A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 3
Lab Hours/Week: *.*
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course will give a comprehensive overview of the anatomy and physiology that is necessary for speech production. Students will be able to identify basic anatomy and how it relates to typical physiology from structures related to speech production. In addition, students will be able to identify disorders that may occur as a result of muscle weakness/impairment or structural difference. Intervention strategies for clinical practicum and the work setting will be addressed.

B. COURSE EFFECTIVE DATES: 01/13/2014 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Overall understanding of anatomy as it relates to speech, language, and hearing.
2. Overall understanding of physiology as it relates to speech, language, and hearing.
3. An understanding of respiration for phonation (i.e. speech production).
4. Identify how muscles and muscle effort relates to respiration.
5. Define and identify voiced and voiceless sounds as they relate to phonation.
6. Identify how the body functions when producing speech and non-speech sounds.
7. Define articulation and identify the articulatory system.
8. Understand the function of the articulatory system.
9. Understand the correlation between the biological function and speech function.
10. Identify the anatomical structures required for swallowing
11. Understand the function of the structures utilized in swallowing
12. Understand the basic structures of hearing.
13. Identify parts of the auditory mechanism.
14. Basic understanding of neuroanatomy and neurophysiology.

D. LEARNING OUTCOMES (General)

1. The learner will be able to understand how respiration affects phonation.
2. The learner will be able to understand what structures are required for articulation, resonation, mastication, and swallowing and how they function.
3. The learner will be able to identify the anatomy required for hearing and auditory processing as well as what disorder may be present as a result of deficits in these areas.
4. The learner will be able to identify major neurological structures and mechanisms that contribute to speech, language, and communication abilities as well as swallowing and hearing.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted