Sacred Heart University

From the SelectedWorks of Jamie F. Marotto

Spring 2017

SLP 340/440: Introduction to Neurological Bases of Communication and Swallowing Course
Syllabus

Jamie Marotto, Sacred Heart University

Available at: https://works.bepress.com/jamie-marotto/7/
Place of Course in Program: This course will provide students with experiences to master the neuroanatomical and neurophysiological bases of communication and swallowing. It provides a continued foundation for practice of the evaluation and remediation of speech and swallowing disorders.

Prerequisite: SLP 300/400: Anatomy and Physiology of Speech, Swallowing and Hearing

Course Description: This course presents the foundations of the neurosciences to speech, language, and hearing at an undergraduate level. Students will become familiar with the neuroanatomical and neurophysiological bases of human communication and swallowing. Both normal and abnormal neurological systems in communication disorders are discussed as well as the basic science foundation of the neurosciences.

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Related ASHA Standards</th>
<th>Related CHP Learning Outcomes</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe basic nerve cell anatomy and physiology.</td>
<td>Standard IV-B</td>
<td>4. Demonstrate knowledge, skills, attitudes, and values of professional behaviors that will lead to success in future health care practice.</td>
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<tr>
<td>Identify and describe all major structures of the central and peripheral nervous systems and outline their functions.</td>
<td>The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic, and cultural bases.</td>
<td>6. Apply a holistic perspective to patients/clients for health and wellness.</td>
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<td>Identify and describe types of neurological dysfunction that have clinical relevance to communication disorders.</td>
<td>2. Apply critical thinking and problem-solving skills.</td>
<td>Quizzes, Tests</td>
<td></td>
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<tr>
<td>Integrate anatomical and physiological information with descriptions/explanations of disordered communication and swallowing processes.</td>
<td>2. Identify anatomical and physiological information with descriptions/explanations of disordered communication and swallowing processes.</td>
<td>Quizzes, Tests</td>
<td></td>
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</table>
REQUIRED COURSE MATERIALS

RECOMMENDED COURSE MATERIALS

NEED TECH HELP?
Course materials, assignments, and assessments will be available in Blackboard.
The Factory, 203-365-7557
IT website: http://www.sacredheart.edu/officesservices/informationtechnology/
Blackboard help: http://www.sacredheart.edu/officesservices/informationtechnology/blackboard/

COURSE OVERVIEW

DUE DATES
Assignments: All assignments are due before class begins or immediately at the start of class on the date specified. Assignments will be submitted either 1) in Blackboard OR 2) in class: See projected course timeline for due dates and refer to Blackboard for submission requirements for each assignment.

Assessments: All quizzes will be available on Blackboard after each Thursday lecture by 2pm. They will be due the following Monday morning at 8am. **Incomplete/late quizzes will be given a grade of zero. All exams will be taken in class. No exceptions.**

Penalty for late submissions and incorrect format: Any assignment submitted past the deadline will be penalized. Within 24 hours past deadline = 10% deduction. Within 25 to 48 hours past deadline = 20% deduction. After two days, the assignment will receive a zero. NOTE: Be sure assignments are correctly uploaded and attached in BB. “Empty” assignments (i.e. submission without attachment) will be considered LATE and points will be deducted accordingly. Submissions that are not in the requested file format (e.g., .docx, .pdf, .jpg) must be resubmitted within 24 hours of emailed request for resubmission. If resubmission is beyond 24 hours of request, late penalties (see above) will apply.

