

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: SPA 4104 Title: Neuro Bases of Communication (3 credit hours)
Semester: Spring 2021
Delivery Format: Online Synchronous

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Office Hours: Tuesday 10:30-12:30; or by appointment
Preferred Course Communications: Canvas Email

PURPOSE AND OUTCOME

Course Overview

This purpose of this undergraduate level course is to learn the structures and functions of the human nervous system and the neurological processes involved in communication and communication disorders.

Course Format

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

We are going to use class time engaging in active-learning activities (e.g. problem-solving, discussion, etc.). Important concepts will be introduced via the pre-assigned readings and short videos. During class you will come prepared to use what you have learned by putting larger conceptual ideas together. This approach is a lot more fun than sitting passively listening to me lecture! And besides being fun, you will have many opportunities in class to work through concepts that are giving you trouble. This means that you will need to make sure you come to class prepared to be an active learner. An abundance of research clearly demonstrates that this method of learning is more effective than a traditional lecture- based class. Regular attendance and class participation are expected. You are responsible for your attendance and for any information you miss by not attending class.

Relation to Program Outcomes and Clinical Certification Standards: *This course addresses program outcomes that pertain to the following Clinical Certification*

Standard #	Standard
IV-B	Demonstrates knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, and developmental bases.
IV-C	Demonstrates knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, and acoustic correlates.
IV.D	Demonstrates current knowledge of the principles and methods of assessment for people with communication and swallowing disorders
V.A.	Demonstrates skills in oral and written or other forms of communication.

Course Objectives and/or Goals

1. Knowledge Objectives and/or Goals

1. Demonstrate basic knowledge of the human nervous system, including the abilities to:
 - a) Identify basic anatomical structures and functions of the central and peripheral nervous systems, including somatosensory, motor, visual, auditory, language, attentional, memory, and executive function systems
 - b) Describe and label important anatomical structures
 - c) Describe the anatomical and physiological bases of basic communication
 - d) Demonstrate knowledge of the cerebral cortex, vascular supply, and consequences of cerebral vascular events
 - e) Describe the main motor and somatosensory pathways
 - f) Identify cranial nerves and their functions, particularly those related to speech, language, and auditory function
 - g) Demonstrate knowledge of the basic cellular and neurochemical organization of the nervous system
2. Demonstrate knowledge of various disorders and corresponding symptomology that can occur to neurological systems engaged in somatosensory and motor systems as well as higher order sensory and cognitive- linguistic and sensory processes, including language, speech, attention, learning and memory, vision, and hearing
3. Demonstrate the ability to apply the information you have learned by evaluating case studies and providing support for the disorder, site of lesion or etiology of what is presented

2. Skills Objectives and/or Goals

At the conclusion of the course, students will be able to:

1. Describe basic anatomy and physiology of speech, language, cognition, motor and sensory systems
2. Describe acquired neurological disorders of speech, language, cognition, motor and sensory systems, including:
 - ✓ Etiology
 - ✓ Lesion site
 - ✓ Neurological symptoms

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

- ✓ Seikel, Konstantopoulos & Drumright (2019). *Neuroanatomy & Neurophysiology for Speech and Hearing Sciences*. Plural Publishing: San Diego, CA.
- ✓ Taylor, J. B. (2008). *My stroke of insight: A brain scientist's personal journey* (1st Viking ed.). New York: Viking.
- ✓ Additional lectures and materials posted on e-learning

Canvas

Canvas is designed to organize course information and to store course content so that it may be accessed via the Internet. To use Canvas you must have a UF ID. By enrolling in the course you are automatically entered into Canvas. To access Canvas go to <http://lss.at.ufl.edu/>.

Class Notes and Modules

Class notes and learning modules will be posted on Canvas. These are intended to help you follow instruction but will not provide all of the important class content. You must attend class when scheduled in order to get the content necessary to pass the class and to integrate information.

Course Evaluation

You will have the opportunity to complete course evaluations at the end of the semester. However, this means that I won't be able to address your concerns during your class. So - Please feel free to give me your constructive comments about class via email or in my office at any time during the semester.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <http://elearning.ufl.edu>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Graded assignments include 3 exams (including 1 cumulative final exam), 11 quizzes, Book Review, Neuroquest and Participation.

