

SYLLABUS
ANATOMY AND PHYSIOLOGY LAB, SPHR105.30
Fall, 2006
Tuesday, 12:55-2:05

CONTACT INFORMATION:

Instructor: Adrienne Hancock, Ph.D.

E-mail: hancock@gwu.edu

Phone: (202) 994-2704

Office Hours: by appointment,
Room B08 of Speech and Hearing Center (corner of 21st & G Streets)

MATERIALS:

Same text book as SPHR 105.10 class:

Seikel, J.A., King, D.W., Drumwright, D.G. (2005). *Anatomy & Physiology for Speech, Language, and Hearing, Third Edition*. Thomas Delmar Learning, Clifton Park, NY.

Blackboard website: Grades, assignment descriptions, journal articles, handouts, and helpful resources will be posted on the course blackboard website.

Colored pencils, paper folder with pockets and 3-hole clips

DESCRIPTION:

This course is designed to compliment SPHR 105.10. Students will participate in cadaver labs (drawing, touching, identifying structures) and review published journal articles relating to the structures under study.

OBJECTIVES:

The student should be able to:

1. Draw structures of the speech (respiratory, phonatory, articulatory, resonatory) and swallowing mechanisms
2. Identify the same structures in pictures and in cadaver models.
3. Summarize and critique peer-reviewed published articles relating to the anatomy of speech and swallowing.
4. Integrate gained knowledge of anatomy & physiology with understanding of the roles and responsibilities of speech-language pathologists.

REQUIREMENTS

- **Attendance at every lab**
- **Notebook of anatomical drawings**
- **Five Journal Article Critiques**
- **Integration Paper (1.5 – 2 pages)**

Grading Criteria:

Your final grade will be determined as follows:

- 50 Attendance** (10 points each LAB)
- 15 Notebook:** (3 points for each of the following:)
 - Respiratory Drawings
 - Laryngeal Drawings
 - Articulation Drawings
 - Resonance Drawings
 - Swallowing Drawings
- 25 Article critiques** (5 points each)
- 10 Integration Paper**
- 100 TOTAL POSSIBLE POINTS**

Grade Cutoffs

	89-87 B+	79-77 C+	69-67 D+	59-0 F
100-94 A	86-84 B	76-74 C	66-64 D	
93-90 A-	83-80 B-	73-70 C-	63-60 D-	

POLICIES

IF you miss a lab you will lose TEN points (approximately one letter grade) from your attendance grade unless

1. Your excuse is documented (hospital bill, police report, funeral bulletin, etc),
AND
2. You inform Dr. Hancock immediately, AND
3. Dr. Hancock gives you permission to make up the lab for full or partial credit.

If your absence does not meet these requirements, it is strongly suggested that you learn the covered material from a classmate or other resource, as **you are responsible for learning** all material covered in class.

IF you do not turn in assignments by 1:00 p.m. on the day they are due: You will lose **1 point each 24 hours** after that until it is turned in. The instructor reserves the right to refuse late assignments or give no credit for late assignments (which may occur after repeat offenses).

IF you disrespect materials or speak or dress inappropriately: Points will be deducted from your attendance and you may be asked to leave class.

IF your cell phone rings in class: You will be embarrassed. You will detract from the learning environment. You will interrupt, distract, and disturb the instructor and your classmates. Please remember to turn it OFF.

Academic Honor Code:

As students at George Washington University, you are expected to uphold the Code of Academic Integrity (<http://www.gwu.edu/~ntegrity/code.html#definition>). Academic dishonesty is defined as **cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information**. Reported infractions will be discussed privately with the student(s). If it is determined that someone has violated the Academic Honor Code, that person(s) will earn 0 points for that assignment, or possibly receive a failing grade for the course. Violations will be reported to the University Judicial Officer in the Office of Academic Integrity.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

For more information about services available to GWU students with disabilities, contact Disability Support Services

Marvin Center Suite 242

V/TDD: (202) 994-8250

<http://gwired.gwu.edu/dss/>

(This syllabus and other class materials are available in alternative format upon request.)

SYLLABUS CHANGE POLICY:

This syllabus is a guide for the course and is subject to change with advanced notice. Changes will be posted on Blackboard.