**Last day to withdraw from this course: Monday, March 27th **

PROJECTED COURSE TIMELINE
Weekly topics presented will cover the basic anatomy and basic function of the assigned structure(s), following a brief overview of the direct application to communication sciences and disorders of the discussed structure(s). Please note that the course schedule is subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday, January 16th (NO CLASS) Thursday, January 19th</td>
<td>Introduction to Neuroscience, Basic Principles</td>
<td>Chapter 1 Chapter 5 QUIZ 1: Due Monday January 23rd by 8am</td>
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<tr>
<td>2</td>
<td>Monday, January 23rd Thursday, January 26th</td>
<td>The Cerebral Cortex</td>
<td>P. 35-52 P. 186-194 QUIZ 2: Due Monday January 30th by 8am</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Assignment</td>
<td>Reading/Content</td>
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<td>-----------------------------------------------------------------------------</td>
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</tbody>
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| 3    | Monday, January 30th  
      Thursday, February 3rd | Subcortical Structures                                                      | P. 52-55  
Chapter 6  
Chapter 15  
QUIZ 3: Due Monday  
February 6th by 8am |
| 4    | Monday, February 6th  
      Thursday, February 9th | Neuroanatomy Lab  
(Dr. Marotto in Guatemala)                                                   | Lab assignments due 48 hours after scheduled lab time to be determined |
| 5    | Monday February 13th  
      Thursday, February 16th | The Cerebellum                                                            | P. 61–64  
Chapter 14  
QUIZ 4: Due Monday  
February 20th by 8am |
| 6    | Monday, February 20th  
      Thursday, February 23rd | The Brainstem & Spinal Cord                                                | P. 55-61  
P. 64-83  
P. 100-119  
P. 195-196  
QUIZ 5: Due Monday  
February 27th by 8am |
| 7    | Monday, February 27th (Review)  
      Thursday, March 2nd (Exam in class) |                                                                                | Exam 1 |
| 8    | Monday, March 6th  
      Thursday, March 9th |                                                                                | SPRING BREAK: NO CLASS |
| 9    | Monday, March 13th  
      Thursday, March 16th | The Cranial Nerves                                                          | Chapter 17  
QUIZ 6: Due Monday  
March 20th by 8am |
| 10   | Monday, March 20th  
      Thursday, March 23rd | The Spinal Nerves                                                          | P. 66-72  
QUIZ 7: Due Monday  
March 27th by 8am |
| 11   | Monday, March 27th (Last day to drop course)  
      Thursday, March 30th | Special Topics (Dysphagia & Motor Speech Disorders)                        | Readings on Blackboard  
QUIZ 8: Due Monday  
April 3rd by 8am |
| 12   | Monday, April 3rd  
      Thursday, April 6th | Special Topics (Language & Cognitive-Communicative Disorders)              | Readings on Blackboard  
QUIZ 9: Due Monday  
April 10th by 8am |
| 13   | Monday, April 10th (Self-Review – No Class)  
      Thursday, April 13th (Exam in class) |                                                                                | Exam 2 |
| 14   | Monday, April 17th (No Class - Easter Break)  
      Thursday, April 20th | The Visual Cortex                                                          | Chapter 12  
QUIZ 10: Due Monday,  
April 24th by 8am |
| 15   | Monday, April 24th  
      Thursday, April 27th | The Auditory Cortex  
The Vestibular System  
Cognitive Decline & Hearing Loss                                              | Chapters 9 and 10  
Readings on Blackboard  
Disorders Assignment Due Thursday, April 27th by  
12:30pm  
QUIZ 11: Due Monday,  
May 1st by 8am |
| 16   | Monday, May 1st  
      Wednesday, May 3rd | Brain Changes Across the Lifespan & Review                                  | Readings on Blackboard |
| 17   | Thursday, May 4th to Tuesday, May 9th (Exact date TBD) | Exam 3 – Final Exam (Cumulative, in class)                                 | |
ASSIGNMENTS AND ASSESSMENTS
Detailed instructions and requirements for all assignments will be provided on Blackboard.

Lab Assignment: See Blackboard for a detailed description of assignment to complete in the human anatomy lab. For this assignment, you will be able to work in pairs.

Disorders Assignment: Research any disorder discussed at any point throughout the semester that is of interest. In APA style, write a three-to-four page paper describing the disorder, including the following: its prevalence, pathology, and current treatment options. See Blackboard for grading rubric. This assignment requires individual submission.

Additional requirement for 3-Year Track graduate students: Clinical Connections
In order to obtain graduate credit, the following assignment must be completed satisfactorily, in addition to those described above. For each section of the course, choose a related disorder and summarize pathophysiology and presentation, written originally, using appropriate anatomical terminology and making explicit connections to physiology. *Clinical Connections assignments are due for each section by 12:00 noon by the date of each exam (March 2nd, April 13th, May 3rd – last class before final exam) and will be weighted as assignments (20%).

GRADING
Assignments and assessment categories will be weighted as follows:
Quizzes 20%
Assignments 20%
Exam 1 20%
Exam II 20%
Final Exam 20%
Total 100%

Use the weighted grade calculator tool at http://www.blacksdomain.com/files/Notes/WA_Calculator.php to update current grade. Final percentages will be calculated and rounded to the nearest whole percentage. Letter grades will be assigned using the following university-wide percentage cut-offs:

<table>
<thead>
<tr>
<th>SHU Grade Criteria</th>
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<tbody>
<tr>
<td>Letter Grade</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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<td>D+*</td>
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<tr>
<td>D*</td>
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<tr>
<td>F*</td>
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*Note: These grades are not available for Graduate-level courses
UNIVERSITY AND DEPARTMENT POLICIES

**Academic Honesty.** A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abiding a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or university level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the university ([University Student Handbook](#)).

**Plagiarism.** Plagiarism means that the work you are turning in is not your own, such as using a paper obtained from the internet, failure to cite material used or quoted, working/consulting with your peers to complete work unless otherwise instructed, or cutting and pasting together work from sources not written by you. Plagiarism is unacceptable. All cases of plagiarism will be addressed, initially, between the student and Instructor. If the Instructor believes the violation to warrant it, a formal Report on Violation of Academic Integrity will be submitted to the Dean of the College, who will rule on the consequences. If you have any questions or doubts regarding plagiarism, please ask the faculty. It is your responsibility to ensure that no cases of plagiarism are found in your work. Since it will not be possible to determine whether plagiarism is intentional or unintentional, all instances will be treated the same way. Any submission of work taken directly from another source (e.g. copied from a book, the internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged, however, to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments independently. All students are expected to be familiar with the information on plagiarism in in the SHU SLP Student Handbook, Appendix 14, and adhere to it.

