

**CSD 3080**  
**Introduction to Neurology for Communication Disorders**  
**3 Semester Hours- Spring 2012**  
**MWF 9:00 a.m.-10:15; TR 8:00 a.m.-9:45 a.m.**  
**Room 155- Speech Building**  
**Ruth Renee Hannibal, Ph.D., CCC-SLP**

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**College of Education**  
**Valdosta State University**  
**Department of Communication Sciences & Disorders**  
**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a life-long process of development and growth.

**Ownership** Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle**: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

## **REQUIRED TEXT**

Bhatnagar, S.C. & Andy, O.J. (2008). Neuroscience for the Study of Communicative Disorders. Baltimore: Williams & Wilkins. 3<sup>rd</sup> ed.

Kuhn P. eBrain: The Interactive Sheep Neuroanatomy Tutorial you should be able to purchase this from the bookstore (can purchase as a group or partners). If not in bookstore, let me know.

Pad of sketching paper.

Box of colored pencils

Prerequisites: CSD 2999, CSD 3060.

## **COURSE DESCRIPTION**

An introduction to the anatomy and physiology of the nervous system as it relates to speech and language functions.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

**Standard III-B** The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

## **COURSE OBJECTIVES (CO):**

By the completion of the course, students will demonstrate the ability to:

- CO 1. Identify various sections of the nervous system with respect to both location and function (III-B)
- CO 2. Explain the effects on speech and/or language of disruptions in the various parts of the nervous system (III-B).
- CO 3. Demonstrate the ability to diagnose the appropriate area of the nervous system involved in various speech and language functions (III-B)
- CO 4. Demonstrate the ability to appropriately analyze, use, and interpret collected clinical data with respect to nervous system dysfunction (III-B)

## **COURSE REQUIREMENTS**

- 1. Reading and comprehension of the material in the textbook and assigned reading; (CO 1, 2, 3, 4)
- 2. Knowledge and comprehension of the information covered during class lectures and media; (CO 1, 2, 3, 4)
- 3. Assemble oral peripheral kit and performance of an oral peripheral examination (CO 1, 2, 3, 4)
- 4. Performance of a clinical swallowing examination & write-up (CO 1, 2, 3, 4)
- 5. Interpretation of videofluoroscopic swallow study and write-up (CO 1, 2, 3, 4)
- 6. Completion of all assigned projects. Projects will be designed to demonstrate competency in locating neurological structures and identifying their function. (CO 1, 2, 3, 4)
- 7. Taking the required tests and the comprehensive final (CO 1, 2, 3, 4)
- 8. Abiding by University, College, Departmental, and Program requirements as well as by the other administrative policies listed below
- 9. Completion of labeling and drawing of nervous system structures (CO 1, 2, 3, 4)
- 10. Case study (Group project) (CO 1, 2, 3, 4)

11. Demonstration of the above listed competencies; (CO 1, 2, 3, 4)

### **COURSE ASSIGNMENTS/EVALUATION**

**All students are responsible for reading all assigned chapters and assignments regardless if material is covered in class.**

#### **Evaluation Methods:**

1. Knowledge and content will be evaluated through formal testing.
2. Ability to locate various structures and their functioning as demonstrated by class activities, assignments, and projects.
3. Performance of oral peripheral examination, clinical swallowing examination, and Videofluoroscopic swallow study interpretation and write-ups
4. Discussion of case studies, screenings, and grand rounds

#### **Examination Schedule No make-up examinations will be given.**

Examination I	February 09 & 10, 2012	100 pts.
Examination II	March 8 & 9, 2012	100 pts.
Examination III	April 19 & 20, 2012	100 pts.
<b>Final Examination</b>	(See below)	100 pts.

- Monday/Wednesday class Thursday, May 3, 2012 8:00am- 10:00 am.
- Tuesday/Thursday class Wednesday, May 2, 2012 10:15 a.m. - 12:15 p.m.

#### **Project Due Dates**

Oral Peripheral Kit February 1 & 2, 2012 (Students will make appointment with Dr. Hannibal and bring their kits to be graded. An appointment sheet will be located outside her office door)

Oral Peripheral Examination	TBA
Clinical Swallowing Examination	TBA
Videofluoroscopic Swallowing Study	TBA

**Some projects due dates are subject to change based on where we are in the course.**

All examinations are worth 15% (100pts. each).

