007). Long- and Short-Term Results of Children's and Adolescents' Therapy Courses for Stuttering. International Journal of Language & Communication Disorders, 42, 309-315.

LaSalle, L.R., Conture, E.G.(1995). Disfluency Clusters of Children Who Stutter: Relation of Stutterings to Self-Repairs. Journal of Speech and Hearing Research, 38, 965-977.

Meyers, S.C., Freeman, F.J. (1991). Mother and Child Speech Rates as a Variable in Stuttering and Disfluency. ... Journal of Speech and Hearing Research, 28, 436-444.

Nippold, M.A. (2004). Phonological and Language Disorders in Children Who Stutter: Impact on Treatment Recommendations. Clinical Linguistics and Phonetics, 18, 145-149.

Poulos, M.G., Webster, W.G. (1991). Family History as a Basis for Subgrouping People Who Stutter. Journal of Speech and Hearing Research, 34, 5-10.

Van Lieshout, Pascal H.H.; Bose, A.; Square, P. A. (2007) Speech Motor Control in Fluent and Dysfluent Speech Production of an Individual with Apraxia of Speech and Broca's Aphasia . Clinical Linguistics & Phonetics, 12, 152-162.

Notes:

1. Contact the Registrar's Office (x1570) for available course numbers. A list of subject areas can be found at <http://acadaff.uww.edu/Handbook/SubjectAreas.html>
2. The 15 and 25 character abbreviations may be edited for consistency and clarity.
3. Please submit electronically when approved at the college level - signature sheet to follow in hard copy.

University of Wisconsin-Whitewater
College of Education
Department of Communication Sciences and Disorders

COM Dis 385/585:FLUENCY DISORDERS
3 CREDITS, 1ST SEMESTER, 2008-2009

INSTRUCTOR: Pat Casey/Erin Dyer
 CCC-SLP, BRSFD
CLASSROOM: Roseman 1040
OFFICE: Roseman 1024
PHONE: (262) 472-[Telephone Number]
E-MAIL: olsonec@uww.edu

CLASS TIME: 5:00 – 7:30 pm first week
 5:15 – 7:30p.m. rest of semester
OFFICE HRS: 7:30 – 8:30 PM or by appointment

Course Description:

This course is geared to the professional development of speech-language pathologists and audiologists and focuses on identification and consideration of significant theoretical issues in communicative disorders. Course may be repeated with a change of content. Prereq: ComDis 460/660

This course will focus upon theory, research and application of information as it relates to identification and treatment of fluency disorders, which includes cluttering, stuttering, neurogenic stuttering, and psychogenic stuttering. The course will emphasize differences in approaching assessment and therapy for different age groups, counseling, involvement of family/teachers, and writing of appropriate IEP goals and objectives. Research that provides evidence-based practice as well as identification of current practices, which need additional research backing, will be included. This course provides for the study of the theories of the cause and onset of fluency disorders such as stuttering and cluttering. It further introduces basic clinical and experimental approaches to these disorders.

UWW Undergraduate Catalogue:

<http://www.uww.edu/Catalog/02-04/index4.html>

UWW Graduate Catalogue:

http://www.uww.edu/gradstudies/catalog2002/courses_comdis.htm

Learning Outcomes for Students Linked to Professional Standards

ASHA STANDARDS WEBSITE:

HTTP://WWW.ASHA.ORG/ABOUT/MEMBERSHIP-CERTIFICATION/HANDBOOKS/SLP/SLP_STANDARDS_NEW.HTM

Wisconsin Teaching Standards Website:

<http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.html#teacherstandards3402>

A. Knowledge/Content

Standards

Students will know/understand the:	<i>ASHA</i>	<i>WTS</i>
1. ... most influential theories about the nature and etiology of stuttering and other fluency disorders.	III C,D,E	1-4, 8
2. ... various assessment approaches and procedures used with fluency disorders.	III C,D,E	1-4, 8
3. ... different therapy approaches and perspectives and their weaknesses/strengths.	III C,D,E	1-4, 8
4. ... use of technology in the assessment and/or treatment of stuttering.	III C,D,E	1-4, 8
5. ... current literature and research that supports the assessment and treatment of stuttering disorders		
B. Skills		
Students will be able to:		
1. explain the differences between influential theories of stuttering	IV A, B,E	1-10
2. assess individuals with fluency disorders using a multidimensional approach to examination of the individuals' communication skills.	IV A, B, E	1-10
3. develop a prevention/intervention workshop for parents and/or teachers dealing with stuttering and cluttering.	IV A, B,E	1-10
4. will design an appropriate therapy plan, including appropriate IEP goals and objectives for school-aged children, as well as activities.	IV A, B,E	1-10

Assessment Categories	Type	Diversity Content
Ck, sdk, pd, hr, c	E, P, Q, L, P, S, O/V,CS,O,GP	AGE, GENDER, RACE, SOCIOECONOMIC, CULTURAL INFLUCENCES ETC...

