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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <small>Speech-Language Pathology Program Department of Special Education & Clinical Services</small>	Phone (724) 357-2450

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: **SPLP 408, Stuttering and Voice Disorders**

Proposed course prefix, number and full title, if changing: **SPLP 408, Organic Disorders**

2. Liberal Studies Course Designations, as appropriate
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	12-5-11
Department Chairperson(s)	<i>Boyle Kordian</i>	11/19/2011
College Curriculum Committee Chair	<i>Edel Reilly TECC Curr Chair</i>	2/27/12
College Dean	<i>A. [Signature]</i>	3/6/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schrist</i>	4/16/12

Received
APR 16 2012
Received
MAR 2 2012
Liberal Studies
Liberal Studies

Course Revision

SPLP 408
Organic Disorders
(3c-0l-3cr)

1. Syllabus

Find attached the proposed course syllabus.

2. Summary of changes.

The course title and course catalog description are being changed. Minor changes are also being made to the course objectives and course content. Depth of information on fluency and voice disorders was decreased. Course content on swallowing disorders was added. These prerequisites have been added: SPLE major, Admission to teacher certification. These prerequisites have been removed: SPLP 334 and 3.0 GPA.

3. Justification/Rationale for the Revision.

Swallowing disorders account for nearly 75% of clinical caseloads in healthcare settings. It is a high incidence disorder that previously was primarily addressed at the graduate level. This course will provide foundational information to allow for more advanced content discussions at the graduate level. Fluency and voice also have dedicated courses at the graduate level so content removed from this course will be covered at the graduate level. A master's degree is the minimum degree requirement for certification as a speech-language pathologist. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program. The content of SPLP 334 (language disorders) is not necessary for successful completion of this course. A 3.0 GPA is not necessary because it is required for admission to teacher certification.

4. Old syllabus of record – Attached is the old syllabus of record for this course.

Syllabus of Record

I. Catalog Description:

SPLP 408: Organic Disorders

3 class hours
0 lab hours
3 credits

Prerequisites: SPLE major, Admission to teacher certification, SPLP 111, 242, SPLP 251

(3c-0l-3cr)

SpEd hours: 90
ELL hours: 0

Introduces students to the theoretic foundations, clinical characteristics, diagnostic procedures, and treatment options for three subspecialties in speech language pathology: stuttering, voice disorders, and dysphagia.

II. Course Outcomes:

- 1) Students will demonstrate knowledge of the clinical characteristics of fluency, voice, and swallowing disorders.
- 2) Students will demonstrate knowledge of the diagnostic procedures available for each of the disorders.
- 3) Students will demonstrate knowledge of the treatment techniques available for each of the disorders.

The competencies in this course allow you to meet the following accreditation and certification standards:

Course Objective	College Conceptual Framework/Danielson	ASHA Standards	PDE Standards	Performance Indicator
1	1b	III-C, III-D	IB, C	Formative Activities
2	1f	III-C, III-D	IA, C; E: IIE, F	Exams
3	3d	III-C. III-D	IE, H, J, L; IIID	Formative Activities

III. Course Outline (42 hours total):

Weeks 1-4 Reading: *Guidelines for Practice in Stuttering Treatment* (12 hrs)

Stuttering Symptoms (3 hrs)

Theories of Causation

Incipient vs Normal dysfluencies

Types of dysfluencies

Cluttering

Stuttering Assessment (4 hrs)

Questionnaires

Objective measures

Stuttering Treatment (4 hrs)

Fluency Shaping

Stuttering Modification

Exam (1 hr)

Weeks 5-8 Readings: *Guide to Vocology* (12 hours)

Types of Voice disorders (3 hrs)

Organic

Neurologic

Behavioral

Voice Assessment (4 hrs)

Objective Measures

Perceptual Measures

Voice Treatment (4 hrs)

Hyperfunctional

Hypofunctional

Dysfunctional

Other

Exam (1 hr)

