

## C. Intervention

7 ECTS

### Learning objectives

The goal of this module is for students to gain knowledge and to develop a critical attitude towards different aspects and elements of fluency treatment from a broad perspective i.e. the treatment process and outcomes, therapeutic relationship, one's own attitudes and therapeutic skills, and scientific perspectives.

As a consequence, students must be able to make critical decisions for intervention and to formulate these into an evidence-based dynamic treatment plan tailored to the client's needs.

In addition they must be able to acquire and optimize the necessary specific and nonspecific therapeutic skills and methods.

The emphasis is on continuous reflection to provide the client with best practice.

### Related competencies

- Developing an intervention plan, adapted to the needs of the client and client system.
- Applying appropriate interventions, based on available evidence, in a systematic way, following methodological procedures, evaluating and adjusting appropriately.
- Reporting on the intervention outcomes, future management and prognosis.
- Intervening therapeutically in complex cases.
- Working with groups.
- Acting as a consultant on intervention to other speech-language therapists and other professionals.
- Coaching, training or advising individuals or groups.
- Processing, analyzing and interpreting qualitative and quantitative information.
- Self-evaluation and discussion of one's own professional acts.
- Cooperating with colleagues and working in a multidisciplinary context.
- Scientific reading of clinical and research literature.
- Contributing systematically to knowledge enhancement and knowledge translation.
- Keeping updated on current information (LLF) and related interdisciplinary developments.

## Course outline

This course module will focus on the various aspects of treatment of fluency problems.

These involve:

- Attitudes, cognitions and emotions
- Primary and secondary stuttering behaviours
- Client system
- Communication skills
- Problem solving skills

The SLT will be trained to apply different intervention techniques and methods and adapt them to different age groups. He/she will be assisted in transferring and generalizing what is learned in the course to practise with his/her clients.

The SLT will be taught to take into account the individual differences and the complexity arising from the range of symptoms and experiences of PWS and their interrelationship.

Special attention will be given to setting up and formulating a treatment plan and its rationale. The use of primary research literature will be emphasized.

Learning activities: Reading, lectures, workshops, group discussions, assignments, case reports of clients seen in the clinical practice, web-based interactions, case presentations, practical training

## Mode of assessment

Preparatory home assignment:

1. Preparatory reading on treatment
2. A written paper on intervention and treatment outcome based on preparatory readings to be fulfilled by week one.
3. A written paper on the contents, the relevance and the therapy outcomes of two different approaches and discussing them in week 2.
4. A single case report including videotapes and data on effects that is presented and discussed in week 2

**Number of written papers/assignments:** 4 (number 9 to 12)

## Bibliography

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Shapiro, D.A. (1999). *Stuttering Intervention: a collaborative journey to fluency freedom*. Austin, Texas. PRO-ED.

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Ward, D., & Scaler Scott, K., 2011. *Cluttering*. Hove U.K.: Psychology Press