

Course Syllabus

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|----|---|--|
| 1 | Course title | Fluency Disorders |
| 2 | Course number | 1804722 |
| 3 | Credit hours | 3 hours per week |
| | Contact hours (theory, practical) | 3 hours per week (theory) |
| 4 | Prerequisites/corequisites | None |
| 5 | Program title | MSc in Speech Language Pathology |
| 6 | Program code | 1804 |
| 7 | Awarding institution | The University of Jordan |
| 8 | School | Rehabilitation Sciences |
| 9 | Department | Hearing and Speech Sciences |
| 10 | Course level | Graduate/Second Year |
| 11 | Year of study and semester (s) | 2022/2023; Second Semester |
| 12 | Other department (s) involved in teaching the course | None |
| 13 | Main teaching language | English & Arabic |
| 14 | Delivery method | <input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online |
| 15 | Online platforms(s) | <input checked="" type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others..... |
| 16 | Issuing/Revision Date | 20/02/2023 |

17. Course Coordinator:

| | |
|-----------------|---|
| Name | Yaser S. Natour |
| Rank | Full Professor |
| Office number | 433 |
| Office hours | Monday 3-4 Wednesday (3-4) |
| Phone number | 23467 |
| Email addresses | y.natour@ju.edu.jo , natour@fulbrightmail.org |

18 Other instructors:

None

19 Course Description:

"The course is intended to discuss theoretical and empirical investigations of stuttering causation, developmental and environmental factors that have an impact on the onset and development of the problem, evaluation and intervention procedures with emphasis on the role of counselling as part of the treatment plan. Prevention measures are also emphasized, particularly the role of the family in both prevention and intervention."



20 Course aims and outcomes:

A- Aims:

1. To provide an overview of the main characteristics, nature and development, and the main factors that may contribute to fluency disorder.
2. To provide students with basic information on the most recent clinical techniques used in the evaluation and treatment of persons who have fluency disorders across the life span.

B- Students Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

| SLOs SLOs of the course | SLO (1) | SLO (2) | SLO (3) | PLO (4) | SLO (5) | SLO (6) | SLO (7) | SLO (8) | SLO (9) | SLO (10) | SLO (11) |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| 1. Define the dimensions of fluency, disfluency, and fluency disorders. | × | | | | | | | | | | |
| 2. Describe the core and secondary behaviors that characterize fluency disorders. | × | | | | | | | | | | |
| 3. Recognize the factors that might play a role in fluency, disfluency, and fluency disorders. | × | | | | | × | | | | | |
| 4. Describe the main procedures used in the assessment of fluency disorders. | | × | | | × | | | × | | | |
| 5. Analyze and interpret assessment information to accurately diagnose fluency disorders | | × | | × | × | × | | | | | |
| 6. Summarize the main techniques used under Fluency shaping and Stuttering modification therapies for stuttering. | | × | | | | × | | × | | | |
| 7. Identify factors that may contribute to relapse in therapy with fluency patients and explain why those factors may have such an effect. | × | | | | | × | | | | | |
| 8. Recognize the role of family members and caregivers in the development and treatment of stuttering and other fluency disorders | | × | | | | | | × | | | |
| 9. Write a report describing the main speech fluency | | × | × | × | × | | × | | | | |

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| characteristics in typical speakers and compare results with those for a similar age group of persons who stutter. | | | | | | | | | | | | |
| 10. Work actively and collaboratively on specific tasks in outside the classroom. | | | | | | | | × | | × | | × |
| 11. Demonstrate skills in utilizing evidence-based speech pathology interventions and contemporary methods and technologies in service delivery for individuals with fluency disorders. | | | × | | × | | | | | × | × | |
| 12. Use UJ library services to find scientific evidence to support given assessment and treatment approaches. | | | | | | | | | | × | × | |
| 13. Develop and deliver a PowerPoint presentation on a topic relevant to the assessment and/or treatment of fluency disorders. | | | | | | | | × | | | × | × |
| 14. Demonstrate understanding of ethical responsibility in the field of communication sciences and disorders in general and when working with patients who stutter in specific. | | | | | | | | | × | | | × |

Program SLOs:

1. Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing.
2. Apply the basic principles and methods of prevention, assessment and intervention for individuals with communication disorders.
3. Write theses and reports to a professional standard, equivalent in presentational qualities to that of publishable papers.
4. To identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication disorders.
5. Formulate specific and appropriate patient management plans. Furthermore, conduct appropriate diagnostic monitoring procedures, treatment, therapy or other actions safely and skilfully.

