

SEMINAR ON STUTTERING: COSD 50363

Fall 2006

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Course Objectives: The purpose of this course is to increase students' understanding of and knowledge about: 1) the development and breakdown of fluency in children and adults; 2) the characteristics of stuttering; 3) the characteristics of people who stutter; and 4) theories of the etiology, the development, and the moment of stuttering.

By the end of the course, students will acquire the knowledge and skills identified on the document attached to this syllabus. Documentation of each student's acquisition of knowledge and skills will be completed at the end of the term. If all knowledge and skill are not acquired by the end of the term and further remedial action is required, the student's academic advisor will be notified.

Required Texts:

Yairi, E. & Ambrose, N. G. (2005). *Early Childhood Stuttering: For Clinicians by Clinicians*. Austin: Pro-Ed.

Guitar, B. (2006). *Stuttering: An Integrated Approach to Its Nature and Treatment*. Baltimore: Williams & Wilkins.

Course Requirements:

	<u>Estimated Grade Components</u>
Quiz I	80 points
Quiz II	80 points
Quiz III	80 points
Quiz IV	80 points
Behavioral Analyses	60 points
Solution to Problem	80 points
TOTAL	460 points

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C
- Below 70 = F

NOTE: If you are ill when an examination is scheduled, call and leave a message (817.257.6876) indicating that you will not be present at the exam. Without such prior notice, students will not be allowed to make up the examination.

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. If you require accommodations for a disability, please contact the **Coordinator for Students with Disabilities in the Center for Academic Services, located in Sadler Hall 11, or at (817) 257-7486.**

Adequate time must be allowed to arrange accommodations and accommodations are not

retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Adherence to the academic honesty policy in the TCU bulletin is expected throughout all aspects of coursework.

Assignments: In addition to reading all required material and passing the three exams, students will be required to:

1. **Observations of Therapy** (Grade: Completed/Not completed; Assignments not completed will result in a 20 point deduction from the final grade.)

Students will complete 5 therapy observations of a minimum of two different clients at two different age-levels (i.e., preschool, school-aged, or adult). Stuttering therapy is conducted Tuesdays and Thursdays from 4:30 to 7:00 p.m. Schedules for specific therapy sessions will be disseminated to students after therapy begins for the Fall term. For each observed session, complete an Observation of Stuttering Therapy form (attached to syllabus).

This assignment is due at class time on Tuesday, November 14.

2. **National Stuttering Association Meeting** (Grade: Completed/Not completed; Assignments not completed will result in a 20 point deduction from the final grade.)

Students will attend one National Stuttering Association meeting in Dallas or in Fort Worth. Due to the smaller number of participants in the Fort Worth group, we are limiting the number of students who may attend this meeting each time. Students must sign up in the graduate office for one of four slots before the Fort Worth meeting. The Dallas meeting is the fourth Tuesday of each month and the FW group meets the third Tuesday of each month. The report for this meeting is due in class **Tuesday, December 5** and should include the following:

- Date and site of meeting.
 - Who attended the meeting (a general description of the participants; **names are not necessary**).
 - Meeting agenda and activities.
 - Three observations that confirmed something **you already knew** about stuttering and people who stutter.
 - Three observations that provided you with **new insights** about stuttering and people who stutter.
3. **Behavioral Analysis (Point value = 60 points)**

In order to develop your ability to identify, describe and interpret behaviors

associated with stuttering, students (in teams of 2) will complete a behavioral analysis of a child's speech sample. Details as to how to complete this task, including how to report your analysis, will be reviewed in class.

This assignment is due at class time on Thursday, Sept. 14.

4. Solution to Problem (Point value = 80 points)

Problem-based learning (PBL) is an instructional method in which "real world" problems are used as the context for students to acquire an integrated knowledge-base along with critical thinking and problem-solving skills. It is an active collaborative process that will aid you in taking responsibility for your own learning. We will use PBL to increase your knowledge and understanding of stuttering. It is hoped that as a result of this process you will: 1) view a problem as a challenge which you will engage with initiative and enthusiasm; 2) reason effectively, accurately, and creatively from an integrated, flexible and usable knowledge base; 3) monitor and assess your ability to achieve a desired outcome given a challenge; 4) address your own perceived inadequacies in knowledge and skills efficiently and effectively; and 5) collaborate effectively as a member of a team working to achieve a common goal.

To this end, we will complete the following steps in addressing one problem:

1. You will be assigned to a group. Your group should determine who in your group will serve as leader, recorder, and timekeeper.
2. The problem will be presented to all groups in class.
3. In your group, you will list what is known about the problem (i.e., "What do we know?"). Remember, every student knows something about the problem.
4. You will then list what is needed to solve the problem (i.e., "What do we need?"). In answering this question, you will be defining the learning issues.
5. Next, your group should list possible actions to getting the information (i.e., "What should we do?"). Your group will need to decide what you all need to check out and what you should assign to individuals to bring back to the group.
6. On the date mentioned on the course calendar, your group will submit a written solution and the class will discuss the problem and the solution. Your solution will be evaluated using the criteria described in the attached evaluation form.

NOTE: This is an iterative model, in that steps 3 through 5 may be conducted concurrently as new information becomes available and redefines the problem. Also, you may complete step six more than once, in that you may be revisiting "first drafts" of solutions.

This assignment is due at class time on Tuesday, Nov. 28.