**Attendance, Tardiness, and Class Participation** policies are stated in the SHU SLP Student Handbook:

- Students are expected to attend, arrive on time, come prepared having read and completed all assigned reading and other work, and participate in scheduled activities.
- *Absences due to illness.* One excused absence will be granted due to illness per semester, with a doctor’s note documenting that the student was too ill to attend class. This note must be provided on the next scheduled day of class or practicum. If a note is not provided, the absence will be considered unexcused.
- For each unexcused absence beyond one, the student’s overall final grade will be decreased by 5%.
- If a student has three or more absences (excused or unexcused) over the course of a single semester, the student may receive a grade of F for the course, may be unable to advance to the next level of practicum, and will be at risk for losing their place in the graduate program.
- Students are expected to arrive on time to class. For classes lasting less than 1.5 hours, arriving between the class start time and 15 minutes is considered tardy. Arrival after 15 minutes is absent. For classes between 1.5 and 3 hours, arriving up to 30 minutes after class start is tardy; after 30 minutes is absent.
- Tardy arrivals to class, beyond twice, will result in a 1% deduction of the student’s overall grade per tardy arrival.
- In the case of a severe or chronic illness on the part of a student or their dependent over the course of a semester, notify the Program Director and the Directory of Clinical Education (DCE) as soon as possible, to determine if accommodations can be made or if a leave of absence from the program will be required. Failure to notify the Program Director and DCE in a timely manner may result in unexcused absences being counted against the student’s grade.
- Absence or tardiness related to illness or other emergency situation should be discussed with the course instructor as soon as possible. Documentation from a physician will be required for more
than one day of absence due to illness, and other types documentation may be required for
absences or late arrivals due to reasons other than illness.

- In the event of absence or lateness, it is the responsibility of the student to obtain and learn
missed materials from another student or from the instructor.
- In the event of an illness or emergency causing the student to miss an exam or quiz, the student
must provide documentation of illness or other emergency. It is the student’s responsibility to
provide the professor with an MD note from their doctor or copy of Discharge Summary from
Student Health Services, and to contact the instructor within 24 hours order to make arrangements
for a rescheduling the exam or quiz. instructor has total discretion if and when a missed exam or
quiz will be rescheduled.
- Unexcused absences from an examination may result in a failing grade for that exam.

Multitasking. Students are expected to attend fully to class lectures, activities, student presentations, and
interactive group assignments. Although computers (and phones, only with instructor permission) may be
used to search for resources during class time, this can only occur with instructor permission. At all other
times, computers are to be used ONLY for taking notes on class activities. Use of social media or
commercial websites is strictly forbidden during class time. Work on classes other than the current one is
also strictly forbidden. Infractions of these rules may result in disciplinary action. Although students may
use computers to take notes, they should be aware of research that demonstrates that students who take
handwritten notes perform better on academic assessments than those who use computers for note-taking
(Mueller & Oppenheimer, 2014). Handwritten note-taking is highly recommended.

ADA Policy (students with disabilities). SHU is committed to providing an equal educational
opportunity for all students regardless of disability status. The Office of Special Learning Services
(OSLS) provides reasonable accommodations for students with disabilities. In order to receive the
services, students who request accommodations must have a documented disability, submit appropriate
documentation, and register with the OSLS at the Jandrisevits Learning Center
(http://www.sacredheart.edu/officeservices/jandrisevitslearningcenter/). For further information, please
contact Jacinth Crichton, Assistant Director of OSLS, crichtonj@sacredheart.edu. Students are
responsible for utilizing academic support resources and for requesting and arranging accommodations in
advance in order to implement them in their courses. Students are also expected to discuss their
accommodations with their instructors. All information shared with instructors will be kept confidential.

Competency (grad students). In this course, your knowledge will be assessed on the appropriate
portions of the exams, or other assignments. Competency of 80% or better on these assessments is
necessary to meet certification standards of the Council for Clinical Certification in Audiology and
Speech-Language Pathology. Students failing to attain the set criteria on a required competency
assessment will be provided a remediation plan and an additional attempt to pass the competency. If
students do not pass the competency a second time, one additional remediation will be provided. For
students failing to attain the set criteria on a required competency assessment after the third attempt, the
department and university are not able to recommend their application for ASHA certification and state
licensure, even though they may receive an acceptable course/clinic grade or exceed the minimum GPA.

Other Items
Students must seek the instructor's permission to record class lectures, as per University policy.

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1 Mueller, P. & Oppenheimer, D., (2014). The pen is mightier than the keyboard: Advantages of longhand over
Conduct consistent with professional standards is required of all students in class, and anywhere on the SHU campus or when serving as a representative of SHU in practica or any other setting.

All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments must be size 11-12. Any font size less than 11 or larger than 12 will be returned for revising to required font size. All submitted work must be correct in mechanics (e.g., spelling, grammar, word choice, punctuation, etc.). Points will be deducted for inadequate work.

APA style is required for written papers, including table, figure, and graph formats, references and citations, and appropriate professional language use.

Use people-first language in ALL work, to be consistent with IDEA. Emphasize the person more than the disability (i.e., “a child with autism”, NOT “an autistic child”).

Student work will be returned as promptly as possible.