	Group A Last name A - M??	Group B Last name N?? - Z
Sept 5	<i>DUQ 258: Review syllabus, Overview of procedures, Review Basics</i>	
Sept 12	Respiratory LAB	Respiratory Article group work
Sept 19	Respiratory Article group work	Respiratory LAB
Sept 26	Respiratory article critique DUE Phonation LAB	Respiratory article critique DUE Phonation Article group work
Oct 3	Phonation Article group work	Phonation LAB
Oct 10	<i>DUQ 258: Mid term Review or Make-up day if necessary</i>	
Oct 17	Phonation article critique DUE Articulation LAB	Phonation article critique DUE Articulation article group work
Oct 24	Articulation article group work	Articulation LAB
Oct 31	Articulation article critique DUE Resonance LAB	Articulation article critique DUE Resonance article group work
Nov 7	Resonance article group work	Resonance LAB
Nov 14	<i>Instructor at ASHA: no class</i>	
Nov 21	Resonance article critique DUE Swallowing LAB	Resonance article critique DUE Swallowing article group work
Nov 28	Swallowing article group work	Swallowing LAB
Dec 5	Swallowing article critique DUE	Swallowing article critique DUE

December 7 (Friday before exams) by midnight:
E-mail Integration paper to Dr. Hancock

Journal Article Reviews

Copies of the journal article assigned to your small group (4-5 people) will be posted on blackboard or available with Dr. Hancock for check-out to copy. The article will relate to the speech or swallowing system covered in class and lab. Each group member may write one section of the review, but all group members are responsible for the content, as only one grade will be given to the entire group.

The complete review (**1- 2 pages maximum, Times New Roman or Ariel 12 point font, 1 inch margins**) should be **e-mailed** to Dr. Hancock (CC: all of your small group members) **by 1:00 p.m. on the date it is due**. The following subheadings should be used in your report:

1. Article citation in APA format
Last name, First initial. (date). Title of the article. *Title of the Journal*, volume number(issue number), page numbers.
2. Background, rationale, and specific purpose
Explain what the authors want to know and why they think it is important. Include this sentence: "The stated purpose of this research is to _____."
3. Methods
Briefly explain the procedures and materials used: how many people, what did they do, what instrumentation was used, what measures were collected
4. Results
What did they report? Did they find differences between groups? Between conditions?
5. Discussion
Were the results what they expected? What do the authors conclude?
6. Critique
Briefly comment on the quality of this study. For example, was it an important, novel research question? Were appropriate methods used? Were the results explained clearly and completely? Was the discussion helpful? Do you agree with their conclusion?
7. Contributions
List each group member's name and what portion of the assignment they wrote.
Example: Sally Seashell: Background, Rationale, Purpose
Jane Fonda: Methods & coordinating group's input for formatting
Brittany S.: Results
Elvis: Discussion
Madonna: Critique
** All group members except Jane reviewed final product and met together to make edits. Jane had an emergency but e-mailed the group her comments afterward.*

Journal Article Reviews Grading
½ point each (5 points possible per review)

All subheadings listed in assignment are addressed **accurately** and **adequately**:

- _____ Article citation in APA format
- _____ Background, rationale, and specific purpose
- _____ Methods
- _____ Results
- _____ Discussion
- _____ Critique

- _____ Summary and critique demonstrates knowledge of anatomy and physiology
- _____ Summary and critique demonstrates understanding of research article
- _____ Writing is clear, organized and of college level (no misspellings or grammatical errors)
- _____ Responsibilities were equally distributed among group members

- _____ TOTAL Score

Integration Paper

The goal of the integration paper is for you to take time to determine what all this material will mean to you now that you've spent so much time learning it. Consider the factual information you've learned as well as your personal career goals in speech-language pathology. Try to discuss 2-3 specific ways you might use this information in your future.

You may use an informal, reflective writing style but include the professional terminology you've learned (e.g., "laryngeal muscles" or "muscles used in phonation" instead of "voice box" and "neck muscles"). Also polish your writing so it is organized and clear for the reader. The following grading guidelines will be used:

2 points possible for each item addressed: (10 possible points)

- _____ Demonstrates knowledge of material presented in class and lab
- _____ Demonstrates personal reflection of (possible) individual career goals (i.e., with adults or children or area of study, etc)
- _____ Includes at least 2 specific ways knowledge/information will be used
- _____ Possible uses are appropriate and explained correctly
- _____ Writing is clear, organized and of college level (no misspellings or grammatical errors)