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CSD 330.01: Anatomy and Physiology of the Speech and Swallowing Mechanism

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CSD 330: Anatomy and Physiology of the Speech and Swallowing Mechanisms

8/29/2022 – 12/16/2022 | 3 credits | F2F | CRN 73267

Contact Information

Kim Ramsey M.S. CCC-SLP (she, her, hers)

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Phone: None | Office: Curry 018

Appointments: Made individually, as needed

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people, a number of whom are within our community today. Today, we honor the path they have always shown us in caring for this place for the generations to come.

Course Catalogue Description

CSD 330 – 3 credits. Prerequisites: None. Introduction to anatomy and physiology of the speech and swallowing mechanisms including the anatomical orientation of the breathing mechanism, structures of phonation, articulators, swallowing and the nervous system.

Course Format

This course is offered in a face-to-face format meeting Monday/Wednesday from 10:30-11:50 in Curry 008. Course content and lectures will be mixed with in-class discussions and hands-on activities.

The course content is divided by content and into weeks. Each week invites active student engagement in a variety of activities, including reflecting on the readings and video content, engaging in discussions, completing individual assignments, competing hands-on activities, and collaborating with other students in the class.

Course Objectives

The student will:

1. Understand basic concepts for anatomy and physiology
2. Identify the structures necessary to produce speech and swallowing
3. Understand how these structures are used to produce speech (consonants and vowels).
4. Understand how these structures are used in mastication and swallowing.
5. Identify the structures in the central nervous system that are required for speech and swallowing
6. Understand how each content applies to clinical practice in speech-language pathology

Course Guidelines and Policies

Required Textbooks

Applied anatomy and physiology for speech-language pathology and audiology (1st edition), Fuller, D., Pimental, J., & Peregoy, B. (2012). You can buy a USED book. There are nice supplemental activities to assist in your review of the material if you buy the book new, but I will NOT be assigning them specifically.

Additional readings and materials will be posted throughout the term on the course website (Moodle). Please follow the detailed course information that will be released each week on Moodle

Recommended Texts

None

Chapter Excerpt Provided

As need, Via Moodle

Proctor Application

None Needed for CSD 330

Additional Materials

Via Moodle

General

All correspondence via email must use the University of Montana system. I will send messages through Moodle, which is linked to your UM Account. Check your email regularly. In addition, I receive a high volume of email and it is beneficial to put "CSD 330" in the subject line and your topic. This practice enables me to search my inbox and prioritize your email messages. I will be checking emails once daily in the evening and will respond with 24-48 hours. Given I work daily in the field, I cannot be available last minute for correspondence. Please be sure to allow an appropriate response time if you have questions regarding the course or any assignments.

Attendance Policy

Students are expected to attend class regularly to fully engage in the material and learning. You need to notify the professor if you will miss any class. Attending class will provide an opportunity to participate in discussions and hands-on activities which will count toward participation in the course and will expand your understanding of the readings and content. Any unexcused absence will count against your attendance grade.

Late assignments

Work submitted late will result in the reduction of 5% (1/2 letter grade) *per day* the assignment is late. Students are encouraged to turn assignments in on-time.

Students must notify Professor Ramsey of serious circumstances that result in a missed exam or assignment deadline in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing an exam, students must consult with Professor Ramsey regarding possible accommodations to be determined at the discretion of the instructor. If you are reading this, email the professor a picture of your favorite baby animal on the last day of class for 5 points extra credit.

Class Participation

Students will participate in activities such as discussions, written responses, and group work. These activities will occur throughout the term and will be graded. Students will not be able to make-up participation points if activities are missed due to not coming to class and not notifying the instructor of an absence.

Technology Expectations

[Basic Minimum System Requirements for Moodle](#)

Sufficient internet speed/bandwidth, Word processing, PDF converter, Video Recording (e.g., phone, computer), screen recording (e.g., screencast-o-matic, computer's internal camera), PPT voice over, Zoom, upload to YouTube. When facing difficulty using technology, and good ole Google isn't helping, contact IT Help (406) 243-4357.

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of your [University of Montana Student Conduct Code](#): "Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents."

Plagiarism/Academic Conduct/Student Code of conduct

Plagiarism is further defined in the [University of Montana's Student Conduct Code](#) as "Representing another person's words, ideas, data, or materials as one's own." Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide (7th edition) for the correct method to cite other authors' work. Another useful resource I strongly recommend is [The Purdue OWL](#).

Disability Modifications

If you are a student with a disability and wish to request reasonable accommodations for this course, contact me privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from the Office of Disability Equity for Students. If you have not yet registered with them, located in Lommasson Center 154, please do so to coordinate your reasonable modifications. For more information, visit the Office of Disability Equity website at www.umt.edu/disability.

COVID-19 Updates

As UM returns to primarily face-to-face classes, we anticipate most students will attend classes in person. If you need a COVID-related accommodation in order to attend class, email the [Office of Disability Equity](#) at ODE@umontana.edu. ODE will work with you and your advisor on a case-by-case basis. Please refer to the [Provost's webpage for additional COVID-related resources](#) for mental health, academic support, and updates. You may also visit the [Curry Health webpage](#) for symptom and health information related to COVID.

Diversity Statement

Your experience in this class is important to me. I welcome individuals of all backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, races, national origins, religious affiliations, sexual orientations, ages, abilities, and other visible and nonvisible differences. Please know that I will gladly honor your request to address you by an alternate name or gender pronoun. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of this class.

Performance Assessments

Examinations/quizzes

Understanding of the course material will be assessed with 5 open-book/notes, timed quizzes throughout course after each content section: 1. Basics & Neuroanatomy 2. Respiration, 3. Phonation, 4. Resonance/Articulation, 5. Swallowing. Examinations/quizzes will be given via Moodle and will NOT be cumulative and will cover only the information on the current section.

In-class discussions and activities:

Each week you will engage in discussion and applied activities to further your understanding of the course material. It is important to be present for these activities as they cannot be similarly replicated outside of class. Participation in discussions will be graded using the following rubric:

0 points	Cheerleading (i.e., "I agree," "good job," etc.) as a response, or no contribution at all.
5 points	Participation that reflects a basic understanding, but doesn't encourage reflection, thought, or further discussion.
10 points	Thoughtful participation that demonstrates a full understanding of the topic and encourages others' learning by providing additional information, resources, opportunity for reflection, or encourages deeper discussion.

Assignments:

There will be one major group presentation assignment for this course due at the end of the semester. More details to follow later in the semester.

Grading Criteria:

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	59↓

Calendar (please read paragraph below carefully)

This course relies on the [2022-2023 Academic Calendar](#).

Please review the details in the tentative calendar below to establish which days you will attend in-person instruction and days you will attend class through synchronous remote learning. Any changes in our tentative calendar will be shared via email and posted on Moodle.

Please see the following calendar/table for an overview of course sessions, topics, and deadlines.

SLHOS 330 Fall 2022: Tentative Class Calendar is subject to change as needed.

Week	Date	Topic	Readings	Quiz/Exams
01	8/29 & 8/31	Introduction Review Syllabus Basic Concepts in Anatomy & Physiology	Chapters 1, 2, 3	
02	9/7 (no class 9/5: Labor Day)	Basic Concepts in Anatomy & Physiology, cont.	Chapters 1, 2, 3	
03	9/12 & 9/14	Neuroanatomy and physiology VIA MOODLE ONLY THIS WEEK!	Chapter 4	
04	9/19 & 9/21	Neuroanatomy and physiology, cont.	Chapter 4	
05	9/26 & 9/28	Pathologies associate with the Nervous System	Chapter 5	Quiz 1
06	10/3 & 10/5	Anatomy and Physiology of Respiration	Chapter 6	
07	10/10 & 10/12	Pathologies associated with Respiration	Chapter 7	Quiz 2
08	10/17 & 10/19	Anatomy and Physiology of Phonation	Chapter 8	
09	10/24 & 10/26	Anatomy and Physiology of Phonation, cont.	Chapter 8	
10	10/31 & 11/2	Pathologies associated with Phonation	Chapter 9	Quiz 3
11	11/7 & 11/9	Anatomy and Physiology of Articulation & Resonance	Chapter 10	
12	11/14 & 11/16	Anatomy and Physiology of Articulation & Resonance, cont. and Begin Pathologies	Chapter 10 & 11	

Week	Date	Topic	Readings	Quiz/Exams
13	11/21 (11/23 No class- Thanksgiving)	Pathologies associated with Articulation & Resonance	Chapter 11	Quiz 4
15	11/28 & 11/30	Anatomy and Physiology of Swallowing, cont.	See Moodle	
16	12/5 & 12/7	Pathologies associated with Swallowing	See Moodle	Quiz 5
17	12/16 8:00-10:00AM	Final Project: TBA		

Student Resources

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

Place of Course in Program

Purpose

The purpose of this course is to provide students seeking a degree in Speech, language, hearing, and occupational sciences the opportunity to learn about the anatomy and physiology of the speech and swallowing mechanisms. This is a required course for the Bachelor of Sciences and post-baccalaureate leveling program.

Conceptual Framework for Learning Community and Diversity

As part of the School of Speech, Language, Hearing, and Occupational Sciences, this course will provide students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. *The goals of the learning community will be demonstrated through the following course-specific experiences:*

- a. Participating in classroom discussion and small group work;
- b. Conducting assessments and describing language abilities of children with language impairments regardless of etiology;
- c. Developing treatments to promote language learning in a contextualized and systems framework.

Mission of the School of Speech, Language, Hearing, & Occupational Sciences

The mission of the School of Speech, Language, Hearing, & Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.