Longwood University Online Institute   <mark>Summer 2024</mark>

PCSD 455: Neurology in Human Communications – Syllabus

Instructor:

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SYLLABUS STATEMENTS: Information on Accessibilities Resources Office (ARO), Sex Crimes/Offenses/Misconduct, Mental Health Resources, and Protecting Intellectual Property may be found at syllabus statements, here:
http://www.longwood.edu/academicaffairs/secondary-menu/syllabus-statements/

Information @ A Glance:

1) The time zone for this course is Eastern Standard Time or EST. A time zone converter may be found here: https://www.thetimezoneconverter.com/

2) All work for this course may be submitted early. All work is due by the due date stated in the syllabus, by 11:59 PM EST.

3) Formatting Instructions for All Written Work: Use TNR or Arial fonts, 12 point only, double spaced in Word only.

4) Spelling, Use of Professional Terminology, Mechanics, Grammar, Punctuation: 5 points will be deducted from any assignment that contains 2+ errors in the above. Proof your work carefully. <mark>Work submitted as a PDF file will NOT be accepted and will be given a grade of "0."</mark>

5) All of the information in this syllabus is important. <mark>Pay attention to information that is highlighted.</mark>

Important Dates:

Course Start Date: Saturday, May 11, 2024, at 12 Noon AM EST
Course End Date: Saturday, August 10, 2024, at 11:59 PM EST
Last Day to Add/Drop: <mark>Wednesday, May 15, 2024, by 5 PM EST</mark>
Last Day to Withdraw with No Academic Penalty <mark>(all tuition and fee charges will still apply):</mark>
<mark>Friday, June 26, 2024, by 5 PM EST</mark>

Course Description: An overview of neurology as it relates to communication and communication disorders. 3 credits. Prerequisites: CSDS/PCSD 313.

<mark>**Special Note:**</mark> Successful completion of this course or other SLP online courses will not guarantee admission to graduate school. Your performance in this course will not affect your undergraduate GPA, unless you are enrolled in a bachelor's program at Longwood University. If you are transferring this course to another university, you should contact that university to understand the impact of your grade on your GPA at that university.

Recommended Textbook:

Blake, M. L., & Hoepner, J. K. (2023). Clinical neuroscience for communication disorders: Neuroanatomy and Neurophysiology. Plural Publishing. ISBN: 978-1-63550-365-4.

You are **not** required to purchase the online content, Plural Plus Companion Website, in order to complete assignments for this course or to be successful in this course.

Note: Additional materials are available on Canvas.

Technology Requirements:

1) All course content is housed in Canvas, a web-based portal that is accessed via Internet. You will need access to a stable (i.e., reliable), high-speed Internet service in order to access Canvas and participate in the course.

2) Windows Media Player and/or Adobe Flash Player and/or QuickTime Player will be necessary in order to view any video clips. These are available as free downloads and may be located by completing a Google web search for the player you need for your computer system.

3) You will need Microsoft Office, including PowerPoint and Word. If you do not have Microsoft Office, you may find it by performing a Google web search and then selecting the suite you need for your computer.

4) You may need the ability to scan or copy and save images. There may be some assignments that may require drawings to be submitted; see the assignments for details. In addition, some assignments may be easier to complete by hand and then scanned and submitted.

6) Assignments must be submitted as Microsoft Office document – for example, PowerPoint and Word. Extensions that are excepted are .doc, .docx, .ppt, and .pttx. ==Please note that I am unable to open other programs.==

7) Google Chrome is the best browser to use for this course. You will need it to take online assessments. You can locate a free download for Google Chrome by performing a search for it in Google and then following the directions to download it to your computer.

Other helpful tips in participating in online learning:

1) You don't need a great deal of technical expertise to participate in online learning.

2) You will need the ability to use email with attachments, save files using common software such as Microsoft Office, and the ability to use a keyboard.

3) You are strongly encouraged to back up all of your files for this course. For example, I typically back up all of my files on an external hard drive, a portable USB, and in Dropbox. Dropbox is a web-based storage system; a free version is available.

Assessments Require the Use of Respondus LockDown Browser:

A quick start guide may be found here:
https://web.respondus.com/wp-content/uploads/2019/08/RLDB-QuickStartGuide-Instructure-Student.pdf

LockDown Browser is a locked browser for use with exams and quizzes in Canvas. It prevents you from printing, copying, going to another URL, or accessing other applications during an assessment. All exams in this course require the use of LockDown Browser.

Please note that you cannot take an exam using a standard web browser. Detailed instructions for accessing any exam are below. LockDown Browser should only be used for taking exams in Canvas; it should not be used in other areas of Canvas.

BEGINNING AN EXAM:

1) Close all programs, unless one is used to connect you to the Internet.

