



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Neurology

PTHA 2205

Heather Davis, PT

NOTE: This is an 8-week course

This is a Face-to-Face course

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Course Description:

Study of neuroanatomy and neurophysiology as it relates to neurological conditions.
2 semester hours (credit hours)

Clock Hours:

2 Lec hours/week

1 Lab hours/week

48 contact hours/semester

Prerequisites and/or Corequisites:

Prerequisites: Successful completion of PTA program Year 1.

Course Notes and Instructor Recommendations:

Meeting days and times:

Mondays 10:00am – 1:00pm

Instructor Information:

Instructor Name: Heather Davis, PT, MSPT

MCC E-mail: hmattingly@mclennan.edu

Phone Number: 254-299-8715

Office Location: CSC C200

Office/Teacher Conference Hours: W 9:30-12:00 and by appointment

Required Text & Materials:

1. Nolte. The Human Brain an Introduction to its Functional Anatomy, Latest Edition, Mosby Elsevier, Philadelphia, PA 2009. ISBN: 978-0-323-04131-7
2. Netter. Atlas of Human Anatomy, Latest edition. Mosby Elsevier, Philadelphia, PA 2011. ISBN: 978-1-416-05951-6

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Methods of Teaching and Learning:

Instructional methods utilized in this course will include lecture, lab activities, discussion groups, group projects, and discovery learning. Audio-visual materials will be utilized whenever possible.

Student learning outcomes will be measured by written exams, quizzes, and structural lab exams.

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Course Objectives:

Upon successful completion of this course, the student will be able to:

A. Content Objectives

1. Differentiate the components of the central, peripheral, and autonomic nervous systems, as they relate to physical therapy practice.
2. Describe the organization of the human nervous system from the neuron to complex aggregates of neural tissue.
3. Describe pathways of afferent sensory information and efferent motor output.
4. Find and identify structural and functional components of the human nervous system.
5. Describe the vascular supply to the human nervous system.
6. Describe the cerebrospinal fluid system and its role in the maintenance of the central nervous system.
7. Describe potential neurologic pathologies of the human nervous system as related to the anatomy identified.
8. Describe common diagnostic tools used in detecting neurologic disorders.

B. Process Objectives

9. Demonstrate basic neurologic assessment skills, including assessment of the cranial nerves,
10. Demonstrate knowledge of the interactions between nervous system components with and without pathology,

C. Integrative Objectives

11. Compare and contrast functional units of the human nervous system (e.g., right and left hemispheric function, ascending sensory tracts, descending motor tracts),
12. Understand the dynamic interplay of neurons, neurotransmitters, and other components in the delicate balance of the human nervous system.

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13. Explain potential neurologic pathologies of the human nervous system as related to the anatomy identified.

Course Outline or Schedule:

MONDAYS 10:00am – 1:00pm
Schedule 2023

DATE	SUBJECT
JUNE	
5	Blood supply / Spinal cord
12	BIG 3 / Cranial Nerves
19	Exam 1 / Brainstem
26	Brainstem
JULY	
3	Cerebellum / Thalamus
10	Exam 2 / Lab Exam 1
17	Hypothalamus / Limbic
24	Basal Nuclei/ Visual System
31	Vestibular / Peripheral Receptors & ANS
AUGUST	
7	Lab Exam 2
TUESDAY 8	FINAL EXAM

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***** The schedule is subject to change based upon progression or other demands. Students will be notified by either announcement in class or by Blackboard dependent upon which is more proficient. Lab Exams may be scheduled on Fridays as needed*****

Course Grading Information:

GRADE COMPILATION:

Written Exams(2)	30%
Written Final	20%
Mid-term Lab Exam	15%
Final Lab Exam	20%
<u>Quizzes</u>	<u>15%</u>
 TOTAL	 100%

Grades will not be rounded for this course

Grade distribution for the course is as follows:

*90% and aboveA
80%- 89.99%B
75%- 79.99%.....C
60%- 74.99%D
Below 60%F*

A student must achieve a minimum combined average of 75% on all course work (written exams, quizzes, assignments, presentations) to make a passing grade of C or better for the course. Any student making a D or lower in the course will not be able to continue in the program; however, may be eligible to re-apply for the next cohort dependent upon overall status. See PTA student handbook for details.