Examination I	15%
Examination II	15%
Examination III	15%
Final Examination	15%
Worksheets	5%
Labeling and drawings worksheets	5%
Clay models of structures of CNS	5%
Oral Peripheral Kit	5%
Oral Peripheral Examination & write -up	5%
Clinical Swallowing Examination & write-up	
Videofluoroscopy Swallow Study Write-up	5%
Case Study (group)	5%

**All lab work will be checked by professor.**

**Guidelines for assignments.** One point will be deducted from your assignments when you do not follow directions. No exceptions

- Left margin: Last name first, first name last
- 12 Font Times New Roman
- Labeling and drawings: Landscape layout, sketch pad paper or plain white sheet of paper, or drawing paper, draw lines neatly to structures and print neatly structure names in black ink.
- All worksheet answers are to be printed neatly.
- All clay models are to be placed on a sturdy base with your name printed neatly in black marker ink.
- One copy of the group case study will be turned in. Follow APA guidelines. Each group will have 15 minutes to present the case.

**GRADING SYSTEM:** The grading system has changed for this class. Please be observant of this change.

The following grading scale will be used:

A = 93 - 100  
B = 85 - 92  
C = 77 - 84  
D = 69 - 76  
F = Below 69

**Days to observe**

MLK Birthday (no class)	January 16, 2012
George Deavours Lecture Series	
Symposium ( <b>No class</b> )	March 23, 2012
Out of class project	February 24-25, 2012
Spring Break	March 12-16, 2012
Last Day of class	April 26, 2012 TR April 30, 2012 MW

Final Examinations    MWF    Thursday, May 3, 2012 8:00-10:00 a.m.  
                                 TR    Wednesday May 2, 2012 10:15- 12:15 a.m.

**Professional decorum**

- **Students are expected to arrive to class on time. Any student who ventures into class after the roll has been called is absent. Come to campus early to find a parking space or ride the VSU transportation.**
- **All cell phones are to be turned off during class**
- **All cell phones are to be turned off and placed on the front table during all examinations.**
- **No hats or sunglasses will be worn during testing.**
- **No texting in class at any time. If you are caught texting, you will be asked to leave class.**
- **No student is allowed to leave class during testing.**
- **You are responsible for reading all assignments**

- **Students who leave class before it is over will be absent for that class period (please see attendance policy).**

### **ATTENDANCE POLICY**

The University 20% absence policy regarding attendance will be strictly adhered to during this course. All students who have missed more than what the university policy indicates, will receive a failing grade. Any unusual circumstances should be discussed with the professor. If you are absent and a worksheet is provided, you will not be given any credit for completion of the worksheet. Students will be considered absent when they come to class late after the roll has been called and who leave class early. Please note that any incomplete assignments will affect your final grade.

### **DIVERSITY STATEMENT**

The Department of Communication Sciences & Disorders maintains a strong and sustained commitment to value the diverse and unique nature of the learner and to include all students in the high expectation for success.

### **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located Office located in Farber Hall.

(229)245-2498 (V)    (866)948-3815 (VP)    (229)219-1348 (TTY)    (229)245-3788 (FAX)  
[www.valdosta.edu/access](http://www.valdosta.edu/access)

### **SOI SYLLABUS STATEMENT**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

## **APA STYLE**

The Department of Communication Sciences and Disorders has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Procedures for APA style are found in:

American Psychology Association (2010). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.  
Refer to Owl Purdue Online Writing Lab for tutorial.

### **Dewar College of Education**

## **POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

**Office Hours:**

Ruth Renee Hannibal, Ph.D., CCC-SLP

Associate Professor

Office 242

Phone: 219-1310

Email: [rrhannib@valdosta.edu](mailto:rrhannib@valdosta.edu)

Office Hours: Wednesday: 11-12; 1-2; 3:30-6:30. Thursday: 2-6; Friday: 11-12

- Any changes to the above hours will be mentioned in class or only via students' VSU email account.
- No eappointments