6. Write professional reports for patient with communication and hearing disorders.
7. Work, where appropriate, in partnership with other professionals, support staff, service users and their relatives.
8. Demonstrate understanding of ethical responsibility when working with patients with communication disorders and their families.
9. Demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation.
10. Demonstrate the ability to think critically and solve problems, and use technology to monitor, manage, analyse, and transfer information to general knowledge and employ it for future use.
11. Demonstrate the ability to take responsibility and exercise their rights and duties within the value system of society and their public morals.

21. Topic Outline and Schedule:

This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Moodle for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

| Week | Lecture | Topic | Student Learning Outcome | Learning Methods (Face to Face/Blended/ Fully Online) | Platform | Synchronous / Asynchronous Lecturing | Evaluation Methods | Resources |
|------|---------|--|--------------------------|---|----------|--------------------------------------|----------------------------------|-----------|
| 1 | 1.1 | Course policies and requirements | 9 | Face to Face | Moodle | Synchronous Lecturing | Contribution to Group discussion | 1 |
| | 1.2 | Foundational concepts | | | | | | |
| | 1.3 | | | | | | | |
| 2 | 2.1 | Disfluency and characteristic of fluency disorders | 1,6,9 | Face to Face | Moodle | Synchronous Lecturing | Contribution to Group discussion | 1, 2 |
| | 2.2 | | | | | | | |
| | 2.3 | | | | | | | |

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|---|-----|--|-------------|--------------|--------|-----------------------|---|---|
| 3 | 3.1 | Disfluency and characteristic of fluency disorders (cont.) | 1,9 | Face to Face | Moodle | Synchronous Lecturing | Contribution to Group discussion | 1 |
| | 3.2 | | | | | | | |
| | 3.3 | | | | | | | |
| 4 | 4.1 | Etiology of stuttering Assessment: Basic assessment concepts | 1,2,4,9 | Face to Face | Moodle | Synchronous Lecturing | Article critique Contribution to in-class group activity | 1 |
| | 4.2 | | | | | | | |
| | 4.3 | | | | | | | |
| 5 | 5.1 | Data collection methods and tools | 1,2,4,9 | Face to Face | Moodle | Synchronous Lecturing | Contribution to in-class group activity | 1 |
| | 5.2 | | | | | | | |
| | 5.3 | | | | | | | |
| 6 | 6.1 | Assessment: Analyzing speech samples and documenting results | 1,2,3,4,5,9 | Face to Face | Moodle | Synchronous Lecturing | Contribution to in-class group activity | 1 |
| | 6.2 | | | | | | | |
| | 6.3 | | | | | | | |
| 7 | 7.1 | Interpreting data | 1,2,3,4,5,9 | Face to Face | Moodle | Synchronous Lecturing | Contribution to in-class | 1 |

| | | | | | | | | |
|----|------|---|------------------------|--------------|--------|-----------------------------|---|-----|
| | | Making recommenda tions Reporting results | | | | | group activity | |
| | 7.2 | | | | | | | |
| | 7.3 | | | | | | | |
| 8 | 8.1 | Mid Semester Examination | | Face to Face | Moodle | Synchro nus Lecturing | In-class exam | 1 |
| | 8.2 | | | | | | | |
| | 8.3 | | | | | | | |
| 9 | 9.1 | Treatment: Basic concepts and treatment goals | 1,2,3,4,5,6, 8,9,10 | Face to Face | Moodle | Synchro nus Lecturing | Contributi on to in- class group activity | 1 |
| | 9.2 | | | | | | | |
| | 9.3 | | | | | | | |
| 10 | 10.1 | Treatment: Preschoolers and younger school-age children | 1,2,3,4,5,6, 8,9,10 | Face to Face | Moodle | Synchro nus Lecturing | Contributi on to Group discussion Article critique | 1,2 |
| | 10.2 | | | | | | | |
| | 10.3 | | | | | | | |
| 11 | 11.1 | Treatment: Adolescents and adults | 1,2,3,4,5,6, 8,9,10 | Face to Face | Moodle | Synchro nus Lecturing | Contributi on to Group discussion Skill demonstrat | 1 |

