COURSE SYLLABUS AND SCHEDULE
CMDS 7530  ADVANCED FLUENCY DISORDERS  SPRING 201

INSTRUCTOR: Larry Molt, Ph.D., CCC-A/SLP. Office: Room 1143B, Haley Center; Phone: 844-9613 or 844-9600; Office Hours: Tuesday and Thursday 10:45 -12:00 Noon; Wednesday 9:00-11:00; other hours by appointment. E-mail: moltlaw@auburn.edu. E-Mail Policy: I will attempt to respond to e-mails within 24 hours of receiving them (on weekdays)

COURSE PREREQUISITES: CMDS 4530: Fluency Disorders, or its equivalent, as determined by the instructor.

Students who have not had an undergraduate course in stuttering should talk with the instructor immediately (by Tuesday, Jan. 14th)

ASHA CCC-SLP 2014 Standards met in this class:
• ASHA CCC Standard IV-C
  The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following area: fluency
• ASHA CCC Standard IV-D
  For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

COURSE OBJECTIVES: By the end of this course the student will be able to
1. Describe, using appropriate terminology, the behaviors involved in stuttering, neurogenic and psychogenic acquired stuttering, and cluttering
2. Name various etiological factors involved in fluency disorders
3. Describe and conduct a comprehensive diagnostic evaluation for stuttering behavior, accompanying behaviors, and contributory factors, using age-appropriate techniques.
4. Discuss at least 15 published treatment programs, citing features and advantages/disadvantages of each
5. Summarize techniques commonly used across treatment programs to establish more fluent speech, transfer/generalize more fluent patterns to the environment, and maintain fluency within the environment
6. Develop a comprehensive treatment program, including initiating fluency, transfer, and maintenance, and be able to support the program via evidence from the literature, for:
   • developmental nonfluency
   • school-aged stutterer
   • preschool-aged stutterer
   • adult stutterer
7. Describe diagnostic and treatment approaches for neurogenic and psychogenic acquired stuttering, and cluttering.
   (At the end of the syllabus there is a list of specific knowledge and skill acquisition (KASA) outcomes for this class in the context of ASHA CCC requirements)

REQUIRED TEXTBOOK:

RECOMMENDED:
AU Custom Publishing Packet for CMDS 7530 - available at AU Bookstore (includes all class PowerPoint, overhead and handout material) or online on AU Blackboard

ADDITIONAL READINGS:
   Chapter 2: How I stutter, pp. 7-15;
   Chapter 3: The "S" word, pp. 16-20.


GRADING AND ATTENDANCE POLICIES:
Grades will be based on cumulative performance on three tests, written critiques of 12 additional readings (equally weighted-10 points each, following outline provided in syllabus), and a Treatment Plan project (50 points), yielding the total number of points for the class at 70.

Tests are equally weighted (100 points each) with 1 each on characteristics of stuttering/etiology, diagnosis of stuttering, and treatment of stuttering. Final grades are computed as a percentage (total points obtained divided by 70), with the grades as follow: A=100-90%; B=89.9-80%; C=79.9-70%; D=69.9-60%; F= less than 60%. Borderline grades will be affected by class attendance and amount of classroom interaction.

FORMAT FOR WRITTEN CRITIQUE OF READINGS
Critiques are due the first class meeting of the week following assignment (e.g., critique of Reading #1 is due Tuesday, Jan. 27th). 2 points will be taken off for each day assignment is late; no points will be given for critiques turned in later than Friday of the week that the assignment is due.

1. Author, Date, Title
2. Brief summary of article/chapter (2 points)
3. List three important thoughts, items, or techniques that you took from the article that will either help you better understand stuttering, or know better how to treat it. (2 points each)

INFORMATION FOR TREATMENT PLAN PROJECT
You will be given diagnostic results on 5 clients (varying in severity and age). Using the format developed in class, you will indicate either a specific therapeutic approach to be utilized or provide the therapeutic methods to be employed and list the major objectives, for each client. Also provide a justification for why the particular approach/method was selected. (10 pts/client; 50 total)

OTHER IMPORTANT ANNOUNCEMENTS.
- Students are expected to attend each and every class and meet all exam and assignment deadlines. Students are responsible for all information presented if absent from class. All tests and assignments are expected to be completed on the date indicated in syllabus and/or announced in class. Please attempt to notify the instructor in advance (prior to deadline/exam) if you will be absent due to serious illness or other catastrophic circumstance. Make-up exams or acceptance of overdue assignments, will be allowed only in the case of university accepted excuses, and exams must be made up within 1 week returning to class, otherwise student will receive a grade of “0”.
- Students are expected to be aware of, and to abide by, the University’s academic honesty policy.
- Reading assignments are contained in the class schedule. Students must read assigned chapters before attending the next class. The only way to come to each lecture is to be prepared.
- Students may withdraw (with a W on their transcript) until mid-semester (Mar. 5th)
Students with disabilities requiring accommodations should notify the instructor so that necessary accommodations can be made and must also verify his/her disability with the Office of Accessibility (Haley Center, room 1228).