Introduction to Neurology for Communication Disorders  
CSD 3080

Grade Sheet

**This sheet is provided to you so that you can be responsible for keeping up with your grades.**

Name \_\_\_\_\_

Examination I \_\_\_\_\_ x 15% = \_\_\_\_\_

Examination II \_\_\_\_\_ x 15% = \_\_\_\_\_

Examination III \_\_\_\_\_ x 15% = \_\_\_\_\_

All lab worksheets & sheep brain software \_\_\_\_\_ x 5% = \_\_\_\_\_

Oral Peripheral Kit & Oral Peripheral Examination \_\_\_\_\_ x 5% = \_\_\_\_\_

Oral Peripheral Examination \_\_\_\_\_ x 5% = \_\_\_\_\_

Clinical Swallowing Examination \_\_\_\_\_ x 5% = \_\_\_\_\_

Videofluoroscopic Swallow Study \_\_\_\_\_ x 5% = \_\_\_\_\_

Labeling and Drawings \_\_\_\_\_ x 5% = \_\_\_\_\_

Clay Models \_\_\_\_\_ x 5% = \_\_\_\_\_

Case Study (group) \_\_\_\_\_ x 5% = \_\_\_\_\_

Final Examination \_\_\_\_\_ x 15% = \_\_\_\_\_

Total Points \_\_\_\_\_

Final Points \_\_\_\_\_

Letter Grade \_\_\_\_\_



## Oral Peripheral Kit (OPK)

Name \_\_\_\_\_ Score \_\_\_\_\_

Your name should be on the outside or inside of your kit, easily identifiable and readable. Do not put your name on the bottom of your kit or write in black permanent ink if you have a dark kit. All names, should be typed and cropped on a neatly cut piece of paper or index card and placed on the outside of your kit.

- Portable container with handles √
- Alcohol swabs/preps (put in plastic bag) ☐
- Applesauce cup ☐
- Bubbles (for young children) ☐
- Bubble yum bubble gum ☐
- Crackers ☐
- Gauze( individually wrapped) ☐
- Gloves (put in plastic storage bag) ☐
- Hand sanitizer (put in plastic bag) ☐
- Laryngeal Mirror (put in plastic bag) ☐
- Lemon glycerin swab sticks(put in plastic bag) ☐
- Peanut butter (make sure pt. isn't allergic to it before using it. Small one like you get from a restaurant or breakfast buffet) ☐
- Plastic Spoons(put in plastic bag or individually wrapped ones) ☐
- Penlight ☐
- Pocket Mirror ☐
- Pudding cup ☐
- Stopwatch ☐
- Stickers (for young children) ☐
- Tongue depressors (individually wrapped) ☐
- Toothettes (Disposable oral swabs, individually wrapped) ☐
- Wooden handle cotton-tipped applicators (individually wrapped) ☐
- 3.5 oz. cups (put in plastic bags) ☐
- Bag: Alcohol swabs/prep, hand sanitizer
- Bag: Bubble yum, crackers, peanut butter, pudding cups, applesauce, plastic spoons
- Bag: Gauze, toothettes, laryngeal mirror, penlight, mirror, lemon glycerin swabs, tongue depressors, wooden tip applicators
- Bag: Bubbles
- Bag: Cups

### CSD 3080 Student Agreement

I, \_\_\_\_\_, agree to arrive to class on time and fully participate in class activities. I understand that if I arrive late to class, that according to the syllabus, I will be absent. I will remain in class but the absence will count towards the 20% attendance policy as outlined by Valdosta State University.

I understand that I am responsible for all assignments regardless if they are discussed in class. I understand that there are no make-up examinations and that late assignments will not be accepted. If there are unusual circumstances that arise, I understand that I must inform the professor.

I understand that all cell phones are to be turned off during class. If my phone rings or I am caught texting during class, I will be asked to leave. I further understand that during all tests, I will be asked to place my phone in my book bag. If academic dishonesty occurs, I understand the consequences (Refer to Dewar College of Education Plagiarism and <http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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Signature

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Date

### **Tentative Lecture Dates**

You are responsible for reading all assignments and become familiar with the material regardless if it is covered in class. You are encouraged to bring your textbook to class daily. Lectures are subject to change depending on where we are in the course.

Week 1	January 09, 2012	Syllabus, Lecture 1 outline
Week 2	January 16, 2012	No class. MLK Holiday
	January 17-20, 2012	Lecture 1 outline
Week 3	January 23, 2012	Lecture 1 outline
Week 4	January 30, 2012	Lecture 2 outline
Week 5	February 6,7,8, 2012	Lecture 2 outline
	February 9 & 10, 2012	<b>Examination I</b>
Week 6	February 13, 2012	Lecture 2 outline
Week 7	February 20, 2012	Lecture 2 outline
Week 8	February 27, 2012	Lecture 3 outline
	March 01 & 02, 2012	Lecture 3 outline
Week 9	March 05, 2012	Lecture 4 outline
	March 8 & 9 2012	<b>Examination II</b>
Week 10	March 12-16, 2012	Spring Break
Week 11	March 19, 2013	Lecture 4 outline
Week 12	April 02, 2012	Lecture 5 outline
Week 14	April 9, 2012	Lecture 5 outline
Week 15	April 16, 2012	Lecture 5 outline
	April 19 & 20, 2012	<b>Examination III</b>
Week 16	April 23, 2012	Lecture 5 outline
	April 26, 2012	Last day of class TR
Week 17	April 30, 2012	Last day of class MWF