BS in Biomedical Sciences Human Behavior Mission Equivalency: 2323 Fall 2016: 8/29-12/15

**This syllabus represents the current mission plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

TEXTBOOK AND/OR RESOURCE MATERIAL

All required content for this mission is paid for via mission fees and is delivered via iPad, which will be issued to you at your orientation meeting for the program. This learning material will include carefully curated readings, video, interactives, animations, apps, and other sources.

The following materials, and many others, are included:

- Introduction to Sociology. OpenStax website.
 https://openstaxcolleqe.org/files/textbook version/hi res pdf/10/col11407-op.pdf.
 Accessed May 11, 2016.
- Noba Psychology Collection. Noba project website. http://nobaproject.com. Accessed May 11, 2016.
- Social Problems: Continuity and Change. Saylor website. http://www.saylor.org/site/textbooks/Social%20Problems%20-%20Continuity%20and%20Change.pdf. Accessed May 11, 2016.
- Khan Academy. https://www.khanacademy.org/test-prep/mcat/behavior/human-development/v/brain-changes-during-adolescence. Accessed May 11, 2016.

MISSION DESCRIPTION AND PREREQUISITES

The mission examines a neuronal basis of human behavior with a useful combination of data from biological foundations of human behavior and development of human behavior during different stages and life cycles. We will also examine human behavior dynamics and provide a bases for psychological, biological, and socio-cultural variables. As these variables influence human behavior, we will aslo examine human development, the impact of the family, social groups, organizations, communities, and society on individual human behavior. We will also review frequent disorders prevalent with human behavior.

LEARNING OBJECTIVES/OUTCOMES FOR THE MISSION

As you complete the activities in this mission, you will work toward demonstrating competence in each of these programmatic objectives:

- 1.B: Apply knowledge of biology in defining and discussing basic biomedically-related science concepts. (Level 2)
- 2.A: Describe the structure and function of the body and explain the basis of major pathologies and diseases at the molecular, cellular, organ, and system levels. (Level 2)
- 2.B: Critically examine the science behind disease prevention and health promotion, especially
 as related to common chronic conditions. (Level 2)
- 3.A: Describe and discuss relevant psychological and sociocultural influences on individual perception and reaction to stimuli. (Level 2)
- 4.A: Describe the social and environmental determinants of health and their influences on healthcare and biomedical research and discuss related impacts on individuals, communities, and populations regionally, nationally and globally. (Level 2)
- 4.B: Compare and contrast communities and populations that are frequently marginalized, vulnerable, subject to health disparities or barriers to care; describe the social, economic, and policy factors affecting the care of these communities and populations; and identify potential points of access for advocacy. (Level 1 & 3)
- 7.A: Use information technology for gathering and processing biomedical or scientific information; managing information; and assimilating evidence from scientific studies. (Level 1, 2 & 3)
- 7.B: Identify and appraise sources of scientific and biomedical information, assimilate evidence from the literature and apply that evidence to the resolution of knowledge gaps. (Level 1 & 2)
- 9.A: Demonstrate a desire to help others and sensitivity to others' needs and feelings. (Level 3)
- 9.B: Demonstrate knowledge of socio-cultural factors that affect interaction and behaviors; multiple dimensions of diversity; strategies for interacting effectively with people from diverse backgrounds. (Level 3)
- 9.C: Demonstrate ability to work collaboratively with others to achieve shared goals. (Level 3)
- 11.A: Effectively and confidently convey information to others through written communication in academic, professional and informal communication settings. (Level 1)

GRADING POLICIES

You will demonstrate your achievement of program competencies by completing the following types of activities. You must receive at least a 70% to receive credit for demonstrating competence.

