



McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
FALL 2018

SCSD - 636
Fluency Disorders

Number of Credits: 3 Credit
Course Time: Tuesday; 8.30am – 11.45am
Location: SCSD, Room 862

Instructor: Christina Lattermann, Ph.D.

Office Hours: By appointment

Email: christina.lattermann@mcgill.ca

COURSE OVERVIEW:

This course is designed to provide the student with an understanding of the nature and treatment of stuttering in children, adolescents and adults. The lectures also include an overview of acquired, neurogenic, psychogenic and atypical stuttering as well as cluttering.

LEARNING OBJECTIVES:

ROLE 1: CENTRAL ROLE/CONTENT EXPERT

Foundational Principals	
Apply specialized knowledge to identify and differentiate different forms of fluency disorders	
Identify, describe and compare different etiologies and resulting symptoms of acquired, neurogenic, psychological and atypical stuttering	Lectures, Discussion
Identify and describe different assessment forms for each disorder	Lectures, Lab activities, discussion
Identify, describe and imitate core and secondary behaviours and have a solid understanding of the impact and consequences of avoidance and escape behaviours	Pseudo-Stuttering Assignment, Video clips, Lectures, Assignment 4
Critically appraise current research in assessment and treatment of stuttering	
Identify limitations of current methods of identifying and measuring stuttering, particularly their validity and reliability	Lectures, Assignment 4, Lab activities, discussion

Analyse relevant prognostic factors for successful outcome of intervention in light of current epidemiological data and treatment research results	Lectures, Lab activities
Identify and describe evidence-based treatment approaches for children, adolescents and adults who stutter	Lectures, Case study, discussion, Video clips

ROLE 2: COMMUNICATOR

Oral and written communication	
Communicates in a professional manner	
Select and communicate the information at the appropriate level for client and the family. Provide the information in a precise, concise and creative manner.	Case Study, Role Play SIM
Write comprehensible and concise to provide relevant information	Case Study, Powerpoint Presentation
Use diagrams, graphics, video clips etc. to support client's and/ family's understanding	Powerpoint Presentation Role Play, SIM
Listen actively and respond in a respectful manner to other communication partners in the team and to clients	Case Study, Discussion, Guest Lecture, Role Play

ROLE 4: ADVOCATE

Client advocacy	
Identify and select adequate services and resources for clients and their families	
Identify credible resources and appropriate services for individual clients and their specific needs	Lectures Case Study, Powerpoint Presentation
Educate the public about fluency disorders	
De-mistify the disorder by providing comprehensive and accessible information for the general public with focus on educators/teachers	Lectures Powerpoint Presentation

Address challenging communication barriers	
Advocate for individual clients in regards to identified access and opportunity barriers in schools and at the workplace. Advocate for the <i>Bill of Rights and Responsibilities of People Who Stutter</i> .	Lectures Powerpoint Presentation

ROLE 5: SCHOLAR

Evidence informed counseling	
Appraise current theories and models of fluency disorders critically to adequately counsel clients and their families	
Select and explain current models models to address client's and their families' questions and concerns in a comprehensible and professional manner. Provide accurate, current and evidence-based information to people who stutter and their families / caregivers.	Lectures, Role Play, Case Study, SIM-Center
Appraise research and other evidence critically in order to select appropriate and client-centered treatment methods	
Identify benefits and disadvantages of a variety of fluency treatment methods to select a best practice, client-centered approach based on research findings and individual clients' needs.	Lectures, Discussions, Case Study

Note: ROLE 3: COLLABORATOR, ROLE 6: MANAGER and ROLE 7: PROFESSIONAL are not specifically targeted in this class.

INSTRUCTIONAL METHOD:

This course consists of weekly lectures and labs including power-point presentations, flip-classes, video-presentations, group projects, partner activities, case studies, discussions, role-play as well as readings and assignments.