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|----|------|---|---------------------------|--------------|--------|------------------------------|---|-----|
| | | | | | | | ion (stuttering modificati on therapy) | |
| | 11.2 | | | | | | | |
| | 11.3 | | | | | | | |
| 12 | 12.1 | Treatment: Family and teacher role Counseling Stabilization and progress monitoring | 1,2,3,4,5,6, 8,9,10,11 | Face to Face | Moodle | Synchrono us Lecturing | Contributi on to Group discussion | 1 |
| | 12.2 | | | | | | | |
| | 12.3 | | | | | | | |
| 13 | 13.1 | Cluttering | 1,2,3,4,5,6, 8,9,10,11 | Face to Face | Moodle | Synchrono us Lecturing | Contributi on to Group discussion Article critique | 1,2 |
| | 13.2 | | | | | | | |
| | 13.3 | | | | | | | |
| 14 | 14.1 | Cluttering | 1,2,3,4,5,6, 8,9,10,11 | Face to Face | Moodle | Synchrono us Lecturing | Contributi on to Group discussion | 1 |
| | 14.2 | | | | | | | |
| | 14.3 | | | | | | | |
| 15 | 15.1 | Recap | | Face to Face | Moodle | Synchrono us Lecturing | Contributi on to Group discussion | 1 |

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| | 15.2 | | | | | | | |
| | 15.3 | | | | | | | |

22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

| Evaluation Activity | Mark | Topic(s) | SLOs | Period (Week) | Platform |
|---|------|--|---------------------------|--|-------------------------------------|
| Assignment 1: Stuttering Assessment Battery | 24 | Assessment; Treatment | 1,2,3,4,5,6,8,9,1 0,11 | Throughout the semester Deadline: week 10 | In-class or Online submission |
| Assignment 2: Skill Demonstration | 6 | Treatment | 1,2,6,9,10 | Deadline: Week 13 | In-class or Online submission |
| Mid Semester Examination | 30 | Definition; Etiology; Developmental levels of fluency; Assessment | 1,2,3,4,5,6,8,9,1 0,11 | Week 8 (Suggested: Sunday 17/04/2023) | In-class Examination |
| End of Semester Examination | 40 | All topics discussed throughout the semester | 1,2,3,4,5,6,8,9,1 0,11 | After week 15 (will be announced later) | In-class Examination |

23 Course Requirements

(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform... etc):

24 Course Policies:

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all classes.
- Students are expected to be on time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
- An absence of more than 15% of the in-class face-to-face meetings, which is **equivalent of (4) classes**, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.

B- Absences from exams and handing in assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students will not be in direct contact with patients during this course.
- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another professional

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points for variety of assignments, quizzes, exams, in-class, and home-based course related activities. All work will be



evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F-Available university services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made. C- Health and safety procedures.

25 References:

A- Required book(s), assigned reading and audio-visuals:

Students can access selected reading material and handout material through the course e-learning platform.

Books:

1. Guitar, B. (2014). *Stuttering: An Integrated Approach (4th Ed.)*. Baltimore, MD: Lippincott, Williams & Wilkins.

Articles:

A copy of the following articles will be available on the course e-learning platform.

2. Packman A. (2012). Theory and therapy in stuttering: a complex relationship. *Journal of fluency disorders*, 37(4), 225–233. <https://doi.org/10.1016/j.jfludis.2012.05.004>
3. Smith, A., & Weber, C. (2017). How Stuttering Develops: The Multifactorial Dynamic Pathways Theory. *Journal of speech, language, and hearing research : JSLHR*, 60(9), 2483–2505. https://doi.org/10.1044/2017_JSLHR-S-16-0343
4. Yaruss, J.S. (2000). The role of performance in the demands and capacities model. *Journal of Fluency Disorders*, 25, 347-358. [https://doi.org/10.1016/S0094-730X\(00\)00084-X](https://doi.org/10.1016/S0094-730X(00)00084-X)

B- Recommended books, materials, and media:

Helpful links:

Video series: Stuttering Foundation of America

<https://www.stutteringhelp.org/videos>

International Stuttering Association



<https://www.isastutter.org/>

International Cluttering Association


<https://associations.missouristate.edu/ICA/>

Fluency Disorders (ASHA website)

<https://www.asha.org/practice-portal/clinical-topics/fluency-disorders/>

26 Additional information:

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| Name of Course Coordinator: : Professor Yaser Said Natour | |
| Signature:  | Date: 20/2/2023 |
| Head of Curriculum Committee/Department: Dr. Anaam Al-Kharabsheh Signature: Anaam Al-Kharabsheh ----- | |
| Head of Department: Dr. Anaam Al-Kharabsheh Signature: - Anaam Al-Kharabsheh | |
| Head of Curriculum Committee/Faculty: Prof. Kamal Hadidi Signature: KAH | |
| Dean: Prof. Kamal Hadidi Signature: KAH | |