You will complete the following kinds of activities as you work your way through the program:

Class Discussions are held during each lecture and led by the instructor. *You will receive 40 points for each class discussion you participate in totaling 240 points or 24% of your grade.*

Lecture Reflection – in class questions are provided during each lesson. *You may receive 5 points for each in class lecture reflection for a total of 30 points or 3% of your total grade.*

Lecture Reflection – post class are questions asking you to reflect on the week's lecture with a minimum 50 word response for each question. *You may receive 15 points for each lecture reflection for a total of 90 points or 9% of your total grade.*

Article Summary is a review and synthesis of an article provided by the instructor. You will summarize the main idea of the article and show comprehension and analysis. *You may receive 40 points per article for a total of 240 points or 24% of your grade.*

End of Mission Exam covers all the content in the Mission, and is taken after you have successfully completed all of the activities in the Mission. *You may earn up to 400 points on the exam or 40% of your grade.* **No retake of the End of Mission Exam will be allowed.**

Assessment	Total Points	Percent
Article summary	240	24%
Class participation	240	24%
Reflection (in class)	30	3%
Reflection (post class)	90	9%
Final exam	400	40%
	1000	100%

STAYING ON TRACK

The TEx app on your iPad will help you keep track of your schedule of activity due dates and will let you know if you begin to get off track. Your Instructional Facilitator and Instructors will also be monitoring your work and are there to help you; contact them immediately if you start to struggle. If you get behind, don't give up—work with them to make a plan to get back on track.

ABSENCE AND MAKEUP POLICY

Class Activities are mandatory. If an excused absence is unavoidable, at the Instructor's sole discretion, students may complete an alternate assignment, which may include completing an individual version of the Team-based Learning activity or reading and summarizing a scientific article chosen by the Instructor.

CALENDAR OF EVENTS

The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login. Important dates for Fall 2016 include:

August 29 Classes begin

September 5 Labor day, no classes

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November 24- 25 Thanksgiving holiday, no classes

December 8 Study day, no classes

December 9-15 Final exams

Note: Face-to-face days and times may vary.

Date	Day	Activity	Points	Contact
8/29/16	Week 1	Introduction		
8/29	Mon	Face-to-face Lecture		Prof
8/30	Tue			
8/31	Wed			
9/1	Thur			
9/2	Fri			
*Dates/ Day varies		Face to face Lecture		Prof
9/5/16	Week 2	Introduction		
9/5	Mon	Read Article		4
9/6	Tue	Article summary	<u>40</u>	
9/7	Wed			
9/8	Thur			
9/9	Fri			
*Dates/ Day varies				
9/12/16	Week 3	Module 1 Social psychology/ Sociology		
9/12	Mon	Face-to-face Lecture Participation Reflection-in class Mod 1 Unit 1 Social psychology/sociology	40 5	
9/13	Tue	Reflection-post classRead Article	<u>15</u>	Prof
9/14	Wed	Article summary	40	

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9/15	Thur			
9/16	Fri			
*Dates/ Day varies		Face to face Lecture Participation Reflection in class Mod 1 Unit 1 Social psychology/sociology	4 0 5	Prof
9/19/16	Week 4	Module 1 Social psychology/ Sociology		
9/19	Mon			
9/20	Tue	Read Article		
9/21	Wed	Article summary	<u>40</u>	Prof
9/22	Thur			
9/23	Fri			
*Dates/ Day varies				
9/26/16	Week 5	Module 2 – Understanding the biology of behavioral neuroscience in life span		
9/26	Mon	Face-to-face Lecture Participation Reflection-in class Mod 2 Unit 1 Child developmentReflection post class	40 515	<u>Prof</u> Prof
9/27	Tue	Reflection-post classRead Article	<u>15</u>	Prof
9/28	Wed	Article summary	40	Prof
9/29	Thur			
9/30	Fri			
*Dates/ Day varies		Face to face Lecture Participation Reflection in class Mod 2 Unit 1 Child development	40 5	Prof
10/3/16	Week 6	Module 2 – Understanding the biology of behavioral neuroscience in life span		

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10/3	Mon			
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10/4	Tue	Read Article		
10/5	Wed	Article summary	<u>40</u>	Prof
10/6	Thur			
10/7	Fri			
*Dates/ Day varies				
10/10/16	Week 7	Module 3 – The physiological and psychological development of the adolescent		
10/10	Mon	Face-to-face Lecture Participation Reflection-in class Mod 3 Unit 1 Physiological and psychological development of the adolescentReflection post class	40 515	<u>ProfProf</u>
10/11	Tue	Reflection-post classRead Article	<u>15</u>	<u>Prof</u>
10/12	Wed	Article summary	40	Prof
10/13	Thur			
10/14	Fri			
*Dates/ Day varies		Face to face Lecture Participation Reflection in class Mod 3 Unit 1 Physiological and psychological development of the adolescent	40 5	Prof
10/17/16	Week 8	Module 3 – The physiological and psychological development of the adolescent		
10/17	Mon			
10/18	Tue	Read Article		
10/19	Wed	Article summary	<u>40</u>	<u>Prof</u>
10/20	Thur			
10/21	Fri			
*Dates/ Day varies				

