

**SLP – 511 NEUROLOGICAL FOUNDATIONS FOR SLP
WESTERN KENTUCKY UNIVERSITY
FALL SEMESTER 2023**

SYLLABUS

INSTRUCTOR: **Jenny M. Burton, Ph.D., CCC-SLP**
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Communication Sciences and Disorders
College of Health and Human Services
108-C Academic Complex, Virtual hours by appointment
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Course Description: This course includes a comprehensive study of how the nervous system is organized and how it affects speech, language, and swallowing. The course reviews the disorders of speech, language, and cognition that are affected by neurological-based diseases, trauma, and disorders. Medical imaging including CT scan, MRI, and other imaging procedures are discussed.

Course Prerequisites: This course is designed for graduate students in speech-language pathology. As such, it is expected that students will already have a strong foundation related to anatomy and physiology for speech and hearing sciences. It is also expected that students will have some experience with using the WKU library or other library systems in order to locate and search for peer-reviewed journal articles and other references. *If students are concerned about prerequisite skills for successful course completion, they should contact the instructor during the first week of the semester.*

TEXTBOOK

Required

Andreatta, R. D. (2022). *Neuroscience Fundamentals for Communication Sciences and Disorders: Second Edition*. Philadelphia, PA: Plural Publishing, Inc.

Additional required readings may be posted on Blackboard.

Highly recommended

Felten, D. L., & Maida, M. E. (2018). *Netter's Neuroscience Coloring Book*. Amsterdam, Netherlands: Elsevier Health Sciences.

Rouse, M. H. (2020). *Neuroanatomy for Speech-Language Pathology and Audiology (Second Edition)*. Burlington, MA: Jones and Barlett Learning. ([available as an eBook through WKU libraries](#))

KNOWLEDGE & SKILLS OUTCOMES BASED ON ASHA'S STANDARDS FOR SLP CERTIFICATION

- I. Students will identify and describe the neurological foundations (i.e. structures, functions, and physiological processes, genetics) of normal human communication and swallowing across the life span. (IV-B)

2. Students will identify and describe the neurological bases (i.e. structures, functions, and physiological processes, genetics), prevalence/incidence, and core communication and medical impairments of selected neurological-based diseases and disorders. (*IV-B; IV-C*).
3. Students will identify and describe the neurological bases (i.e. structures, functions, and physiological processes, genetics) of human cognition, motor, and selected sensory systems. (*IV-B*)
4. Students will demonstrate a cranial nerve evaluation and describe and discuss the results in writing. (*IV-B; IV-D; V-A; V-B*)
5. Students will critically review the literature related to a neurological-based topic/condition and orally present information regarding the impact of this disorder on current assessment/treatment procedures for SLPs. (*IV-B; IV-C; IV-F; V-A*)
6. Students will identify and discuss the contribution/importance of other professionals/nonprofessionals in the management of an individual with a neurological-based communication disorder. (*IV-G; IV-H*)

AI tools prohibited: Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).

Student Disability Services: In compliance with WKU policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [SARC's Email Address](#). Please do not request accommodations directly from the instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center. *Please initiate any requests for accommodations to the instructor as soon as possible.*

Method of Instruction: Instruction will be provided through a combination of asynchronous and synchronous learning. Learning activities may include: individual and group activities (small group discussion, oral presentations, etc.), readings, assigned videos, and individual and group knowledge checks. *Students are expected to supply their own lab materials.* Audio or visual recordings of synchronous or one-on-one meetings with the instructor are NOT allowed without consent as this is a violation of the Family Educational Rights and Privacy Records Act (FERPA), a federal law which protects student privacy.

Modes of Communication: Your WKU email address is the ONLY one to which class correspondence will be sent. You are responsible for checking your email and the course site on Blackboard daily. *Graduate students are expected to take initiative to correspond with the instructor as needed if a situation arises related to successful performance in the course.* Questions related to course content or course expectations should be posted on the Discussion Board. During the week (M-F), the instructor or teaching assistant will make every effort to respond to emails/posts within 24 hours. If emails/posts are received over the weekend, a response will be sent the next business/work-day. If a student has a personal situation that arises and they need to inform the instructor, this should be done using email, not the Discussion Board.

Regular and Substantive Interaction: The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly synchronous sessions with the instruction and students,
- Weekly announcements, and postings of new content
- Timely and detailed feedback on assignments provided (timeline of feedback will vary based on the assignment)

Inclusive Statement: Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Grading: *Please see finalized syllabus posted on Blackboard*

Course grades: Letter grades will be assigned using the following cut-off percentage levels for points possible in the course:

Percentage and Assigned Letter Grade	Percentage and Assigned Letter Grade
93% and above = A	76% to 68% = D
92% to 85% = B	67% and below = F
84% to 77% = C	

This grading scale is consistent with other graduate-level courses in the Department of Communication Sciences and Disorders at WKU.