1804722 Fluency Disorders
Speech Sample Analysis and Summary Report
Grading Rubric (24 Total Possible Marks)

| | Area examine | 2 | 1.5 | 1 | 0 | Mark |
|------------------|---------------------|---|---|---|---|------|
| General | | | | | | |
| 1. | Folder organization | Content is well organized and well presented in all sections. | Content is mostly well organized. | Content is somewhat organized. | Content lacks organization. | /2 |
| 2. | Content Relevance | All forms & material are strongly relevant to the assessment of stuttering in different age groups. | Almost all forms & material are strongly relevant to the assessment of stuttering in different age groups (1 irrelevant form or material). | Most forms & material are strongly relevant to the assessment of stuttering in different age groups (2 irrelevant forms or material). | More than 2 forms or material are not strongly relevant to the assessment of stuttering in different age groups. | /2 |
| Forms & Material | | | | | | |
| | | 2 | 1 | | 0.5 | Mark |
| 3. | Translation | All forms are translated to Arabic when applicable. | Most forms are translated to Arabic when applicable. | | Most forms are not translated to Arabic although applicable. | /2 |
| | | 3 | 2 | | 0.5 | Mark |
| 4. | Formatting | No typos or grammatical errors in any of the included forms & material. | One or two typos or errors in the included forms & material. | | More than two typos or errors in the included forms & material. | /3 |
| 5.a | Completeness | The forms & material cover all the areas that need to be examined to reach a strongly-founded diagnostic statement of stuttering in different age groups. | The forms & material miss 1 main area that needs to be examined to reach a strongly-founded diagnostic statement of stuttering in different age groups. | The forms & material miss 2 main areas that need to be examined to reach a strongly-founded diagnostic statement of stuttering in different age groups. | The material does not cover most of the areas that need to be examined to reach a strongly-founded diagnostic statement (more than 2 missing) | /3 |

| | Area examined | 3 | 2 | 1 | 0.5 | Mark |
|-------------------|--------------------|---|--|---|---|------------|
| 6.b | | Both a printed copy and an electronic copy are included for all the forms and material when applicable. | Either a printed copy or an electronic copy was missing for 1 of the included forms and material when applicable. | Either a printed copy or an electronic copy is missing for 2 of the forms/material when applicable. | Either a printed copy or an electronic copy is missing for more than 2 of the forms/material when applicable. | /3 |
| 7.c | | Material & forms takes into consideration the questions/role of the family/caregivers, teachers or clients. | Material & forms mostly takes into consideration the questions/role of the family/caregivers, teachers or clients. | | Material or forms do not take into consideration the questions/role of the family/caregivers, teachers or clients. | /3 |
| 8. | Quality | Included forms & material are of excellent quality (clarity, age appropriateness, relevance to the areas being examined). | 1 of the included forms and/or material lacks excellent quality (clarity, age appropriateness, relevance to the areas being examined). | 2 of the included forms and/or material lack excellent quality (clarity, age appropriateness, relevance to the areas being examined). | More than 2 of the included forms and/or material lack excellent quality (clarity, age appropriateness, relevance to the areas being examined). | /3 |
| 9. | Overall impression | Excellent work in format, content, and organization. | Very good work in format, content, and organization. | Good work in format, content, and organization. | Poor work in format, and/or content, and/or organization. | /3 |
| Total Mark | | | | | | /24 |

Skill Demonstration Assignment Grading Rubric (6 Total Possible Marks)

Several fluency targets designed to enhance fluency will be introduced and discussed in class. You will be expected to demonstrate your understanding of each of those targets by modelling how they are introduced and applied during a therapy session. This will be evaluated during an individual meeting with the course instructor during which you will be asked to verbally answer questions about these targets and to demonstrate how they are taught during therapy. This activity will be out of 6 total possible marks.

| | | | | | Mark (6) |
|-------------------------|---------------|--|---|---|---------------------|
| Fluency target 1 | | | | | |
| | | 1.5 | 1 | 0.5 | |
| 1 | Demonstration | Accurate and clear explanation of how the fluency target is taught | Mostly accurate and clear explanation of how the fluency target is taught | Moderate accurate and clear or mostly vague explanation of how the fluency target is taught | /1.5 |
| 2 | Example | Accurately demonstrated examples of the fluency target | Mostly accurately demonstrated examples of the fluency target | Mostly inaccurately demonstrated examples of the fluency target | /1.5 |
| Fluency target 1 | | | | | |
| | | 1.5 | 1 | 0.5 | |
| 1 | | Accurate and clear explanation of how the fluency target is taught | Mostly accurate and clear explanation of how the fluency target is taught | Moderate accurate and clear or mostly vague explanation of how the fluency target is taught | /1.5 |
| 2 | | Accurately demonstrated examples of the fluency target | Mostly accurately demonstrated examples of the fluency target | Mostly inaccurately demonstrated examples of the fluency target | /1.5 |
| Total Mark | | | | | /6 |