Course Calendar

Aug. 22 (T)	
Aug. 24 (R)	
Aug. 29 (T)	
Aug. 31 (T)	
Sept. 5 (T)	
Sept. 7 (R)	
Sept. 12 (T)	
Sept. 14 (R)	Behavioral Analysis Due
Sept. 19 (T)	
Sept. 21 (R)	Review
Sept. 26 (T)	Quiz I: Unit I
Sept. 28 (R)	
Sept. 29 (R)	
Oct. 3 (T)	
Oct. 5 (R)	FALL BREAK – no class
Oct. 10 (T)	
Oct. 12 (R)	Review
Oct. 17 (T)	Quiz II: Unit II
Oct. 19 (R)	
Oct. 24 (T)	
Oct. 26 (R)	
Oct. 31 1 (T)	Group work
Nov. 2 (R)	
Nov. 7 (T)	
Nov. 9 (R)	Review
Nov. 14 (T)	Therapy Observations Due Quiz III: Units III and IV
Nov. 16 (R)	Group work
Nov. 21 (T)	Group work
Nov. 24 (R)	Thanksgiving Break – no class
Nov. 28 (T)	Solutions to Problem Due
Nov. 30 (R)	
Dec. 5 (T)	NSA Meeting Report Due
Dec. 14 (R) 8 – 10:30 am	Quiz IV: Unit V

COSD 50363
Solution to the Problem

Problem Topic _____

Date: _____

Group Members:

Content: 55 points

(NOTE: Presentation does not need to follow this order.)

- Review of resources and possible solutions
 - Thorough and comprehensive
 - Use of multiple resources
 - Understanding of the issues
 - References (relevance, currency, etc.)
 - NOTE: When referencing material from the textbook, you must review the original source to support your thinking. It is important for you to “go beyond” your text for information.
 - Accurate information
- Rationale for final solution
 - Clearly presented
 - Logical (may address why this solution and why not other solutions)
 - Related to solution
 - Supported by documentation/references
- Final solution
 - Clearly presented
 - Related to rationale

Format: 25 points

- Organization of materials
- Clarity of presentation
- Professionalism
- Future usefulness

COSD 50363
Evaluation of Learning and Process:
Group Problem

PROBLEM: _____

List the group members and the problem responsibilities for each member.

Group Member

Problem Responsibilities

1. _____

2. _____

3. _____

4. _____

5. _____

How were the responsibilities determined/assigned? _____

How did the group organize the completion of the task? _____

Evaluate the effectiveness of this organization. _____

How often did the team meet? _____ Evaluate the quality and quantity of these meetings. _____

Learner Outcomes: Describe 5 important skills and/or ideas related that you acquired and/or learned as a result of solving this problem.

1. _____

2. _____

3. _____

4. _____

5. _____

What are two questions that you have after developing a solution for the problem?

1. _____

2. _____

EVALUATION OF THE PROCESS:

List **three things that worked** with this problem-solving process and explain **why** you think they worked.

1. _____

2. _____

3. _____

List **three things that did not work** with this problem-solving process and explain **why** you think they did not work.

1. _____

2. _____

3. _____

What would you change in future problem-solving activities?

COSD 50363: Knowledge and Skill Acquisition

Student Name: _____ Semester enrolled: _____

The learning skills/knowledge specified below must be successfully acquired. The instructor will grade each skill individually based on the stated evaluative method. The student must obtain at least a C (i.e., at least 70%) for each quiz and the solution to the problem-based learning activity. The instructor's initials indicate the knowledge/skill is considered satisfactory. For knowledge/skills that are unsatisfactory, the student will be assigned additional assignments/projects/ examinations/presentations until the skill is mastered.

Key to assessment procedures:

- Q1 = Quiz 1
- Q2 = Quiz 2
- Q3 = Quiz 3
- Q4 = Quiz 4
- BA = Behavioral analysis
- S = Solution to problem

<u>Standard</u>	Assessment	Initials
Standard III-B: Basic Human Communication Processes		
The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The student will:		
<ul style="list-style-type: none"> • Describe the development of fluent and disfluent speech in children. 	Q1, 2 BA	
Standard III-C: Disorders-Etiology		
The student will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. The student will:		
<ul style="list-style-type: none"> • Describe the onset and development of stuttering. 	Q2	
<ul style="list-style-type: none"> • Describe the epidemiology of stuttering including the prevalence and incidence. 	Q1	
<ul style="list-style-type: none"> • Describe the characteristics of stuttering, including physiologic and acoustic features, associated symptoms, distribution of stuttered moments, and novel conditions. 	Q1 BA	
<ul style="list-style-type: none"> • Describe the characteristics of people who stutter, including physical 		

constitution, personality, attitudes, developmental history, and home environment.	Q3	
<ul style="list-style-type: none"> Describe the theories of stuttering, including those related to etiology and moment of stuttering. 	S	
Standard III-D: Disorders-Prevention, Assessment & Intervention		
The student will possess 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 of the disorders. The student will:		
<ul style="list-style-type: none"> Explain the differential process for diagnosing and describing stuttering in children and adults. 	Q4 BA	
Standard III-F: Research & Integration of Research		
The student will demonstrate knowledge of processes used in research and the integration of research into evidence-based clinical practice. The student will:		
<ul style="list-style-type: none"> Integrate and discuss information from current research about stuttering. 	Q 1-4, S, BA	
Standard IV-B: Oral and Written Communication		
The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice. The student will:		
<ul style="list-style-type: none"> Provide and appropriate and accurate information on written sections of quizzes. 	Q 1-4	
<ul style="list-style-type: none"> Successfully complete the written and oral sections of the solutions to the problem-based learning activity. 	S	
<ul style="list-style-type: none"> In the completion of the behavioral analysis, include an accurate and complete description and interpretation of the behaviors observed. 	BA	