Maintenance of a constructive learning environment is essential in this course. Behaviors cited as disruptive will not be tolerated and will be dealt with according to university policy (see https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf).

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Situations signaled by the university fire alarm, weather siren, or other warning systems may occur during this class period. Instructions issued by the teacher or other university personnel should be followed and may include to “shelter,” to “evacuate,” or to “barricade” in the room (see www.auburn.edu/administration/rms/emergency.html). When sheltering, CMDS 7530 students are to walk calmly to the nearest Severe Weather Shelter Area (green and white mall-mounted signs). Students should assemble there, sitting in the hallway, so that all classmates can be accounted for. When evacuating, students are to walk calmly down the hall: exit the classroom heading toward building exit doors and to the Plaza in front of the Student Union. Students should gather in the Plaza area so that all classmates can be accounted for. When barricading in the room, turn out lights, draw blinds, turn off computers and cell phones, barricade the door, stay away from windows, and crouch behind furniture and walls.

Changes to the syllabus: The instructor reserves the right to make changes in the syllabus as necessary to meet class needs. These may occur as the course moves along through the quarter. Students will of course be notified immediately of any such changes.

TENTATIVE CLASS SCHEDULE: Both the syllabus and this schedule is provided to assist students in planning studying and preparing for exams and assignments, so that they can study and complete assignments in advance. Both are tentative, and may change during the quarter to meet class needs. The instructor reserves the right to change as necessary, and will notify students of any changes as soon as possible.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>READ BY THIS DATE - Text Chapter(s) &amp; (Reading #)</th>
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<tbody>
<tr>
<td>Jan. 15</td>
<td>Section 1: Symptoms of Stuttering and other Disorders of Fluency</td>
<td>Review Syllabus; DVD:</td>
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<tr>
<td>Jan. 20, 22</td>
<td>Introduction; Stuttering behaviors</td>
<td>1, 2, 3 (R-1)</td>
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<tr>
<td>Jan. 27, 29</td>
<td>Stuttering behaviors (cont’d); Review of Etiologic Theories</td>
<td>4, 5, 6 (R-2)</td>
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<tr>
<td>Feb. 3, 5</td>
<td>Etiology, Molt’s model; Assessing contributory factors (case history, other disorders)</td>
<td>7 (R-3)</td>
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<tr>
<td>Feb. 10, 12</td>
<td>Contrib. factors (cont’d); Assessing attitudinal &amp; behavioral</td>
<td>8 (R-4)</td>
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<tr>
<td>Feb. 17, 19</td>
<td>Assessing Fluency/Disfluency</td>
<td>9 (R-5)</td>
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<tr>
<td>Feb. 24, 26</td>
<td>Commercially available assessment instruments</td>
<td>(R-6)</td>
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<tr>
<td>Mar. 3, 5</td>
<td>Assessment summary; Prognosis (Thursday, March 5th – Mid-Semester/Drop Deadline)</td>
<td>(R-7)</td>
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<td>Mar. 10, 12</td>
<td>Differential Diagnosis/Case Studies (Thursday, March 12 - TEST 2: Assessment)</td>
<td>(R-8)</td>
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<tr>
<td>Mar. 17, 19</td>
<td>Overview of treatment approaches; Specific therapy programs</td>
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<td>Mar. 24, 26</td>
<td>No Classes – AU Spring Break</td>
<td>10</td>
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<td>Mar. 31, Apr. 2</td>
<td>Specific therapy programs</td>
<td>11 (R-9)</td>
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<tr>
<td>Apr. 7, 9</td>
<td>Specific therapy programs; Molt’s model program</td>
<td>12 (R-10)</td>
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<tr>
<td>Apr. 14, 16</td>
<td>Summary; Transfer and Maintenance techniques</td>
<td>13 (R-11)</td>
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<tr>
<td>Apr. 21, 23</td>
<td>Transfer &amp; Maintenance; Case studies/Case discussion (Thursday, April 23 – Treatment Plan Project Due)</td>
<td>14 (R-12)</td>
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<td>Date</td>
<td>Event</td>
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<td>Apr. 28, 30</td>
<td>Related Disorders of Fluency/Other Disorders of Fluency (Last class, Thursday, April 30th)</td>
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<td>May 4</td>
<td>(Monday) 8:00 - 10:30 AM - Test 3: Treatment</td>
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STUTTERING/FLUENCY DISORDERS