Weeks 9-12 Readings: *Guidelines for Speech-Language Pathologists Providing Swallowing and Feeding Services in Schools; Performing Videofluoroscopic swallowing studies; FEES* (12 hours)

Normal Swallow (3 hrs)

Phases of Swallowing

Effects of bolus size, viscosity, temperature

Swallow changes with aging

Swallow Assessment (4 hrs)

Bedside swallow evaluation

Modified Evan's Blue Dye Test

Modified Barium Swallow

Fiberoptic Endoscopic Evaluation of Swallowing

Swallowing Treatment (4 hrs)

Indications

Diet Modifications

Positions/Postures

Sensory techniques

Voluntary Controls

Enteral/parenteral feeding

Exam (1 hr)

Weeks 13-14 (6 hrs)

Student Presentations (5 hrs)

Final Exam Review (1 hr)

Final Exam (2 hrs)

IV. Evaluation Methods:

1. **Three (3) Exams - 100 pts each**
All tests will be objective. All tests will focus on the material that has been covered in that topic unit, including: the readings, lectures, handouts, videos, guest speakers, and discussions.
2. **Four (4) Journal Abstracts - 20 pts**
Summary abstracts of journal articles highlighted by the instructor will be completed. One article selected must come from each of the 3 disorder areas with the other the student's choice. Abstracts should include APA citation and a 1-page summary of findings.
3. **Medical Presentation - 20 pts**
Presentations will be made using powerpoint.
4. **Final Exam - 60 pts**
The final exam will be case study in format. Students will provide symptom overview, assessment, and treatment techniques for clinical cases.

V. Grading Scale:

The following grade distribution will be used to assign final grades:

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0% - 59%

Adaptations will be made to accommodate students with special needs, with appropriate documentation. Students with these concerns should confer with the instructor during office hours at the beginning of the semester to discuss accommodations needed. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pratt Hall (724-357-4067).

VI. Course Attendance Policy:

Attendance in class is expected in accordance with the policy outlined in the university catalog.

VII: Required Readings:

American Speech-Language-Hearing Association. (1995). *Guidelines for Practice in Stuttering Treatment*. Available from www.asha.org/policy.

National Center for Voice and Speech. (1998). *Guide to Vocology*. Available from: NCVS.org.

American Speech-Language-Hearing Association. (2007). *Guidelines for Speech-*

Language Pathologists Providing Swallowing and Feeding Services in Schools.
Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2004). *Role of the Speech-Language Pathologist in the Performance and Interpretation of Endoscopic Evaluation of Swallowing: Guidelines.* Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2004). *Guidelines for Speech-Language Pathologists Performing Videofluoroscopic Swallowing Studies.*
Available from www.asha.org/policy.

Recommended Texts:

Silverman, F. H. (1996). *Stuttering and other fluency disorders.* (2nd. ed.). Boston: Allyn & Bacon.

Stemple, J., Glaze, L., Klaben, B. (2000). *Clinical Voice Pathology.* (2nd ed.). Delmar Publishing.

Logemann, J.L. (2004). *Evaluation & Treatment of Swallowing Disorders.* (3rd ed.). Pro-Ed: Austin, Tx.

VIII. Special Resource Requirements: None

IX. Bibliography:

Bernstein Ratner, N. (1995). Treating the child who stutters with concomitant language or phonological impairment. *Language, Speech, and Hearing Services in Schools*, 26, 180-186.

Fraco, R.A. & Andrus, J.G. (2007). Common diagnoses and treatments in professional voice users. *Otolaryngologic Clinics of North America*, 40(5), 1025-1061.

Groher, M.E. (1990). Managing dysphagia in a chronic care setting: An introduction. *Dysphagia*, 5, 59-70.

Ingham, R.J. (2003). Brain Imaging & Stuttering. *Journal of Fluency Disorders*, 28(4). 297-322.

Langmore, S., & Miller, R. (1998). Behavioral treatment of adults with oropharyngeal dysphagia. *Archives of Physical Medicine and Rehabilitation*, 10, 1154-1160.

