



**McGILL UNIVERSITY**  
**Faculty of Medicine**  
**School of Communication Sciences & Disorders**  
**FALL 2022**

**SCSD – 636**  
**Fluency Disorders**  
**Number of Credits: 3 Credit**  
**Course Time: Tuesday; 1.00pm – 4.15pm**  
**Location: SCSD; Room 862 & Lab**

**Instructor: Christina Lattermann, Ph.D.**  
**Office Hours: By appointment**  
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**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 and atypical stuttering as well as cluttering.

**LEARNING OBJECTIVES:**

**ROLE 1: CENTRAL ROLE/CONTENT EXPERT**

<b>Foundational Principals</b>	
<b>Apply specialized knowledge to identify and differentiate different forms of fluency disorders</b>	
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
<b>Critically appraise current research in assessment and treatment of stuttering</b>	
Identify limitations of current methods of identifying and measuring stuttering, particularly their validity and reliability	Lectures, 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	
<b>Communicates in a professional manner</b>	
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
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
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	
<b>Identify and select adequate services and resources for clients and their families</b>	
Identify credible resources and appropriate services for individual clients and their specific needs	Lectures Case Study, Powerpoint Presentation
<b>Educate the public about fluency disorders</b>	
De-mistify the disorder by providing comprehensive and accessible information for the general public with focus on educators/teachers	Lectures Powerpoint Presentation
<b>Address challenging communication barriers</b>	
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

<b>Evidence informed counseling</b>	
<b>Appraise current theories and models of fluency disorders critically to adequately counsel clients and their families</b>	
Select and explain current 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,
<b>Appraise research and other evidence critically in order to select appropriate and client-centered treatment methods</b>	
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 work, partner activities, case studies, discussions as well as readings and assignments.
- Polling will be used in this course to review course content, enhance engagement and increase interactivity.
- During a class with polling questions, you will respond to questions from the instructor from a personal device (tablet or laptop).
- Students should come to class with their devices charged and [connected to the Internet](#).
- Polling will be available through [www.slido.com](http://www.slido.com).
- To participate in polling sessions, register as a participant using the blue "Join in as a participant-field" on the home page with the session password: **scsd636**. This password remains the same for all polling sessions throughout the semester.
- For any technical problems with polling, please contact the IT Service Desk: <http://www.mcgill.ca/it/get-started-it/need-help>.
- If you do not have a phone, tablet, or laptop to use to respond to polling questions, please contact the instructor in order for appropriate arrangements to be made.
- To maintain a safe and respectful classroom environment, please ensure that any polling responses you submit are appropriate and relevant to the question asked. Please note that your responses for this course are NOT identifiable to the instructor. Please see the [Code of Student Conduct and Disciplinary Procedures](#).

## REQUIRED COURSE MATERIALS:

- Guitar, B. (2018). *Stuttering – An integrated approach to its nature and treatment* (5<sup>th</sup> edition). Wolters Kluwer/LWW. (approximately \$ 90.00 CAD)
- Other readings will be posted on MyCourses
- The Biomedical and Life Sciences Collection: HS Talks (free access via McGill University)  
<https://hstalks.com/search/Stuttering/?biosci&subtype=TALK>

## COURSE CONTENT

Date	Topics	Readings
06.09.2022	Introduction to childhood fluency disorders	Guitar, B. (2018). <i>Stuttering: An integrated approach edition</i> , Lippincott Williams and Wilkins, Chapter 1. E-book: Chapter 1.
13.09.2022	<b>Flip class*</b> : The cause of stuttering – Theories and Models	Powerpoint Presentation posted on mycourses *Packman (2012). Theory and Therapy in Stuttering. A complex relationship. <i>Journal of Fluency Disorders</i> , 37, 225 – 233.
20.09.2022	Assessment of stuttering in children	Guitar, B. (2018). <i>Stuttering</i> . Chapter 9, pp. 197 - 220. E-book: Chapter 9, Chapter Objectives – up to School-Aged Child.
27.09.2022	Indirect treatment for pre-school aged children	Guitar, B. (2018). <i>Stuttering</i> . Chapter 11, pp 261 – 280. E-book: Chapter 11, Chapter Objectives – up to Study Questions.
04.10.2022	Direct treatment for pre-school aged children	Guitar, B. (2018). <i>Stuttering</i> . Chapter 12, pp. 287 – 297. E-book: Chapter 12, Clinical Methods – up to Study Questions.
11.10.2022	Treatment of school aged children who stutter	Guitar, B. (2018). <i>Stuttering</i> . Chapter 13. E-book. Chapter 13 *Yaruss (2014). Minimizing bullying for children who stutter. (1-8) *Blood et al (2010). Bullying in children who stutter. SL-P perceptions and intervention strategies. <i>Journal of Fluency Disorders</i> , 35, 92 – 109.
18.10.2022	Treatment of adolescents who stutter	Powerpoint Presentation posted on mycourses.
25.10.2022	<b>Case Panel Discussions</b> : Stuttering with other Speech and Language Concerns, Bilingualism, ADHD	Cases posted on mycourses
01.11.2022	Introduction to adult fluency disorders Guest speaker. 1.00pm – 2.00pm	