*****Grades that must be greater than 75% to pass the course are deemed so due to critical safety in clinical practice. Critical safety is further addressed in the syllabus in the Lab Skills & Skills Practical section.*****

Grade Requirements: A student must have a combined average of 75% on all written and lab exams in order to receive a passing grade for this course.

There will be no make-up exams for written exams or lab exams except with permission from the instructor for excused absences only (ie death in family, illness with note from MD, acts of God, etc).

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For clarification:

Make up exams for failed written or lab exams will NOT be given. If you are absent the day of a written or lab exam, you may only make up the exam with a DOCUMENTED EXCUSED absence. Examples of this would include (but not limited to): illness with a Dr's note or death of a family member.

Skills practical examinations are different. These are scenario based clinical skill examinations that are critical for evaluating student competency in the clinical setting. Each of these exams MUST be passed with a minimum of 75%. If a student fails a skills exam, that student will be allowed ONE re-take of the skills exam. If the student fails the skills exam a second attempt, this will result in failure "F" of a course and the student will not be able to continue in the program. *THERE ARE NO SKILLS EXAMS IN THIS COURSE*

Any student who receives a D or below (74.99% or below) for the course may not continue in the PTA program, but may be eligible to re-apply the following year. Please refer to the student handbook for specific details.

Preparation for Lab:

All students must be prepared for lab sessions at all times, and appropriate lab clothing must be worn. Students who do not have appropriate lab clothing will be required to wear a hospital gown or other attire provided by the instructor, or that student will not be allowed to participate in lab. Jewelry that may be worn during lab (although it may need to be removed for certain skills/procedures) includes wedding bands/rings, watch, small chain necklace, or small stud earrings worn in the ear. All other jewelry must be removed prior to lab. Fingernails must be trimmed short and modestly. Good personal hygiene is an expectation both in lab as well as clinical affiliation.

Written Exams and Lab Exams:

Information tested on the written and lab exams is cumulative. Each exam will contain approximately 80% not previously tested information and 20% previously tested information. The final exams are comprehensive and will contain information from the entire semester.

- Students are not allowed to have ANY personal items other than a #2 pencil and a scantron or Lab Sheet (as applicable) at their desk during exams. Students are also not allowed to wear baseball caps during the exam. Examples of personal items include: backpacks, books, purses, computers, phones, food, drinks. If a student has a need for their phone to be on during a test (eg. Sick child), the phone may be placed with the instructor during the exam.

Late Work, Attendance, and Make Up Work Policies:

ATTENDANCE:

Attendance is essential for attainment of course objectives and skills competencies. A student who is more than five (5) minutes late is considered tardy, a student who is more than 30 minutes late is considered absent, a student who leaves more than 10 minutes early without instructor permission is considered absent for the day, and three (3) tardies will constitute one absence. This policy is enforced BOTH for lecture and for lab times. Excused absences will not count against the student. Excused absences include Acts of God (ie

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weather events), death in the family, documented medical illnesses, court obligations. Determination of excused versus unexcused is at the discretion of the instructor of the course. Student's should not schedule routine appointments during class time – those will not be excused.

Two (2) absences or absence from 2 lecture hours: verbal warning

Three (3) absences or absence from 3 lecture hours: written warning

Four (4) absences or absence from 4 lecture hours: program probation

Five (5) absences or absence from 5 lecture hours: **withdrawal from program**

Absences from lab will be handled following the above policy, but hours missed from lecture and lab will not be combined to penalize the student. Make-up work may be required for absences in order to ensure that students acquire information and skills presented during their absence. Students must notify the instructor prior to the start of class(message on office phone or email) whenever tardiness or absence is unavoidable.

