

ASLP 658, Fluency Disorders, Fall 2005

Professor: Ron Channell PhD

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Office Hours: 8:30-9:20 T,Th, or drop by, or make appointment.

Overview

This graduate course covers the nature, assessment, and treatment of stuttering and related fluency disorders.

Aims of a BYU Education

A BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service (2004 BYU Catalog). This class mainly emphasizes intellectual enlargement and mastering this material to better help your clients, but your efforts to be pure, to receive spiritual help, and to perform tests and exercises with integrity and honesty should guide your efforts in the class.

Course Objectives [All work toward ASHA's KASA standard III-C in Fluency.]

1. Students will be able to describe the etiology (theories of) and characteristics of disorders of fluency.
2. Students will be able to assess fluency disorders, using both formalized and non-formalized methods.
3. Students will be able to treat fluency disorders, both from the Stuttering-Modification and from the Fluency-Shaping perspective.

Readings

Our main text will be Guitar, B. (1998). *Stuttering: An integrated approach to its nature and treatment* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Other readings (and videos of treatment sessions) will be assigned in class.

Exams

We'll have a midterm exam and a final exam. Exams will cover readings, lectures, and videos, will be closed book & note, and will consist mainly of essay questions.

Term Paper

Each student will write a term paper. A list of possible topics will be presented in class.

Class Participation

Complete the assigned reading and exercises before each class and be ready to discuss them.

There are some pragmatic details that probably hold true for most professors and most classes but, at the risk of being redundant or less-than-subtle, I'll mention them here. I expect attendance and class participation. If you can't attend or prepare for this class you should not be enrolled for it. Hire a babysitter for your children; don't bring them to class (though quiet babies are welcome). Borrowing notes is a nuisance to other students and is no substitute for your own encoding and discussion of class material. Eating and drinking in class is okay except for noisy or odiferous things such as Corn Nuts or Fritos. Missing class, sleeping in class, or privately conversing in class with friends lowers your class participation rating.

Semester Grading

Semester grades will be based about 70% on the exams, 20% on the term paper, and about 10% on class participation (which includes homework, attendance, class preparation, and involvement in class discussion). The grading scale used is 95-100% of the possible points for an A, 90-94% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, and below 70%, an E. Extra credit is not possible.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895. D-382 ASB.

Course Alignment with the Aims of the David O. McKay School of Education (MSOE)

The Conceptual Framework Aims of the MSOE are to (a) embrace and apply the moral dimensions of teaching, (b) demonstrate academic excellence, (c) model collaboration, and (d) act with social competence. As part of the MSOE, the Department of Audiology and Speech-Language Pathology provides coursework that is consistent with the conceptual framework of the college. This course addresses the issue of academic excellence by providing a thorough grounding in both theory and clinical practice relating to the diagnosis and treatment of fluency disorders, primarily stuttering. The issue of collaboration will be discussed in the context of a team approach in treating patients. Working effectively as a team requires that clinicians understand and respect the expertise and roles of other professionals with whom they will interact, thus demonstrating a high level of social competence.

Some Dates to Remember

Sept 12 (Monday): Last day to drop classes without receiving a "W"

Oct 3 (Monday): Last day to drop classes for academic reasons

Oct 13 (Thursday): * **Midterm Exam**

Nov 17 (Thursday): * **No class**: ASHA Convention

Nov 22 (Tuesday): * **No class**: Friday classes held today

Nov 24 (Thursday) * **No class**: Thanksgiving Day

Dec 8 (Thursday): Last day of Fall classes

Dec 16 (Friday): * **Final Exam**