INTRODUCTION

These three articles provide affiliates with novel information relevant to speech science research and education. Turner et al. present their investigation into the relationship between different levels of background noise and articulatory contact pressure (ACP), the latter representing one aspect of physiological effort during speech production. They report that physiological effort as indexed by ACP did not increase with increasing intensity. They provide both a detailed methodology for researchers interested in replicating the study and clinical implications for professionals interested in employing ACP in therapeutic intervention. Finan and Meinke report on their development of an interdisciplinary (speech-language pathology, audiology, and music) undergraduate-level course covering the physics and biophysics of sound production and reception with emphasis on music and speech, which incorporates issues related to auditory and vocal injury prevention. They provide a detailed description of the course’s learning outcomes, structure, and projects. They conclude with a discussion of the challenges and benefits of implementing this interdisciplinary course for instructors and students. Boyce describes the different vocabulary/terminology traditions that have the potential to cause serious confusion in students’ understanding of key clinical concepts. The author discusses three of the many vocabulary conflicts she has encountered as a teacher of speech science to undergraduate and graduate students: resonance, constriction, and aspiration. She argues that advising students of vocabulary conflicts ahead of time reduces wrong answers on tests, enables instructors to unravel the source of vocabulary misunderstandings, and increases students’ mastery of speech science concepts.

LEARNING OUTCOMES
You will be able to:

- summarize the relationship between articulatory contact pressure and vocal intensity
- explain the importance of collaboration between audiologists, speech-language pathologists, and performing arts professionals
- describe activities to teach and reinforce foundational and applied concepts related to sound production in the speech mechanism and in musical instruments
- describe activities to teach and reinforce foundational and applied concepts related to health risks of sound to the auditory and vocal mechanisms
- analyze important sources of students’ vocabulary confusion regarding fundamental speech science concepts

PROGRAM HISTORY

Start date: November 29, 2016
Available through: November 4, 2019

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before November 1, 2019.
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This course is offered for 0.15 ASHA CEUs (Intermediate level, Basic Communication Processes area).