Students should not schedule travel events during any class day from the first day of the semester to the last day of finals per the college calendar. Students who plan travel and miss course content or exams will receive a grade of 0 unless **prior** written approval is given by the faculty for an excused reason (ie death in the family, etc.).

It is the **student's** responsibility to attain the information that is missed due to his/her absence.

STUDENT RESPONSIBILITIES:

It is the responsibility of the student to come to class having read the assigned material and ready to participate in discussion and activities. This will provide a more positive learning experience for the student. It is also the responsibility of the student to turn in assignments on time. Assignments are due at the beginning of the class period. **Late assignments will not be accepted unless it is due to a documented excused absence.**

Student Behavioral Expectations or Conduct Policy:

Generic Abilities & Professional Behaviors:

Students are expected to maintain a professional classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity.

Students in the Physical Therapist Assistant program have willingly applied for and entered into a professional degree program. Implicit in professional degree programs is the need to develop the student's professional behaviors as well as minimum basic entry level competencies. The tool utilized in

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the PTA Program is the Generic Abilities form. Students will be evaluated on a continual basis throughout the program in classroom, lab activities, clinical activities, and interaction between fellow students, faculty, and instructors. If a student is found to be lacking in any area of the generic abilities, the student will be called in by the faculty member who will fill out the form and review any deficiencies. The faculty member, and if deemed necessary the program director, will then discuss with the student a plan of action to assist the student in development in the areas that have been deemed deficient.

Any student who persists with the same deficiencies with no improvement in professional behavior over 3 different episodes may be dismissed from the program based upon lack of progress in professional behavior.

It will also be at the faculty member's discretion to take 2 points from the student's final grade for each documented episode related to unprofessional behavior.

A short description of the Generic Abilities follows and specific forms for assessment will be made available on Blackboard.

Any student who persists with deficiencies with no improvement in professional behavior over 3 different episodes will be dismissed from the program based upon lack of progress in professional behavior. This policy is effective throughout the entire program across all courses, program related activities and clinical work as professional behavior extends across all aspects of the program.

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Attachment #10 Generic Abilities

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at the University of Wisconsin at Madison in 1991-1992. The ten abilities and definitions developed are:

	<i>Generic Ability</i>	<i>Definition</i>
1	Commitment to learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2	Interpersonal skills	The ability to interact effectively with patient, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3	Communication skills	The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.
4	Effective use of time and resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
5	Use of constructive feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6	Problem-solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7	Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8	Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
9	Critical thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10	Stress management	The ability to identify sources of stress and to develop effective coping behaviors.

May W, Morgan BJ, Lemke J, Karst G, Stone H. Model for ability based assessment in physical therapy education. *Journal of Physical Therapy Education*. 1995; 91: 3-6.

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Technology Devices:

Video & Tape Recordings: Students may only tape record or video class activities and instructors with permission of the instructor and in no circumstance are allowed to post recordings on any internet site or social network site. The recording may only be utilized by the individual. Students who do not remain in compliance with this policy will be written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

Personal Computer Use: Personal computers are allowed in the classroom and lab for class purposes only i.e. following powerpoint presentations, taking notes, etc. Any student found utilizing his/her personal computer for any other purpose other than the current classroom activity will be asked to leave the classroom for the day. Examples include but are not limited to: surfing the internet, checking e-mails, watching programs on the computer, etc.

Cellular telephones and personal telephone calls. Students are NOT to receive or place telephone calls or texts during class. Cellular telephones are to be turned off or set to vibrate before entering the classroom. If a student needs to receive a text/phone call during class time for emergency purposes (sick child, death in the family), the student must take the text/call OUTSIDE of the classroom. If a student chooses to text/call during class time for non-emergent purposes the student will be asked to leave class for that day.

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)
(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

Updated 11/04/2022



ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit www.mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu 254-
2998122
Room 319, Student Services Center

Title IX:

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Diversity, Equity & Inclusion/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email (ast@mclennan.edu) during the above mentioned times.

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's Pantry are located on the second floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to

<https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/FacultyandStaffCommons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to www.mclennan.edu/studentemail.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication

method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.