Logemann, J.A. (1983). *Evaluation and treatment of swallowing disorders.* San Diego: College Hill Press.

Logemann, J.A. (1988). Effects of aging on the swallowing mechanism. *Otolaryngologic Clinics of North America*, 21, 691-699.

- Miller, A.J. (1986). Neurophysiological basis of swallowing. *Dysphagia*, 1, 91-100.
- St. Louis, K.O. (Ed). (1996). Research and opinion on cluttering: State of the art and science. *Journal of Fluency Disorders*, 21, 171-371.
- Speyer, R. (2008). The effects of voice therapy. *Journal Of Voice*, 22(5), 565-80.
- Stemple, J.C. (2005). A holistic approach to voice therapy. *Seminars in Speech and Language*, 26(2), 131-7.
- Yari, E. & Ambrose, N. (2005). *Early Childhood Stuttering: For Clinicians by Clinicians*, ProEd, Austin, Tx.

COURSE SYLLABUS

CATALOG DESCRIPTION

SH 408 Stuttering and Voice Disorders

3c-01-3sh

Prerequisites: SH 111, SH 242, SH 251, SH 234

Introduction to the developmental, psychogenic, and organic bases for stuttering and voice disorders. Instruction in principles underlying treatment of these disorders with emphasis on anatomical deviations and laryngeal dysfunction. Preparation of management plans and observation in Speech and Hearing Clinic required.

COURSE OBJECTIVES

1. To understand characteristics of stuttering and voice disorders.
2. To begin to develop some differential diagnostic and treatment strategies in the areas of stuttering and voice.
3. To begin to develop treatment planning strategies in Speech-Language Pathology.

COURSE OUTLINE

STUTTERING

- A. Introduction
 1. Historical Perspectives in the Study of Stuttering
 2. Multicultural Issues in the Study of Stuttering
 3. Individual Differences in Stuttering
- B. Symptomatology of Childhood Stuttering
 1. Incidence and Prevalence
 2. Overt Symptoms
 - Core Behaviors
 - Secondary Symptoms
 3. Covert Symptoms
- C. Development of Stuttering
- D. Psycholinguistic Aspects of Stuttering
 1. Relationship Between Language and Stuttering

2. Syntactic Issues
 3. Semantic Issues
 4. Pragmatic Issues
 5. Phonological Issues
 6. Reading
- E. Physiological Aspects of Stuttering
1. General Health
 2. Central Nervous System
 3. Peripheral Speech Production
 - Respiration
 - Phonation
 - Articulation
 4. Genetic Characteristics
- F. Psychosocial Aspects of Stuttering
1. Environmental Issues
 - Parental Characteristics
 - Child's Characteristics
 - Peer Relationships
 - Social Environment
 2. Psychosocial Theories
- G. Assessment of Childhood Stuttering
1. Purposes of Assessment
 2. Case History
 3. Evaluation of Fluency
 4. Evaluation of Disfluencies
 - Rate of Stuttering
 - Severity of Stuttering
 - Comprehensive Analysis of Stuttering Pattern
 5. Early Diagnosis of Preschool Stutterers
- H. Therapy for Childhood Stuttering
1. Therapy for Preschoolers
 - Preventive Parent Counseling for Normally Disfluent Children
 - Prescriptive Parent Counseling for Children with Atypical Disfluencies
 - Therapy for Children with Atypical Disfluencies and Complicating Speech, Language or Behavioral Factors
 2. Stuttering Therapy for School Age Stutterers
 - Orientation to Therapy
 - Increasing Fluency
 - Reduction of Associated Symptoms

Generalization and Maintenance
Psychosocial Issues

VOICE DISORDERS

- A. Introduction
 - 1. Classification Systems Disorders
 - 2. Etiologies of Voice Disorders
- B. General Areas of Vocal Production and Their Evaluation
 - 1. Respiration
 - 2. Phonation
 - 3. Resonance
 - 4. Interpersonal Communication
- C. Program Planning and Design Strategies
 - 1. Program Aims and Objectives
 - 2. General Approaches to Therapy
 - 3. Phases of Therapy
- D. Voice Therapy
 - 1. Therapy for Laryngeal Hyperfunction
 - 2. Therapy for Laryngeal Hypofunction
 - 3. Therapy for Resonance Disorders

EVALUATION METHODS

Examinations: There will be four examinations, two covering stuttering, two covering voice. Examinations may be objective, essay and/or short answer in nature. Some may or may not be take home.

