

## A. Phenomenology, causal & maintaining variables

4ECTS

### Learning objectives

Two major objectives:

1. This module will provide a comprehensive and critical review of the phenomenology of fluency disorders. The speech-language therapist (SLT) will gain a thorough understanding of various types of stuttering and cluttering. He/she will be able to demonstrate a detailed understanding of the nature of stuttering as well as the possible effects of the disorder on the functioning, activity and participation level.

2. The SLT will gain a thorough understanding of various factors that have been identified or are hypothesized to be involved in the aetiology, development and maintenance of stuttering.

Acknowledging that this knowledge is highly dynamic and in need of continuous updating, the component on causal and maintaining variables is not limited to sharing the current state of knowledge, but also to provide the SLT with the opportunity to acquire the necessary tools and research strategies needed for continued professional and scientific development.

At the end of this module, the SLT will be able to integrate the knowledge gained on prevention, assessment and intervention.

### Related competencies

- Giving relevant information concerning speech-language development and disorders.
- Increasing public awareness on stuttering.
- 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

The component on phenomenology will focus on definitions of fluency and fluency disorders (including neurogenic & psychogenic stuttering, and cluttering), prevalence and incidence, historical and current perspectives of developmental stuttering, fluency development, onset and development of stuttering, spontaneous recovery, co-occurring conditions, overt & covert features, the psychosocial impact of fluency disorders and understanding fluency disorders in its social context. The component on causal & maintaining variables will focus on neurological, genetic, linguistic, psychosocial, language and learning factors. Major theoretical models will be discussed and the use of primary research literature will be emphasized.

Learning activities: preparatory reading, compulsory reading, (short) lectures, (small) group discussions, workshops, assignments, case studies / clinical questions, follow up sessions, tasks and web-based interactions.

### Mode of assessment

The written home assignments will be discussed at intensive week 2 or at follow up sessions and are to be included in the portfolio. The first two assignments follow on Intensive Week 1 and the third follows on Intensive Week 2.

In addition, there will be ongoing evaluation with focus on the SLT's level of activity during small group discussions, group presentations and the web-based interaction.

**Number of written papers/assignments:** 3 (number 1 to 3)

### Bibliography

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