REQUIRED COURSE MATERIALS:

- Guitar, B. (2014). *Stuttering – An integrated approach to its nature and treatment* (4th edition). Wolters Kluwer/LWW
- Coursepack: available at the McGill Bookshop
- Other readings will be posted weekly on MyCourses

COURSE CONTENT

Date	Topics	Readings
04.09.2018	Introduction to childhood fluency disorders	Guitar, B. (2014). <i>Stuttering: An integrated</i>

		approach edition), Lippincott Williams and Wilkins, Chapter 1, pp. 3 – 1.
11.09.2018	Flip class* : The cause of stuttering – Theories and Models; neurological, motor and genetic perspectives	Powerpoint Presentation posted on mycourses Guitar, B. (2014). Stuttering. Chapter 2, pp. 22 – 41; Chapter 3, 43 – 60; Chapter 6, 88 - 111. Articles posted on mycourses
18.09.2018	Assessment of stuttering in children	Guitar, B. (2014). Stuttering., Chapter 9, pp. 179 - 197.
25.09.2018	Indirect / direct treatment for children	Guitar, B. (2014). Stuttering. Chapter 11, pp 233 – 239; Chapter 12, pp. 250 – 259. Botterkill, W., & Kelman, E. (2009). Palin Parent-Child Interaction. In B. Guitar and R.MacCauley (Eds.). <i>Treatment of Stuttering: Established and emerging interventions</i> (pp. 63 – 90). Lippincott, Williams & Wilkins.
02.10.2018	Treatment of school aged children	Guitar, B. (2014). Stuttering. Chapter 13, pp 264 - 284. Van Kuik Fast, N., & Langevin, M. (2010). Bullying of school-age children who stutter and potential coping strategies. <i>Acquiring knowledge in speech, language and hearing</i> , 12, 2, 74 – 77.
09.10.2018	Flip class* : Treatment of adolescents who stutter	Powerpoint Presentation posted on mycourses. O'Brian, S., Packman, A., & Onslow, M. (2009). The Camperdown Program. In B. Guitar and R.MacCauley (Eds.). <i>Treatment of Stuttering: Established and emerging interventions</i> (pp. 256 – 276). Lippincott, Williams & Wilkins.
16.10.2018	No class	Guitar, B. (2014). Stuttering. Chapter 14, pp 290 – 317.
23.10.2018	Introduction to adult fluency disorders	Manning, W.H., (2001) <i>Clinical Decision Making in Fluency Disorders, 2nd Edition</i> , (pp 217-234). Singular Thomson Learning.
30.10.2018	Stuttering with other Speech and Language Concerns, Bilingualism, ADHD – Case Discussion	See articles coursepack
06.11.2018	Cognitive behavioral therapy and stuttering treatment	Menzies, R.G., Onslow, M., Packman, A., & O'Brian S. (2009). Cognitive behaviour therapy for adults who stutter: A tutorial for speech-language pathologists. <i>Journal of Fluency Disorders</i> , 34, 187 – 200.
13.11.2018	Assessment of adults who stutter	Fluency Resources – MUHC Lists

		(Coursepack) Guitar, B. (2014). Stuttering. Chapter 9, pp 204 – 217.
20.11.2018	Treatment of adults who stutter	Webster, G., & Poulos, M.G. (1989). Attacking Avoidance. In W.G. Webster and Marie G. Poulos <i>Facilitating Fluency: Transfer Strategies for Adult Stuttering Treatment Programs</i> (pp. 45 – 54). Communication Skill Builders. Inc.
27.11.2018	Treatment of adults who stutter: Presentations on stuttering by clients who stutter	Webster, G., & Poulos, M.G. (1989). Modifying Self-Talk. In W.G. Webster and Marie G. Poulos <i>Facilitating Fluency: Transfer Strategies for Adult Stuttering Treatment Programs</i> (pp. 24 - 35). Communication Skill Builders. Inc.
06.12.2018	Cluttering and related disorders of fluency	Guitar, B. (2014). Stuttering. Chapter 15, pp 318 – 333. St. Louis, K.O., Myers, F.L. (1997). Management of cluttering and related fluency disorders. In R.F. Curlee and G.M. Siegel (Eds.), <i>Nature and Treatment of Stuttering – New directions</i> (2 nd edition, pp. 313 -323). Allyn and Bacon.