08.11.2022	Assessment of adults who stutter	Guitar, B. (2018). Stuttering. Chapter 9, pp 230 – 244. E-book: Chapter 9, Adolescent/Adult – up to Study Questions.
15.11.2022	Treatment of adults who stutter	Guitar, B. (2018). Stuttering. Chapter 14. E-book: Chapter 14.
22.11.2022	Cognitive behavioral therapy and stuttering treatment Asynchronous - slides and lecture material posted on mycourses	Guitar, B. (2018). Stuttering. Chapter 15. E-book: Chapter 15. .
29.11.2022	Cluttering and neurogenic fluency disorders Guest Speaker. 1.00pm - 2.00pm	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.

## EVALUATION:

The marks below are given out of 100.

### 1. **Quiz:** Nature of Stuttering (20%)

Date: 04.10.2022

Time: 1.00pm – 1.15pm.

Procedure:

Quiz posted on mycourses in class. **You need to bring your laptop to class and be on time!**

### 2. **Case Studies Panel Discussion (30%)**

Date: 18.10.2022: Submission of Short Written Case Management Summary - guided by questions posted on mycourses

Date: 23.10.2022: Submit one question each for one of the four cases (Not your own case!) via email

Date: 25.10.2022: Panel discussion - in class

**Procedure:**

- a. Each student will be randomly assigned to a group who will discuss 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). Each group is required to prepare the discussion following instructions/questions provided on mycourses.
- b. On October 18th, each group will submit a short summary of their discussions – guided by the questions on mycourse. These summaries will then be posted on mycourses. Each student will be able to review the four cases, which she/he did not work on.
- c. Each student will familiarize himself/herself with the four new case scenarios and submit one question for each case via email. Deadline: October 23<sup>th</sup>, 2022.
- d. On October 25<sup>th</sup> these questions will guide panel discussions for each group. The duration of each case discussion will be 20 – 25 minutes.
- e. Failure to submit the four questions, absence from the discussion or failure to participate in the discussion will result in a 10% deduction on the final grade.

**3. Powerpoint-Presentation: *Stuttering in the school-setting. Information for High-School Teachers (50%)***

Due: 22.11.2022

Submission: 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. More information: see mycourses.

Assignment	Date	Sub Roles Targeted	Expected Performance Level	Weight
Quiz	04.10.2022	Foundational Principal, Scholar	Novice	20%
Case Study Panel Discussion	18.10.2022 23.10.2022 25.10.2022	Oral communication, Foundational Principal, Evidence Informed Counseling	Advanced Beginner	30%
Powerpoint Presentation for Highschool Teachers	22.11.2022	Written and Oral communication, Client advocacy, Foundational Principal	Competent	50%

**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/](http://www.mcgill.ca/students/srr/honest/) for more information).*

*L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)).*

**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.*

Conformément à [la Charte des droits de l'étudiant](#) de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue.

## Copyright

© 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. (<https://www.mcgill.ca/tls/instructors/course-design/outline>)

## Additional Statements

- It is expected that students have read the assigned chapters and articles prior to the class, log on to scheduled online-classes on time, attend all classes / lab sessions, participate in lab activities and complete oral and written assignments.
- **\*Flip Classes:** Classes number 2 and 8 are “flip-classes” requiring each student to study the online posted powerpoint presentation and related article on mycourses as well as the four case studies for these classes 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 8 students need to prepare four questions. These questions have to be handed in latest by email on October 23<sup>th</sup>, 2022. *Failure to submit the four questions, absence from the discussion or failure to participate in the discussion will result in a 10% deduction 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”).**
- 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.
- Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many [resources](#) are available on-campus, off-campus and online. 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.