Examinations will be announced at least 2 class meetings prior to the examination date. You will be expected to be present at all examinations. Make up examinations will be permitted if you have a legitimate reason and call prior to the examination. Otherwise, make-up exams may be taken for half credit.

OTHER ASSIGNMENTS: Regular short reaction/planning/discussion etc. papers or projects will be assigned at regular intervals. Some will be more formal than others. Topics will be generated from our study and will be assigned approximately every 10 to 14 days. I do not intend to hold to a rigid schedule. Some of these will be graded more formally than others. Please pay attention to format if it is assigned. Good professional writing style will be expected in every case. These need not be

typed although it is preferred. They must be written always in ink and legibly!

READINGS: Readings will be assigned from the text and elsewhere. You should carefully read each assignment prior to class periods which cover the material.

Grading Procedure:

Points will be accumulated throughout the semester.

90% -- 100% = A

80% -- 89% = B

70% -- 79% = C

60% -- 69% = D

0% -- 59% = F

REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

TEXTS: Wall, M.J., & Myers, F.L., (1984). Clinical management of childhood stuttering, Baltimore, MD: University Park Press.

New Andrews, M.L., (1986). Voice therapy for children, York: Longman.

Journal articles and excerpts from texts. May be purchased from Kinkoes.

BIBLIOGRAPHY

STUTTERING BIBLIOGRAPHY

Adams, M.R., (1980). The young stutterer: Diagnosis, treatment and assessment of progress, Seminars in Speech, Language and Hearing, 1, 289-299.

Ainsworth, S., & Fraser, J., (1988). If your child stutters: A guide for parents, (3rd Ed.), Speech Foundation of America, Publication No 11.

Bloodstein, O, (1981). A handbook on stuttering, (3rd Ed.), National Easter Seal Society.

Brown, S., (1945). The loci of stutterings in the speech sequence, Journal of Speech Disorders, 10, 81-192.

Colburn, N. & Mysack, E., (1982). Developmental disfluency

and emerging grammar. II. Co-occurrence of disfluency with specified semantic-syntactic structures. Journal of Speech and Hearing Research, 25, 4421-427.

Conrad, C., 19 , Fluency in multicultural populations, in Gregory, H.H & Hill, D. (1980). Stuttering therapy for children, Seminars in Speech, Language and Hearing, 1, 51-363.

Gregory, H.H. & Hill, D. 1980. Stuttering therapy for children, Seminars in Speech, Language and Hearing, 1, 351-363.

Ham, R., (1986). Techniques of stuttering therapy, Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Leith, W. R., (1984). Handbook of stuttering therapy for the school clinician, San Diego: College-Hill Press.

Luper, H.L. & Mulder, R.L., (1964). Stuttering therapy for children, Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Perkins, W. H., (1986). Discooordination of phonation with articulation and respiration, in Shames & Rubin (eds), Stuttering then and now, Columbus, OH: Charles, E. Merrill Publishing Co.

Perkins, W., Ruda, J., Johnson, L., & Bell, J. (1976). Stuttering: Discooordination of phonation with articulation and respiration, Journal of Speech and Hearing Research, 19, 509-522.

Pindzola, R.H., & White, D.T., (1986). A protocol for differentiating the incipient stutterer, Language, Speech and Hearing Services in Schools, 17, 2-15.

