

Minnesota State University Moorhead

SLP 624: Stuttering and Related Fluency Disorders

A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: 2

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

SLHS 424 - Childhood Stuttering

Corequisites: None

MnTC Goals: None

A seminar that includes strategies for the assessment and treatment of adult stuttering and other fluency disorders. Advanced assessment and treatment procedures for childhood stuttering will also be addressed.

B. COURSE EFFECTIVE DATES: 08/27/2007 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Students will construct a set of the five most important interview questions to be used during the collection of a case history for both an adult and preschool child and then evaluate the relevance of potential responses from clients.
2. Students will construct a treatment plan (outline) for an adult stutterer that includes steps to address the affective, behavioral, and cognitive components of stuttering.
3. Students will demonstrate an understanding of preferred, evidence-based practice in fluency assessment with rationale for both a preschool age child and adult with a suspected fluency disorder.
4. Students will demonstrate an understanding of the various resources (internet, local, state, national, etc.) available to people who stutter, their families, the general public and SLPs to support the prevention of chronic childhood stuttering.
5. Students will demonstrate the ability to differentially diagnosis by etiology and speech characteristics the various types of fluency disorders (i.e., childhood stutter, cluttering, neurogenic stuttering and psychogenic stuttering and atypical stuttering).
6. Students will demonstrate the ability to identify normal and abnormal disfluencies in a variety of speech samples including a conversational speech sample to within +/- 3% of the instructor.
7. Students will demonstrate the ability to select stuttering treatment programs for preschool children and adults in order to determine the best, evidence based approach for a particular client.
8. Students will demonstrate the ability to use a rating scale to measure perceived levels of disfluency during a variety of speech samples including a conversational speech sample to within +/- 1 of the instructor.
9. Students will describe and/or demonstrate how the basics of counseling may be applied to individuals who stutter and their families.
10. Students will describe and/or successfully demonstrate primary fluency facilitating techniques (e.g., easy onsets, soft touches, smooth transitions, phrasing and pausing, blended speech and reduced rate), stutter more fluently techniques (e.g., cancellation, pull-outs and preparatory sets), voluntary stuttering and resisting time pressure.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted