



Year 1 Fall 2022

SCSD 617 - Anatomy and Physiology: Speech and Hearing

Number of credits: 1 Credit

Course Time: Friday 9am-12pm

Location: Online

Instructor: Jordan Scholl (he/him)

BSc., MSc., MHSc. (SLP) Reg. CASLPO

Office Hours: By appointment; <https://mcgill.zoom.us/j/9858741420>

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COURSE DESCRIPTION/OVERVIEW:

This course will act as an introduction to topics in anatomy and physiology of the human body as it relates to the field of speech-language pathology. Topics covered will include anatomical language for orientation and movement, an overview of body systems, the skull and the brain, and respiratory anatomy and physiology. This course is designed to establish a foundation for future learning and discussions relating to anatomy and physiology.

LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):

1.1 Anatomy and Physiology

1.1.i Respiratory system (respiratory tract, chest wall, diaphragm, and abdominal wall).

1.1.ii Articulatory, phonatory, resonatory, and swallowing systems (larynx, pharynx, mouth, and nose).

1.2 Neuroanatomy and Neurophysiology

1.2.i The structure and function of the nervous system.

INSTRUCTIONAL METHODS:

- All lectures will be taught on Zoom weekly and recorded to be uploaded to MyCourses.
- All assessments will be in the form of Quizzes and a final assignment submitted through MyCourses.

Note: Based on the guideline that one credit equals about 45 hours of student work, students should expect their 45 hours of work for this course to include a combination of lectures, readings, and assignments.

For any assistance or troubleshooting for Zoom or MyCourses (for lecture materials, discussion boards, assignment completion, etc.), please refer to McGill's [Learning Resources](#).

Expectations for Student Participation

Students are expected to attend all lectures synchronously and participate in discussion boards as appropriate. Please inform the instructor as soon as possible if you will not be able to attend lectures or if you have an issue with participation during lectures so alternative arrangements can be made to support your learning.

Lectures will contain opportunities to put knowledge into practice through case studies, Zoom polls, and class discussion. Some of these discussions may not be recorded, so students who choose to not attend synchronous lectures may miss out on these learning opportunities.

It is expected that students will regularly check MyCourses for updates and e-mail the instructor in a timely manner with any questions or concerns.

Every lecture and virtual interaction (i.e. discussion boards, e-mails, etc.) will be treated with a professional-level of respect. All attempts will be made to use inclusive language and content that provides a safe learning environment for all. Please bring any concerns to the attention of the instructor.

Intellectual property reminder:

Every student has a responsibility in ensuring that any course materials, assignments, video and associated material are not reproduced or placed in the public domain. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. If you are unsure of whether or not use of material from this course is permitted, please check with the course instructor.

REQUIRED COURSE MATERIALS

Course slides will be posted on MyCourses prior to the lectures.

Readings are to be completed prior to lecture and are assigned from:

Rousseau, B. & Branski, R.C. (2018). *Anatomy and Physiology of Speech and Hearing, first edition*. New York, NY: Thieme Medical Publishers Inc.

- The textbook will be available from the bookstore. E-book versions are also available.
- **Many concepts and images from this textbook are explored during later courses in modules.

OPTIONAL COURSE MATERIALS:

Moore, K.L., Agur, A.M.R., Dalley, A.F. (2011-2018). *Essential Clinical Anatomy, fourth-sixth edition*. Baltimore, MD: Lippincott Williams & Wilkins.

Note: This is an excellent resource for those who are feeling overwhelmed or intimidated by the anatomy side of this course. Diagrams and descriptions read narratively (like you're reading your favourite non-fiction book) and are easily accessible.

COURSE CONTENT

The lectures will present:

- A foundational introduction to concepts of anatomy and physiology with a heavy emphasis on structure-function relationships and practical applications to the field of speech-language pathology.
- Supplemental readings, check-ins, quiz, and assignment due dates are included below.
- The schedule below may be modified slightly to accommodate for areas that require more attention.

APSH- Anatomy and Physiology of Speech and Hearing (*Thieme*)

ECA- Essential Clinical Anatomy (*Lippincott Williams & Wilkins*) *page numbers from fourth edition

| Class | Date | Topic | Readings |
|-------|-------------|--|--|
| 1 | Sep. 2, 22 | Introduction to Anatomy Principles and Body Systems Introduction to Anatomy Modules | APSH: Ch. 1 <i>ECA: Intro p. 2-28</i> |
| 2 | Sep. 9, 22 | The Skull and the Brain | APSH: p. 10-15, Ch. 5, 393-400 <i>ECA: p. 496-519</i> |
| 3 | Sep. 16, 22 | Anatomy of Respiration | APSH: Ch. 10 <i>ECA: p. 48-80, 102-113</i> |
| 4 | Sep. 23, 22 | Physiology of Respiration <i>Module #1 Quiz complete</i> | APSH: Ch. 10 <i>ECA: p. 48-80, 102-113</i> |
| | Sept 30, 22 | Checkpoint Assignment Due (by 12pm EST) | |

*This schedule may change based on learning needs. Notice will be given in advance to any changes.

EVALUATION

This course is divided into four 3-hour lectures with check-in quizzes following each lecture and a final checkpoint assignment. Students will also be required to complete *Anatomy Module #1- Laryngeal Framework* and accompanying quiz by the end of the course. All assessments will be completed and submitted virtually by the deadline for grading consideration. Assessments not submitted by the due date will be subject to a late penalty of 5% per day.

Post-class Check-ins (40%)- These check-ins are designed to test students understanding of concepts covered in each lecture. Time will be allocated at the end of each lecture to complete a check-in; however, students will have 48 hours to complete each check-in. If a student is not satisfied with their grade, they will have until the deadline to review the material and attempt the check-in again. The score achieved on the *last* attempt from each check-in will be taken as the final score for that check-in.

Module Quiz (10%)- Students will complete Module #1 on the *Laryngeal Framework* independently as part of the new anatomy and physiology curriculum. Students will be able to complete this module at *any time* during the course. The Module #1 Quiz must be completed before class on Sept 23, 2022. Students will only have one attempt at this quiz.

Final Checkpoint Assignment (50%)- This assignment will be posted following the last class on Sept 23, 2022. Students will have one week to complete the checkpoint assignment questions. These will be a series of short and long answer questions designed to test students’ ability to apply their knowledge. Plagiarism will be enforced appropriately as per university guidelines (see below).

Format: Three case-based long- and short-answer questions.

**All check-ins, module quizzes, and the final checkpoint assignment will be submitted using myCourses. For some FAQs on submitting, please see: [FAQs for students using myCourses: Assignments](#).

| Assessment | Topics Covered | Due Date | % of Final Grade |
|-----------------------------|---------------------------|-------------|------------------|
| Check-in #1 | Principles of Anatomy | Sep. 4, 22 | 10% |
| Check-in #2 | The Skull and the Brain | Sep. 11, 22 | 10% |
| Check-in #3 | Anatomy of Respiration | Sep. 18, 21 | 10% |
| Module #1 Quiz | Laryngeal Framework | Sep. 23, 22 | 10% |
| Check-in #4 | Physiology of Respiration | Sep. 25, 22 | 10% |
| Final Checkpoint Assignment | Cumulative | Sep. 30, 22 | 50% |

MCGILL POLICY STATEMENTS

Language of Submission

“In accord with McGill University’s [Charter of Students’ Rights](#), students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres

infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#).»

Academic Integrity

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)” (Approved by Senate on 29 January 2003) (See [McGill's guide to academic honesty](#) for more information).

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Additional Statements

- “The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.”
- “© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of [copyright](#) can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.”
- “Please read the [Guidelines for Instructors and Students on Teaching, Learning, and Assessment](#) and this course outline. You will be notified through a “pop-up” box in Zoom if part of a class is being recorded (see image below). By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.”



- “The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:
 1. Zoom sessions, including Username (use only your legal or preferred name and consider including your pronouns), virtual backgrounds, “chat” boxes, whiteboard annotations, breakout rooms
 2. myCourses discussion boards

- As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.
- “Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many [resources](#) are available on-campus, off-campus and online.”
- [End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”
- In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.
- Additional policies governing academic issues which affect students can be found in the [McGill Charter of Students’ Rights](#).
- McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. (See the [Office of Sustainability](#)).