2) Locate the "LockDown Browser" shortcut on the desktop and double-click it. For Mac users, launch "LockDown Browser" from the Applications folder.

3) If prompted, either close a blocked program (e.g., instant messaging) by choosing **YES**, or close LockDown Browser and close the blocked program before restarting LockDown Browser.

4) Log into Canvas.

5) Navigate to the exam within the course and begin the exam or quiz.

6) Once an exam or quiz has been started with LockDown Browser, you cannot exit until the exam or quiz has been submitted for grading.

7) You are required to use LockDown Browser with a webcam that will record you during an online exam or quiz. The webcam feature is sometimes referred to as Respondus Monitor. Your computer must have a functioning webcam and microphone. A broadband connection is also required.

8) The webcam check will confirm that your webcam and microphone are working properly. The webcam may require you to scan your ID, scan the room in which you are taking an exam or quiz, etc. You will need to follow the steps of the Startup Sequence.

9) If you encounter a problem, select the **It's Not Working** link for troubleshooting tips and access to 24/7 Live Chat Help.

Note: The use of any resources, including but not limited to other people including classmates, textbooks, online resources such as websites, etc., is prohibited during all exams.

The American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Assessment (KASA) Standards applicable to this course include:

1) Standard 3.1.2B: Foundations of Speech Language Pathology Practice.
The program must include content and opportunities to learn so that each student can demonstrate knowledge of the
- Discipline of human communication sciences and disorders;
- Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, physiological, developmental, and linguistic and cultural bases;
- Ability to integrate information pertaining to normal and abnormal human development across the lifespan;
- Nature of communication and swallowing processes, including the following elements: articulation, fluency, voice and resonance (including respiration and phonation), receptive and expressive language, hearing, swallowing, cognitive aspects of communication, sequencing, problem solving, executive functioning, social aspects of communication, cultural characteristics.
- Knowledge of the above elements includes each of the following: etiology of the disorders or differences; characteristics of the disorders or differences; underlying anatomical and physiological characteristics of the disorders or differences; psychological characteristics associated with the disorders or differences; developmental nature of the disorders or differences; linguistic characteristics of the disorders or differences; cultural characteristics of the disorders or differences.

2) Standard 3.1.6B: General Knowledge and Skills Applicable to Professional Practice
The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and by demonstration of:
- Ethical conduct
- Integration and application of knowledge of the interdependence of speech, language, and hearing;
- Engagement in contemporary professional issues and advocacy;
- Clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care;
- Professionalism and professional behavior that is reflective of cultural and linguistic differences;
- Interaction skills and interpersonal qualities, including counseling and collaboration;
- Ability to work effectively as a member of an interprofessional team

Objectives: Through the successful completion of this course, the student will gain a working knowledge of the neurology of human communication:

1. The student will describe and summarize the organization of the brain, including lateralization, lobes, brainstem, and cerebellum, and subcortical structures (Standards 3.1.2B, 3.1.6B; aligns with Modules I-VI).

2. The student will describe and summarize hemisphere dominance for language as well as the contributions of the non-dominant hemisphere and various subcortical structures to language functions (Standards 3.1.2B, 3.1.6B; aligns with Modules I-VI).

3. The student will be able to describe and summarize the neurologic structures and pathways associated with speech production (Standards 3.1.2B, 3.1.6B, Aligns with Modules I-VI).

4. The student will describe and summarize the function of cranial nerves associated with human communication, voice, swallowing, mastication, and facial expression (Standards 3.1.2B, 3.1.6B; Aligns with Module III).

5. The student will describe and summarize the functional categorizations of the nervous system (Standards 3.1.2B, 3.1.6B; Aligns with Modules I-VI).

6. The student will describe and summarize actions and outcomes of neurons, axons, dendrites, and the role of numerous neurotransmitters (Standards 3.1.2B, 3.1.6B, Aligns with Modules I-II).

7. The student will describe and summarize the cerebrovascular system, including the Circle of Willis (Standards 3.1.2B, 3.1.6B; Aligns with Modules I-II).

8. The student will describe and summarize afferent and efferent pathways (Standards 3.1.2B, 3.1.6B; Aligns with Modules I-II).

9. The student will describe and summarize normal aging and its impact on the central nervous system (Standards 3.1.2B, 3.1.6B, Aligns with Modules V-VI).

10. The student will describe and summarize the impact of various neurological disorders, diseases, and trauma on the brain (Standards 3.1.2B, 3.1.6B; Aligns with Module VI).

Contacting the instructor: Email is the best and fastest way to reach me; I typically respond within a few hours. If you have not heard from me within 1-2 business days, resend the email. Allow 48 hours for a response if you email over a weekend or holiday. **My email address is:** cralidisal@longwood.edu Please, do not send email via Canvas!