EVALUATION:

The marks below are given out of 100.

1. Pseudo-Stuttering Assignment (10%)

Due: 18.09.2018

Submission: Hard copy and by email

Procedure:

Instructions are posted on MyCourses

2. Powerpoint-Presentation: *Stuttering in the school-setting. Information for High-School Teachers* (35%)

Due: 23.10.2018

Submission: Black and white hard copy (6 slides per page) and by email.

Procedure:

Each student will prepare a powerpoint presentation to educate High School teachers about stuttering. Slides presented should cover a 45 minute lecture. The student will determine which information is necessary to educate the teacher to deal adequately with students who stutter. Evaluation will be based on content, areas of topics included, ways the information is presented, resources considered, research findings included and level of creativity.

3. Case study (35%)

In class discussion: 30.10.2018
Written assignment due: 13.11.2018
Submission: Hard copy and by email

Procedure:

- a. Each student will be randomly assigned one of five case studies (one case of stuttering with language concerns; one case with stuttering and phonology concerns; one case of stuttering in a bilingual child; one case of stuttering and Attention Deficit Hyperactivity Disorder, one case of atypical disfluencies). She/he is required to prepare the discussion following instructions provided on mycourses
- b. On October 30th, each student will have prepared for her/his case study and present her/his preliminary results during a 20 minutes panel discussion with those classmates, who share the same case. Absence from this discussion or failure to participate will result in a 25% deduction on the grade.
- c. Upon this discussion each student will write an individual assignment addressing the above mentioned questions/issues, which is due on November 13th. Page maximum: 6 pages, double spaced.

4. Analysis of speech sample (20%)
Written assignment due: 27.11.2018
Submission: Hard copy and by email

Procedure:

Instructions are posted on mycourses

Assignment	Date	Sub Roles Targeted	Expected Performance Level
Pseudo-Stuttering	18.09.2018	Foundational Principal, Client Advocacy, Oral Communication	Novice
Powerpoint Presentation for Highschool Teachers	23.10.2018	Written and Oral communication, Client advocacy, Foundational Principal	Competent
Case Study	Discussion: 30.10. 2018 Written summary: 13.11.2018	Oral and Written communication, Foundational Principal, Evidence Informed Counseling	Advanced beginner
Speech sample analysis	27.11.2018	Foundational Principal, Written Communication	Advanced beginner

McGILL POLICY STATEMENTS:

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information).

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Additional Statements

- It is expected that students have read the assigned chapters and articles prior to the class, arrive at class on time, attend all classes / lab sessions, participate in lab activities and complete oral and written assignments.
- ***Flip Classes:** Classes number 2 and 6 are “flip-classes” requiring each student to study the online posted powerpoint presentation and related articles on mycourses for this class in advance.
For lecture 2 students need to familiarize themselves with different theories of stuttering in advance and be capable of presenting their knowledge during interactive class activities. *Lack of knowledge will result in a 5% deduction on the final grade.*
For lecture 6 students need to prepare five questions. These questions have to be handed in by email on Thursday, October 5th, 2018. *Missing this deadline will also result in a deduction of 5% on the final grade.*
- Each absence from class without notice will result in a 3% deduction on the final grade. *Missing three or more classes without notice will result in failure of the course (Grade “F”).*
- Students are permitted to use tablets and computers in class for academic purposes e.g. taking notes, calendar functions etc. They may not be used for social reasons e.g. texting, Facebook, Twitter, Instagram etc. *If students are using technology for non-academic purposes in class they will be asked to leave the classroom.* The use of smart phones in class is not permitted.
- “The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.”
- “© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.”
- “As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.”