Ratner, N.B., & Sih, C.C., (1987). Effects of gradual increases in sentence length and complexity on children's dysfluency, Journal of Speech and Hearing Disorders, 2, 278-287.

Riley, G. (1972). A stuttering severity instrument for children and adults, Journal of Speech and Hearing Disorders, 37, 314-322.

Riley, G. & Riley, J., (1988). Looking at a vulnerable system, ASHA, 30, 32-33.

Shames, G.H., & Rubin, H. (Eds.), (1986). Stuttering then and

- now, Columbus, OH: Charles E. Merrill Publishing Co.
- Shine, R.E., (1980). Systematic fluency training for young children, Tigard, OR: C.C. Publications, Inc.
- Silverman, E.M., (1973). The influence of preschoolers' usage on their disfluency frequency, Journal of Speech and Hearing Research, 16, 474-481.
- Smith, A., & Weber, C., (1988). The need for an integrated perspective on stuttering, ASHA, 30, 30-32.
- Van Riper, C., (1982). The nature of stuttering, (2nd Ed.), Englewood Cliffs, N.J.: Prentice-Hall Inc.
- Williams, D.E., Stuttering therapy: Transfer and maintenance, Speech Foundation of America, Publication No.19
- Wingate, M. (1977). The immediate source of stuttering: An integration of evidence. Journal of Communication Disorders, 10, 45-51.
- Wingate, M., Physiological and genetic factors, In Shames and Rubin (Eds.), (1986). Stuttering then and now, Columbus, OH: Charles E. Merrill Publishing Co.

VOICE BIBLIOGRAPHY

- Arends, J.G., Kanter, A.B., Susser, R.D., Gottfred, C.H.,
Vocal pathologies: Overview and multicultural implications,
In: Baken, R.J., (1979). Respiratory mechanisms: Introduction and overview, Transcripts of the 8th Symposium: Care of the Professional Voice, 2, 9-13
- Baynes, R.A., 1966. An incidence study of chronic hoarseness among children. Journal of Speech and Hearing Disorders, 31, 172-176
- Boone, D.R., (1980). The Boone Voice Program for Children: Screening, Evaluation and Referral. Tigard OR: C.C. Publications.
- Boone, D.R. & McFarlane, S.C., (1980) The Voice and Voice Therapy.
(4th Ed.). Englewood Cliffs: Prentice-Hall, Inc.
- Eckel, F.C. & Boone, D.R., (1981). The s/z ratio as an

- indicator of laryngeal pathology. Journal of Speech and Hearing Disorders, 46, 147-149.
- Froeschels, E, (1952). Chewing method as therapy. Archives of Otolaryngology, 38, 427
- Herrington-Hall, B.L., Lee, L., Stemple, J.C., Niemi, K.R., McHone, M.M., (1988). Description of laryngeal pathologies by age, sex, and occupation in a treatment-seeking sample, Journal of Speech and Hearing Disorders, 53, 57- 64.
- Leith, W. & Johnston, R., (1986). Handbook of voice therapy for the school clinician. San Diego, CA : College-Hill Press, Inc.
- Pannbaker, M., 1984. Classification systems of voice disorders: A review of the literature. Language, Speech, and Hearing Services in the Schools, 15, 169-174.
- Prator, R.J. & Swift, R.W., (1984). Manual of Voice Therapy. Little, Brown and Co, Boston
- Tait, N.A., Michel, J.F., Carpenter, M.A., (1980). Maximum duration of sustained /s/ and /z/ in children. Journal of Speech and Hearing Disorders, 45,:239.
- Wilson, D.K. 1987. Voice Problems of Children. (3rd Ed.). Williams and Wilkins, Baltimore, MD
- Wilson, F.B. & Rice, M., 1977. A Programmed Approach to Voice Therapy. Learning Concepts, Austin, TX
- Wolfe, V.I. & Ratusnik, D.L., 1988. Acoustic and perceptual measurements of roughness influencing judgments of pitch, Journal of Speech and Hearing Disorders, 53, 15-22