Canvas and course content: All course documents, including PowerPoint (PPT) slides, videos, spelling guides, outlines, etc., are posted on Canvas; verify that you can access this portal. Review these items online or print them. Additional information regarding assignments, expectations, updates, and announcements will be posted on Canvas as needed. Check Canvas several times per week for any updated information. **In-class reminders of changes are unlikely to be made**.

Make-up and extra credit: None.

Grade dispute: You must earn grades in this course; I do not give them out as gifts! If you feel that an assignment has been graded in error, then you must contact me via email within 48 hours of receiving the grade so that I can recalculate it. Beyond 48 hours, no adjustment in grade will be made. I only review grades when you feel that I have made a mathematical error.

Late work: Work should be submitted on or before the due date indicated in this syllabus. You may always submit work early. All work is due by 11:59 PM EST on the date indicated.

Notify me as soon as possible if you have problems with any assignment (cralidisal@longwood.edu). If you are having computer problems and/or become locked out of any assignment, take a screen shot and send it to me. Adaptations to the schedule are at the discretion of the instructor. Submission of documentation does not guarantee that an adaption will be granted.

Late work is accepted, but incurs the following penalty: **I will deduct ten percent (10%) of the total point value of the assignment for every day, including weekends and holidays, that the work is not submitted. No work is accepted if it is three (3) or more days late. No work is accepted after the last day of class – August 10, 2024, at 11:59 PM EST. Work submitted after this date will receive a grade of "0."**

Submitting Work: Once you have submitted an assignment, I will presume that it is your final work product and grade it. You may not resubmit work in hopes of getting a better grade.

Honor code: All students are expected to abide by the Honor Code, and to respect the intellectual property and copyright of others. The following Honor Code Statement must be included on all written work: *I have neither given nor received help on this test, quiz, etc., nor am I aware of any infraction of the Honor Code.*

Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any violation will be investigated, and university policy will be followed. Consequences for violation of the Honor Code on any individual assignment may include a grade of "0" on the assignment in question, a grade of "F" in the course, and/or referral to the Longwood University Judicial Board.

Longwood's Honor Code: http://www.longwood.edu/studentconduct/12011.htm

The academic pledge: http://www.longwood.edu/studentconduct/12021.htm

Diversity, Equity, and Inclusion: The instructor will accommodate adjustments to the schedule due to dates that conflict with a student's religious observations, **if informed in writing by the end of the first week of class.** Also, keep in mind that all course content, including assignments, will be open and available for you to complete at your own pace from the first day of class. Assignments do have specific due dates, but work can be turned in early.

Format of This Course: All course content and assignments that are due for a grade, including assessments, are open and available to you from the first day of class. The class is intentionally designed this way so that **you can work ahead if you need to** in order to accommodate for any plans you may have – the birth/adoption of a child, a wedding, vacation, family reunion, etc. This course is self-paced and you are free to work as slowly or as quickly as you wish. Plan your time accordingly. Modules should be completed in order. Extensions on due dates are given at the discretion of the instructor and only under very extraordinary circumstances.

Course Modules: There are six modules for this course. Each module has a start and end date, but keep in mind that **ALL** modules are open from the first day of class. Assignment due dates are listed in each module. You can complete any or all assignments early, but once the due date passes (see below), then the opportunity to submit an assignment will close.

Assignments will not be reopened unless extraordinary circumstances prevail – for example, a computer glitch where you send me a screen shot of the problem via email, a hospitalization, etc. Failure to plan your time so that you have sufficient time to finish is not a valid reason to miss a due date. The advantage of working online is the flexibility of your study time. You should plan to spend at least 10-15 hours per week, if not more, on studying and completing all assignments. **Do not underestimate the amount of time it may take to complete the work for this course.**

Due Dates for Work: All assignments are due by 11:59 PM EST on the date noted on the course calendar. Work may be submitted early. I reserve the right to make alterations to the course schedule as needed to accommodate the class.

Work that Must Be Completed but is Not Graded:

1) A signed **Assurance Statement** must be submitted via Canvas during the first week of class.
2) A **Course Overview Quiz** contains questions about information in this syllabus, course policies, and course navigation.
3) You are required to **Introduce Yourself** via a Discussion Board post.

Work that Must Be Completed for a Grade:

Five (5) Discussion Posts	150 points (30/each)
Three (3) Exams	300 points total (100/each)
Five (5) Consider This! Tasks	250 points (50/each)
Concomitant Conditions	150 points
Time for Discharge	150 points

TOTAL POINTS: **1000 points**

Five Discussion Posts   **150 points (30/each)**

There are five discussion assignments throughout the semester. You are required to **make one initial post** on the topic on the appropriate discussion board. Responding to other posts is optional, but strongly encouraged.