KNOWLEDGE AND SKILLS (KASA) OBJECTIVES

Students will be able to:

I. Demonstrate familiarity with the characteristics that define stuttering (Standard III-C):
   • Identify the types of speech disfluencies associated with normal speech
   • Identify the types of speech disfluencies associated with stuttering
   • Distinguish between normal nonfluencies and stuttering nonfluencies
   • List and differentiate among the five categories of associated/secondary behaviors described by Van Riper (avoidance, postponement, escape, starting/initiating, and antiexpectancy)
   • Given a list of associated/secondary behaviors, place each in the appropriate category
   • Describe how/why secondary behaviors develop in the emergence of stuttering
   • List the various patterns of linguistic interactions with stuttering behaviors
     o Word position
     o Sentence position
     o Grammatical function
     o Word length
     o Frequency of word occurrence
     o Predictability of word by listener
   • Describe the various forms of communicative pressure that influence the occurrence of stuttering behavior
     o Number of listeners/group size
     o Familiarity/history/relationship with listener
     o Communicative responsibility/propositionality
     o Time pressure
     o Prior (negative) experience
   • Describe the (general) effect of using unusual modes of speaking on stuttering
   • Recall (approximate) prevalence and incidence figures for stuttering, including gender differences, in both school-age and adult populations
   • Describe recovery patterns from stuttering, as presented in the literature
   (Assessed via grade of 75 or higher on Exam 1)

II. Describe various etiological theories regarding stuttering (Standard III-C):
   • List the primary categories of etiological theories (neurosis/psychosis-based, as learned behavior, as organically/physiologically based behavior, as the result of a combination of factors/multiple factors)
   • List various factors (predisposing, precipitating, and perpetuating) that might be considered when developing an etiological model
   (Assessed via grade of 75 or higher on Exam 1)

III. Describe the diagnostic/prognostic process for stuttering (Standard III-D):
   • Compare/contrast approaches to the diagnostic process for stuttering, and relate them to theoretical outlooks on the nature of stuttering
   • List the desired outcomes of a comprehensive diagnostic evaluation for stuttering (Differentiation between stuttering and normal nonfluency, description of specific behaviors, severity, accompanying/concomitant problems, negative prognostic indicators - including concomitant problems, positive prognostic indicators, and recommendations)
   • List the primary areas covered in a comprehensive diagnostic evaluation for stuttering (background/casehistory information, structure and function of the speaking mechanism, language, articulation/phonology, voice/phonation, fluency/disfluency patterns, emotional/attitudinal factors, other associated factors)
   • Describe the desired/appropriate diagnostic information required for decision making within each diagnostic area
     • Within each diagnostic area, identify specific instruments and/or techniques for obtaining the desired/appropriate information and state advantages/disadvantages of each
     • Given incomplete diagnostic information on a client, identify remaining required/desired information that should be obtained
   • Identify specific factors affecting prognosis for recovery from stuttering
   • Describe the positive vs. negative prognostic indicators for each factor
• Given completed diagnostic information across clients of various ages, stages of stuttering development, and severity, analyze the information and provide a diagnosis, severity rating, prognosis, and basic recommendations for each client

(Assessed via grade of 75 or higher on Exam 2)

IV. Describe the therapeutic process for stuttering (Standard III-D):

• List the primary approaches to treatment for stuttering and compare and contrast them using the method provided by Guitar (2001) and Guitar and Peters (1980) (i.e., stuttering modification, fluency shaping, and integrated approaches)
• Identify alternative approaches to stuttering treatment (including relaxation, instrumental/prosthetic, pharmaceutical, homeopathy/alternative, etc.)
• Describe the literature support for the various alternative treatment approaches
• Identify at least 20 different published programs for treating stuttering and provide the following information for each
  o Author(s)
  o General category for the approach based on the Guitar (2001) model
  o Target population
  o General nature of the treatment process utilized
  o Advantages and disadvantages of the program
• Describe the general process of transfer and maintenance of knowledge and skills from the therapeutic program to the real world
• Identify specific techniques employed in the transfer and maintenance process in the treatment of stuttering (e.g., massed practice, development and use of situational hierarchies, systematic desensitization, self-monitoring skills, development of self-management/problem-solving skills, "toughening", etc.)
• List alternative approaches to transfer and maintenance (self-help groups, support groups, skill groups, etc.)
• Identify topical issues relating to the transfer and generalization process (e.g., duration of the maintenance period, process for discontinuing therapy, reasons for relapse, etc.)
• Develop a comprehensive treatment plan for clients of various ages, stages of stuttering development, and severity, and provide a justification for selection of treatment strategies

(Assessed via grade of 75 or higher on Exam 3 and on Case Study Project)