

FFP- Student's Perceptions of the Experience

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The State of Affairs.....

- Curlee (1985)- Most university programs were offering only minimal academic and clinical training with people who stutter.
- Yaruss (1999) and Yaruss & Quesal (2002)- Universities have reduced the amount of training in stuttering.
- Sommers & Caruso (1995)- Preservice and inservice training in stuttering appears to be less than adequate.
 - There are many studies that have found that stuttering is not a disorder that most SLPs feel comfortable treating.

The State of Affairs.....

- Very few people specialize in the area of stuttering.
- Mallard & Westbrook (1988)- Due to many obstacles in service delivery, children may not receive adequate treatment in the schools.
- We also know that most of what happens with clinical change, real meaningful clinical change, is primarily due to the client/clinician relationship, as well as the client's readiness for change.
 - Techniques actually are a lot less important.
 - Thus, we need to train more than just a general knowledge of stuttering and prepare clinicians whom feel prepared to help people who stutter.

Improvements

- ▣ Some studies have looked at the benefits of certain types of training opportunities:
 - The focus of different types of materials used in courses (Osborne, 2006).
 - Development of the specialist training model, though rigorous and important, is very exclusive.
 - Improving coursework and developing clinics (Murphy & Quesal, 2004).
 - Intensive clinics seem to be beneficial to student learning (Block, Onslow, Packman, Gray, & Dackis, 2005; Games & Gabel, 2008).
 - Training programs for practicing clinicians which included an on-line fluency course/assessment, workshops, (Reeves & Ribbler, 2009).

Ongoing Research

- Working from data from our students at BGSU attending FFP. Two years of involvement.
 - A short training period prior to the experience.
 - Engaging in the program.
 - A short debriefing following the program.
- Students complete a reflection paper about the program and experience, which I assure them I do not read until after they graduate. To date, we are finding the following themes:

Major Themes of Student Experience

The Different Experience

- Very different from other placements
- Uncertainty and anxiety
- Collaboration with other professionals and students
- Flexibility
- Thinking on their feet

Major Themes of Student Experience

Preparedness Learning

- Unprepared to an extent
- Thinking on their feet
- Tied coursework to clients
- Proud of their ability to interact with other students
- Planning ahead, but not knowing the client

Major Themes of Student Experience

Working with the Kids

- Understanding the personal/emotional nature of stuttering
- The variety of kids
- Positive interactions
- Learning so much from the kids

Major Themes of Student Experience

Outcomes for the students

- More confident
- Understand more about stuttering
- Refined skills/gained skills
- Prepared to work with kids who stutter in the future
- Proud of the experience
- One of the best experiences they had as a student