Posts should be written in complete sentences, with ideas and information appropriately sequenced. Use professional terminology and a formal style of writing. Posts should be free from grammatical, spelling, and punctuation errors. All posts must be made on the appropriate discussion board; do not submit any post as a Word or PDF document. Posts submitted as a document will receive a grade of "0."

Three Exams   **300 points (100/each)**

Three exams scattered throughout the semester. Exams consist of short answer, true/false, and multiple-choice questions. Exams will be completed using LockDown Browser.

Five Consider This! Tasks   **250 points (50/each)**

Consider This! Tasks are designed to get you to think about the practical, clinical application of neurology. Responses should be written as complete sentences, using professional terminology. Answers should be carefully proofed for misspelled words, and punctuation, grammar, and mechanical issues. Formatting instructions must be followed: TNR or Arial font only, 12 point only, double spaced, in Word only. Documents submitted as PDF files will be given an automatic grade of "0."

Time for Discharge! Assignment   **150 points**

You will assemble a packet of information for a patient with a neurological illness or trauma (i.e., Parkinson's disease, stroke, traumatic brain injury, amyotrophic lateral sclerosis, etc.) and his/her/they family. The packet must contain the following:

- Information about the patient's condition, written in laymen's terms.
- A one-page document that gives tips for a successful transition to home.
- Pretend the patient is on a modified diet (this link on dysphagia may help: https://iddsi.org/). Select a modified diet and then prepare a one-page document that lists the types of foods and liquids that the patient may consume and a list of foods/liquids that the patient must AVOID.
- Select a real town or city (i.e., Richmond, VA; NYC; Dinwiddie, VA; Norman, OK, etc.). Then identify at least one support group that your patient and his/her significant others could attend. Briefly describe the purpose and activities of the group you identified, then write a one-page document on the importance of a support group following neurological illness/injury.

Concomitant Conditions Assignment   **150 points**

A concomitant condition is a condition that occurs at the same time as something else. For example, high blood pressure is a concomitant condition that may occur with stroke. Provide a detailed description of each condition, then briefly state how the presence of the condition may impact recovery from a neurological illness or trauma. Here is an example:

Hypercholesterolemia: High cholesterol is elevated levels of cholesterol in a person's bloodstream that places that person at increased risk for stroke and heart attack. Non-compliance with dietary modifications, exercise, and taking statin medication may place a person at an elevated risk for having a stroke or heart attack.

TOTAL POINTS FOR ALL GRADED ASSIGNMENTS: **1000 POINTS**

Grading Scale:

940-1000	A	700-729	C-
900-939	A-	680-699	D+
880-899	B+	630-679	D
830-879	B	600-629	D-
800-829	B-	0-599	F
780-799	C+		
730-779	C		

<mark>The course schedule for modules, their assignments, and due dates is on the next page.</mark>

Dates	Reading	Items Due
Module I: Course Overview & Basics of the Nervous System (NS)		
Weeks 1 & 2 May 11-May 27	Chapters 1, 2, 6, 8	**Due Monday, May 13th** ☐ Assurance Statement ☐ Introduction to the Course Quiz ☐ Introduce Yourself on the Discussion Board **Due Monday, May 27th** ☐ Module I Consider This #1 ☐ Module I Exam #1 ☐ Module I Discussion Board Post #1
Module II: The Cerebral Cortex		
Weeks 3 & 4 May 27-June 10	Chapters 4, 5, 10	**Due Monday, June 10th** ☐ Module II Discussion Board Post #2 ☐ Module II Consider This #2 ☐ Module II Exam #2
Module III: Cranial Nerves		
Weeks 5 & 6 June 10-June 24	Chapter 7	**Due Monday, June 24th** ☐ Module III Consider This #3 ☐ Module III Discussion Board Post #3
Module IV: The Spinal Cord		
Weeks 7 & 8 June 24-July 15	Chapter 9	**Due Monday, July 15th** ☐ Module IV Discussion Board Post #4 ☐ Module IV Consider This #4
Module V: The Neurology of Cognition		
Weeks 9 & 10 July 15-July 29	Chapter 11	**Due Monday, July 29th** ☐ Module V Consider This #5 ☐ Module V Discussion Board Post #5 ☐ Module V Concomitant Conditions Assignment
Module VI: Neurological Disorders		
Weeks 11 & 12 July 29-August 10	No assigned readings from text; see supplemental information under Module VI on Canvas.	**Due Saturday, August 10th** ☐ Module VI Exam #3 ☐ Module VI Time for Discharge Assignment
All assignments are due by 11:59 PM EST on dates noted above.		**Assurance Statement, Introduction to the Course Quiz, and Introduce Yourself are under Modules, then Introduction Activities.**