Exams: Exams 1 and 2 are not cumulative. The final exam is cumulative and will consist approximately 50% material from the first two exams, and 50% material covered after exam 2. All exams and quizzes will consist of a combination of multiple choice, true/false, fill in the blank, and short answer questions.

Quizzes: Weekly online timed quizzes will be used as a study tool and to assess your learning. These quizzes will help you keep abreast of your reading for the class and will help you determine if you took away key concepts from the reading. As you read your textbook, take notes in your own words to prepare for the quizzes. Quizzes are due at the beginning of each week on Sunday at 11:59 PM. Quizzes will include 10 multiple choice questions. Your lowest 2 quiz scores will be dropped so that you need not worry if you forget to take a quiz, your computer crashes, you get sick, or you lose a Wifi signal. Since you can drop your two lowest scores, make up quizzes will not be administered. **Tip:** Although you are allowed to use your textbook and notes when you take the online quizzes, I recommend that you do them without guidance. The quizzes are meant to serve as a diagnostic tool to help you determine if you understand what you read.

Book Review: The book review is an opportunity for students to discover how the class material relates to real world patients and scenarios. Students will read My Stroke of Insight and write a 3-page reaction paper to the reading. The paper should focus primarily on how the patient's symptoms relate to the anatomic and physiologic information that we learn in class. Students should use 12-point font (either Arial or Calibri); 0.5-inch margins, and 1.5 line spacing. References are not necessary for this paper.

Neuroquest: Neuroquest is an external web-based tool that will provide supplemental information for your lectures. At the end of each required module (which are assigned on the course pages) will end with a set of questions, which will comprise the graded component. The Neuroquest Modules are due at the end of each week on Saturday at 11:59 PM.

** Please note that for *all assignments*, spelling and grammar will be part of the grading rubric.

Requirement	Due date	Points	Percent total grade	Clinical Standard(s) Being Assessed
Exam 1	2/10/21	100	60%	IV.B
Exam 2	3/22/21	100		IV.B; IV.C
Final Exam	4/26/21	150		IV.B; IV.C; IV. D
Book Review	4/20/21	25	10%	IV.B; IV.C; IV.D; V.A.
Quizzes	Weekly	5 (each)	10%	IV.B; IV.C; IV.D; V.A.
Neuroquest modules	Weekly	50	10%	IV.B; IV.C
Class Professionalism and Participation	Weekly	25	10%	
Total points /percent		550	100%	

Grading

Point system used (i.e., how do course points translate into letter grades).

Percent	93.00 and up	90.00 – 92.99	86.00 – 89.99	83.00 – 85.99	80.00 – 82.99	76.00 – 79.99	73.00 – 75.99	70.00 – 72.99	66.00 – 69.99	63.00 – 65.99	60.00 – 62.99	59.99 and below
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S- U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Policy Related to Make up Exams or Other Work

The only excuse missing exams or other assignments are illness (with medical doctor's note), family emergency (with documentation), or University-related travel. In these cases you will work with the instructor to arrange a reasonable time to make up the assignment.

Missing assignments for any other reason will result in reduction of points, at the instructor's discretion, and will depend on the individual situation of the student.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Class attendance will not be taken, however attendance is **strongly encouraged**. The instructor will not provide materials/information from missed classes - it is your responsibility to acquire this from a classmate. Generally, those students who chose not to attend class do not do well on exams or assignments.

For more information regarding the official UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

A Special note on Writing:

As a medical professional, your ability to communicate effectively through writing is critical. If you are having difficulty, or anticipate difficulty, with writing this semester, or at any point in your career, please utilize the UF writing program resources: <http://writing.ufl.edu/writing-studio/>.

Courtesy:

- Please do not check email, facebook, instagram, etc. during class.
- Please silence your cell phone during class.
- If you must leave class early or come in late, please find a place near the door so as not to be disruptive.
- Leave the classroom clean - pick up after yourself and others.
- Talking when someone else is talking is disruptive and disrespectful. Please be an active listener.

Academic Integrity:

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be

tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> <http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing

reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- YouMatterWeCare website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