III. COURSE FORMAT

The goals listed above will be met through lectures, class discussions, application activities, projects and lab work. Each week, the class will be prepared to discuss the topic that is listed in the syllabus unless otherwise indicated during class. Guest speakers and video will augment instruction. A lab will take place in conjunction with Dr. Bradley's class. Students are expected to complete reading assignments prior to class so discussion will flow during our time together. Be prepared to ask questions regarding the topic at hand - this is most important since Fluency Disorders are quite complex. Questions will be offered prior to class to assist in focusing upon key concepts, ideas and practices. Since I will be using Desire2Learn (D2L) to deliver some of the course content and class materials, please be prepared to use the D2L System.

This course is geared to the professional development of speech-language pathologists and audiologists and focuses on identification and consideration of significant theoretical issues in communicative disorders. Course may be repeated with a change of content.

Learning Experiences

Each student is responsible for completion of the following learning experiences by their respective due dates (see course outline). The due dates will be provided.

Project Title 1 – Stuttering In Public (100 Points)

Each student will be required to practice stuttering in public on three different occasions. A log containing their personal responses and the listener's will be written and given to the instructor. The instructor will provide a detailed description of this project.

Project Title 2 – Evaluating and Measuring Speech Fluency (100 Points)

Each student will be required to review a videotape of a child who stutters which will be available at the Department. Specific quantitative information will be required for the sample. The instructor will provide further information.

Project Title 3 – Develop and present a Parent Workshop or Teacher Inservice (100 Points)

Each student will use materials available through the Department, the Library, and the Internet to develop a professional workshop or inservice. Detailed instructions will be provided.

Project Title 4 – Develop a Handout on Prevention of Stuttering (100 Points)

Each student will develop a handout or brochure which provides basic but essential information in the area of prevention of stuttering.

Project Title 5 – Lab To be determined.**Group Project – “Family Feud” aka The Argument among the Stuttering Theorists. (100 Points)**

Students will work in groups and be prepared to argue questions related to stuttering theory, evaluation and treatment according to the Point of View they are assigned.

“The UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of 9 hours of work per week (144 hrs/semester).”

Evaluation of Learning and Grading

Students will be given two quizzes during the semester **(50 Points each)**. They will be provided with a take-home exam at midterm **(100 Points)**. The projects listed above will provide invaluable learning opportunities as well as a method for the instructor to monitor students' understanding of the topics **(500 Points Total)**. An in-class final exam will be required **(100 Points)**.

The Grade is determined by: $\text{Points Earned} \div \text{Total Points Possible} \times 100 = \text{Percentage}$.

GRADUATE Additional Expectations for Students enrolled in 585

In addition to completing all learning experience listed above, students enrolled in 585 will be expected to complete the following learning experiences.

Additional Readings

During each unit, students may be assigned additional research articles pertaining to the topic and be required to answer questions relating to the readings

Research Project

This self-directed research project will be developed in conjunction with the instructor but should explore an area of interest for the student in the area of fluency disorders, assessment, prevention, or intervention. The student will explore this area in much greater depth than the degree to which it is covered in class or in the text and will require the student to do the following:

Integrate information obtained in coursework and readings across the academic program.

Acquire experience using multiple sources of information including books and research journals.

Write a research paper according to the standards of the American Psychological Association (APA).

Present a timeline for completion, an outline and preliminary list of references to the instructor in an individual meeting outside of class time by the end of week 6. Meet with the instructor to review a preliminary draft by week 12.

Submit the paper, written according to APA standards, 10 – 12 double-spaced typed pages in length, by the due date. (Page limit does not include title page, references and appendices).