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10/24/16	Week 9	Module 4 – The shysiological and		
		psychological changes in aging		
10/24	Mon	Face-to-face Lecture Participation Reflection-in class Mod 4 Unit 1 Physiological and psychological changes in agingReflection-post class	40 515	<u>Prof</u> Prof
10/25	Tue	Reflection-post classRead Article	<u>15</u>	<u>Prof</u>
10/26	Wed	Article summary	40	Prof
10/27	Thur			
10/28	Fri			
*Dates/ Day varies		Face to face Lecture Participation Reflection in class Mod 4 Unit 1 Physiological and psychological changes in aging	40 5	Prof
10/31/16	Week 10	Module 4 – The shysiological and psychological changes in aging		
10/31	Mon			
11/1	Tue	Read Article		
11/2	Wed	Article summary	<u>40</u>	<u>Prof</u>
11/3	Thur			
11/4	Fri			
*Dates/ Day varies				
11/7/16	Week 11	Module 5 – Psychological disorders		
11/7	Mon	Face-to-face Lecture Participation Reflection-in class Mod 5 Unit 1 Psychological disordersReflection post class	40 515	<u>Prof</u> Prof
11/8	Tue	Reflection-post classRead Article	<u>15</u>	<u>Prof</u>
11/9	Wed	Article summary	40	Prof
11/10	Thur			
11/11	Fri			
*Dates/ Day varies		Face to face Lecture Participation Reflection in class Mod 5 Unit 1 Psychological disorders	4 0 5	Prof

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11/14/16	Week 12	Module 5 – Psychological disorders		
11/14	Mon			
11/15	Tue	Read Article		
11/16	Wed	Article summary	<u>40</u>	<u>Prof</u>
11/17	Thur			
11/18	Fri			
*Dates/ Day varies				
11/21/16	Week 13	Module 6 – Substance abuse and eating disorders/Holiday week		
11/21	Mon	Face-to-face Lecture Participation Reflection-in class Mod 6 Unit 1 Subtance abuse and eating disordersReflection-post class	<u>40</u> <u>5</u> 15	<u>Prof</u> P rof
11/22	Tue	Reflection-post classRead Article Article summary	15 40	Prof
11/23	Wed	Thanksgiving holiday		
11/24	Thur	Thanksgiving holiday		
11/25	Fri			
*Dates/ Day varies		Face to face Lecture Participation Reflection-in class Mod 6 Unit 1 Subtance abuse and eating disorders	40 5	Prof
11/28/16	Week 14	Module 6 – Substance abuse and eating disorders		
11/28	Mon			
11/29	Tue			
11/30	Wed			
12/1	Thur			
12/2	Fri			
*Dates/ Day varies				

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12/5/16	Week 15	Module 6 – Substance abuse and eating disorders		
12/5	Mon	Reflection post class	15	Prof
12/6	Tue			
12/7	Wed			
12/8	Thur	Final Exam week starts		
12/9	Fri			
12/12/16	Week 16	Final exam week		
12/12	Mon			
12/13	Tue			
12/14	Wed			
12/15	Thur			
12/16	Fri			
*Dates/ D	ay varies	Final Exam	400	
·	Total		1000	

UTRGV POLICY STATEMENTS

Students with Disabilities:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Mandatory Mission Evaluation Period:

Students are required to complete an ONLINE evaluation of this mission, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

Attendance:

Students are expected to attend all scheduled classes and may be dropped from the mission for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Scholastic Integrity:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the mission and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, And Violence:

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this mission through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Course Drops:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six missions during their undergraduate career. Missions dropped at other Texas public higher education institutions will count toward the six-mission drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

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