Attendance/in-class participation

As a professional courtesy, if you need to miss a class for any reason, please email the instructor at least 24 hours in advance. Attendance will be taken during each class. In addition, students will be asked from time to time to participate in labs during the class meetings (e.g., primitive drawing activities, creation of drawings/diagrams, clinical demonstrations) small group or large discussions, etc. ***No make-up points for these activities will be offered for any reason. No make-up points are offered for missed classes for any reason. Please do not ask.*** In addition, excessive net surfing, reading emails, working on assignments for other classes, sending text messages, side-conversations, using social media, or tardiness will affect your attendance/participation grade in this course.

Midterm and Final Exam

Both exams will consist of a variety of questions (Case study, true/false, multiple choice, matching, fill in the blank, and short-answer etc.). Directions and submission dates will be posted on Blackboard. Exams will include content covered in the synchronous meeting and asynchronous recordings and assigned readings and websites. Exams are not necessarily comprehensive in nature. However, *these exams will be timed in order to help you prepare for the PRAXIS.*

Cranial nerve assessment, brief write-up

Students will conduct and write the results for three cranial nerve assessments. More details regarding this assignment will be discussed in class.

Group in-service related to neurological topic or condition

Students will work in groups of 3 or 4 and select a neurological-based topic or disorder from a list provided by the instructor. Each group will prepare a 20 to 25 minute in-service presentation for the class regarding the topic/disorder. A detailed scoring rubric will be provided for this project. More details regarding this project will be provided. Students will complete this project in multiple steps with feedback from the instructor and/or teaching assistant in order to ensure adequate progress.

Technology Management: This course will include use of Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. Please familiarize yourself with the business hours of WKU's IT/Topper Tech help desk as well as the website and alternative means of communication with the IT department. **The Topper Tech/IT Help Desk can be reached at 270-745-7000** or online at [Topper Tech and WKU IT Help Desk Website](#)

Academic Integrity: All students are expected to understand and abide by WKU's policy on [Academic Integrity](#) and [Student Code of Conduct](#). This includes matters related academic dishonesty and plagiarism. To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. Plagiarism in ANY portion of this course will be severely penalized and university policies will be enforced.

Title IX Sexual Misconduct/Assault Policy: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a

faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159.

Comprehensive resources used by the instructor

ASHA Learning Pass

Batshaw, M., Roizen, N., & Pellegrino, L. (2019). *Children with Disabilities* (Eighth Edition). Baltimore, MD: Brookes Publishing.

Felten, D., O’Banion, M., & Maida, M. (2021). *Netter’s Atlas of Neuroscience* (Fourth Edition). Amsterdam, Netherlands: Elsevier Health Sciences.

Louis, E. D., Mayer, S. A., & Noble, J. M. (2021). *Merritt’s Neurology* (Fourteenth Edition). Philadelphia, PA: Wolters Kluwer.

Srinivasan, J., Chaves, C., Scott, B., & Small, J. (2019). *Netter’s Neurology* (Third Edition). Amsterdam, Netherlands: Elsevier Health Sciences.

Groups may select from the following neurological based topics/disorders for their oral presentation.

- Multiple Sclerosis (MS)
- Amyotrophic Lateral Sclerosis (ALS)
- Alzheimer’s Disease
- Huntington Disease
- Parkinson’s Disease
- Vascular Dementia *or* Lewy Body Dementia – *please select one specific dementia not just the general term “dementia”*
- Down syndrome
- Fragile X syndrome
- Cerebral Palsy
- Neuroplasticity (topic)
- Bilingualism (topic)
- Myasthenia Gravis
- Guillain-Barré syndrome
- Attention Deficit Disorder (ADHD), Dyslexia/Specific Reading Disorder, *or* an approved motor speech disorder (e.g., Childhood Apraxia of Speech, or a specific dysarthria)
- CVA/Stroke

Writing Center Assistance: The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students (including graduate students) on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website [WKU Writing Center](#) for making appointments. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to [Writing Center's Email Address](#). They can also offer assistance with APA use/formatting.

WKU Counseling Center: Your mental health is extremely important. WKU Counseling Center provides individual counseling sessions related to stress management and mental health concerns (e.g., anxiety, depression, stress, time management, etc.) to help you cope with school-work-life balance. The best way to schedule an appointment is to call their office at (270) 745-3159 or stop by Potter Hall 409 and they can work to coordinate schedules and get you an appointment ASAP [Counseling Center's Email Address](#).