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

Course Objectives [All work toward ASHA's KASA standards III-C and III-D in Fluency.]
Upon successful completion of this class, students will...
1. demonstrate knowledge of the nature of fluency disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. [III-C-Fluency.]
2. demonstrate knowledge regarding the principles and methods of the assessment of fluency disorders, using both formalized and non-formalized methods. [III-D-Fluency.]
   a. Conduct screening procedures and prevention activities
   b. Collect case history information and integrate information from clients, family, caregivers, teachers, relevant others, and from other professionals
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures
   d. Adapt evaluation procedures to meet client needs
   e. Interpret, integrate, and synthesize information to develop diagnoses and make appropriate recommendations for intervention
   f. Complete administrative and reporting functions necessary to support evaluation
   g. Refer clients for appropriate services
3. demonstrate knowledge regarding the principles and methods of counseling and prevention of fluency disorders. [III-D-Fluency.]
   a. Communicate effectively, recognize the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding fluency disorders to clients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally in all aspects of assessment, counseling, and intervention.
4. demonstrate knowledge regarding the principles and methods of fluency disorders intervention both from the Stuttering Modification and the Fluency Shaping perspectives. They will also demonstrate knowledge regarding assistive devices and relevant prescription drugs. [III-D-Fluency.]
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients' needs. Collaborate with clients and relevant others in the planning process
   b. Implement intervention plans (involve clients and relevant others in the intervention process)
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
   d. Measure and evaluate clients' performance and progress
   e. Modify intervention plans, strategies, materials, or instrumentation to meet the needs of clients
   f. Complete administrative and reporting functions necessary to support intervention
   g. Identify and refer clients for services as appropriate
Readings


We'll also read one journal article a day; these are listed below. PDFs are posted on Blackboard.

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 short answer questions.

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 80% on the exams and about 20% 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.

Some Dates to Remember

Oct 16 (Thursday): * Midterm Exam

Nov 25 (Tuesday): * No class: Friday classes held today

Nov 27 (Thursday) * No class: Thanksgiving Day

Dec 11 (Thursday): Last day of Fall classes

Dec 16 (Tuesday): * Final Exam
Readings for Fall 2008


