SHS 716: SEMINAR IN STUTTERING

Instructor: Steven J. Cloud, Ph.D., CCC-SLP

Office #: 238

Telephone: (601) 266-5217

Office Hours: T-TH 11:00-12:30. I also will be in my office or in the clinic observation room between 3:00-5:00 on M-W afternoons.

Text:


Supplemental Text (Optional):


Recommended Text:


CLASS TOPICS

JANUARY

19, 22, 24 Syllabus Review; Introduction to Stuttering Behaviors
26, 29, 31

FEBRUARY

2, 5 Introduction (cont.)
7 The Onset, Development, and Nature of Stuttering.
9 **EXAMINATION #1 (Will Include Chapters 1-3 from the Textbook)**
Mardi Gras Holiday

Onset (cont.)

Etiology and Treatment of Stuttering: Past and Present.

Other Fluency Disorders.

MARCH

Personal Constructs and Family Systems.

EXAMINATION #2 (Will Include Chapters 4-6 from the Textbook)

Interdisciplinary Teaming and Multicultural Awareness.

SPRING BREAK

Interdisciplinary Teaming (cont.)

Stuttering Modification and Fluency Shaping.

GOOD FRIDAY HOLIDAY

APRIL

A Generic Stuttering Treatment Program for School-Aged Children, Adolescents, and Adults

EXAMINATION #3 (Will Include Chapters 7-9 from the Textbook)

PRESENTATIONS

MSHA (No Classes)

PAPERS DUE

PRESENTATIONS (cont.).
PRESENTATIONS (cont.)

Treatment for Preschool Children Who Stutter

SHS 716: FINAL EXAMINATION (Will Include Chapters 10-12 from the Textbook)
(Monday, May 7th, 10:45-1:15)

EXAMINATIONS: Tests may consist of multiple choice, fill-in-the-blank, matching, short answer, or essay questions. Each examination will be worth a total of 100 points toward your final grade, and the final examination will be comprehensive (including the information provided during presentations).

CLASS PRESENTATIONS: Each student will be paired with another student in the class. You will deliver a 10 minute presentation on the cumulative research of a prominent stuttering theorist who will be assigned to you. Students will be graded individually on presentation quality/content, delivery, use of body language, and originality/ability to respond to pertinent questions. A one page, detailed handout should be provided to class members containing information about the presentation. This project is worth 50 points, or 9% of the total grade.

PAPER: Students will write a minimum 12 page professional paper on a topic of their choice, but pertaining to stuttering research. The papers will be written utilizing the American Psychological Association (or APA) format. This is the style used in many professional journals, including the Journal of Speech-Language-Hearing Research (JSLHR). You may wish to purchase a personal copy of the publication manual to assist you in the completion of this project. Your title page, abstract, and reference pages do not count toward the 12 pages you are required to write. Papers must be typed and double-spaced. You will be graded on scholarship, content, grammar, spelling, punctuation, appropriate use of the APA style, and originality. The paper will be worth 100 points, or 18% of the total grade. Papers are due on Monday, April 23rd, and late papers will be docked five points for each class period that they are late. If interested, students may submit their completed papers to me by March 26th, and I will edit the first three pages of the paper, along with the first page of the references, and then return them to you for the final draft write-up.

GRADING: 495-550 POINTS = A
            440-494 POINTS = B
            385-439 POINTS = C
            330-384 POINTS = D
            < 330 POINTS = F
REMEDIATION:

Students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for poor performance. Extra readings and additional homework assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills.

OUTCOMES: After completing the course requirements for SHS 716: Seminar in Stuttering, students will be able to do the following:

1). Recognize stuttering symptoms and describe various types of disfluency.

2). Name and describe various theories that explain stuttering etiologies.

3) Cite statistics relating to the prevalence and incidence of stuttering.

4). Describe the physical constitution, the personality, the developmental history, and the home environment of the typical person who stutters.

5). Describe the differences between early stuttering and normal disfluencies.

6). Effectively diagnose the disordered preschool, school-aged child, and adult person who stutters (PWS) and distinguish him or her from clients presenting with normal disfluencies.

7). Design and implement a stuttering treatment program.

8). Utilize the APA format when writing a professional paper.

KNOWLEDGE AND SKILLS ACQUISITION (KASA) OUTCOMES:


DISABILITIES

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive #8586
Hattiesburg, MS  39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232.
Fax: (601) 266-6035
Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or e-mail Scott Dossett (Interim Director) at Scott.Dossett@usm.edu.