Grading Scale			
385		585	
A	90-100%	A	93-100%
		AB	88- 92%
B	80- 89%	B	80- 87%
		BC	75- 79%
C	70- 79%	C	69- 74%
D	60- 69%	D	60- 68%
F	59% or below	F	59% or below

Course materials

Required Textbooks

SHAPIRO, DAVID (1999). *STUTTERING INTERVENTION*. AUSTIN: PRO-ED, INC.

RAMIG, PETER R. & DODGE, DARRELL M. (2005) *THE CHILD AND ADOLESCENT STUTTERING TREATMENT AND ACTIVITY RESOURCE GUIDE*. NEW YORK: THOMSON DELMAR LEARNING.

Required Readings

Students will be provided with a reading list for each class meeting.

College of Education

Conceptual Framework

In keeping with our philosophy of “The Teacher as a Reflective Facilitator”, we, as educators, are committed to acting as facilitators of your learning in our teacher education program. Our goal is to help you become a teacher who: facilitates your students’ active participation in learning by providing creative learning experiences; improves your practice through reflection, active inquiry, and the assessment of your students’ unique learning styles; understands the needs of a diverse community of learners; and promotes literacy in all areas, including technology. We strive to reflect our commitment to this philosophy in all courses required for licensure, and our own teaching practice, scholarship and service.

Code of Ethics

The College supports the ASHA Code of Ethics

University Policies

Class Attendance: *Students are expected to attend all classes, however, if you are unable to attend, please contact me in advance via email or phone so that a classmate can be chosen to provide you with the notes.*

Class Participation: *All students are expected to participate in the class discussion and to be prepared for class by completing reading assignments.*

Course Compliance with DPI and INTASC Standards: *This course meets the DPI Communicative Disorders requirements PI 4.78(2), and PI 4.78 (7) and is in compliance with the interstate New Teacher Assessment and Support Consortium (INTASC) Standards, specifically #1-10.*

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the “Rights and Responsibilities” section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the “Student Academic Disciplinary Procedures (UWS Chapter 14); and the “Student Nonacademic Disciplinary Procedures” (UWS Chapter 17).

For more details, see the Provost’s website at <http://acadaff.uww.edu/On-lineSyllabiMand%20info.html>

IX. SYLLABUS CHANGES

The schedule and procedures in this course may change. Students are responsible for any syllabi changes announced in class, via E-mail, or in writing.

X. COURSE OUTLINE

CLASS X= DATE FOR CLASS SESSION

CLASS DATE:	TOPIC	READINGS DUE:	OTHER DUE DATES
CLASS X	“WHAT D’YA KNOW? COMFORT LEVEL Course overview		
CLASS X	FLUENCY DISORDERS: WHAT ARE THEY? TYPES OF DISFLUENCIES	SHAPIRO, CHAPTERS 1 & 2.	
CLASS X	CLUTTERING; PEOPLE WHO STUTTER		
CLASS X	WHY DO PEOPLE STUTTER?		QUIZ ON CLASS 2&3 (50 PTS)
CLASS X	WHEN DO PEOPLE		PROJECT #1 DUE

	STUTTER?		(100 PTS)
CLASS X	HOW DO WE EVALUATE PEOPLE WHO STUTTER		GRAD RESEARCH
CLASS X	MIDTERM EXAM		TAKE HOME EXAM (100 PTS)
CLASS X	HOW DO WE TREAT ADULTS WHO STUTTER?		
CLASS X	HOW DO WE EVALUATE YOUNG CHILDREN WHO STUTTER?		
CLASS X	HOW DO WE TREAT PRESCHOOL CHILDREN WHO STUTTER AND THEIR FAMILIES?		PROJECT 2 DUE (100 PTS)
CLASS X	HOW DO WE EVALUATE AND TREAT SCHOOL-AGED CHILDREN WHO STUTTER?		PROJECT 4 (HANDOUT ON PREVENTION) DUE (100 PTS)
CLASS X	INSTRUMENTATION USED IN EVALUATION AND TREATMENT OF STUTTERING		QUIZ ON CLASSES 8, 9, 10, 11 (50 PTS) GRAD RESEARCH
CLASS X	COUNSELING		
CLASS X	KEY ISSUES REGARDING EVALUATIONS, TREATMENT AND EVIDENCE -BASED PRACTICE		GROUP PROJECT (100 PTS)
CLASS X	WRAP IT UP - REVIEW		
CLASS X	FINAL EXAM		

