UNIVERSIDAD DE PUERTO RICO
RECINTO UNIVERSITARIO DE MAYAGÜEZ
DECANATO DE ASUNTOS ACADÉMICOS

SOLICITUD PARA MODIFICACIONES A CURSOS REGISTRADOS

Unidad: Recinto Universitario de Mayagüez	**Colegio: Artes y Ciencias**
Departamento/Programa: Departamento de Psicología / Programa doctoral en Psicología Escolar	
Título del Curso: Biological Basis of Behavior in Children and Adolescents	**Codificación Alfanumérica: PSIC 6017**

INFORMACIÓN SOBRE CAMBIOS SOLICITADOS

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
[ ] Código alfabético		
[ ] Código numérico		
[X] Título en español	Bases biológicas de la conducta en niños y adolescentes	Bases biológicas y afectivas de la conducta en la niñez y la adolescencia
[X] Título en inglés	Biological basis of behavior in children and adolescents	Biological and Affective Bases of behavior in children and adolescents
[ ] Tipo de curso		
[ ] Modalidad en que se ofrece		
[ ] Ubicación de curso		
[ ] Prerrequisitos		
[ ] Correquisitos		
[ ] Sistema de calificación		
[ ] Horas de contacto		

[X] Descripción

DESCRIPCIÓN EN ESPAÑOL ANTERIOR	NUEVA DESCRIPCIÓN EN ESPAÑOL
Estudio de los fundamentos de la neuroanatomía, las estructuras del cerebro y sus funciones claves relacionadas con el comportamiento y los procesos mentales de los niños y adolescentes. Discusión de las intervenciones psicofarmacológicas disponibles para tratar una variedad de desórdenes neuropsiquiátricos.	Estudio de los fundamentos de la neuroanatomía, las estructuras cerebrales y sus funciones claves relacionadas con los procesos mentales, afectivos y de comportamiento en la niñez y adolescencia. Análisis de las intervenciones psicofarmacológicas disponibles para tratar diversos trastornos neuropsiquiátricos en la niñez y adolescencia.
DESCRIPCIÓN EN INGLÉS ANTERIOR	NUEVA DESCRIPCIÓN EN INGLÉS
Study of the fundamentals of neuroanatomy, brain structures and their key functions related to behavior and mental processes of children and adolescents. Discussion of psychopharmacological interventions available to treat a variety of neuropsychiatric disorders	Study of the fundamentals of neuroanatomy, brain structures and their key functions related to behavior, affective, and mental processes of children and adolescents. Analysis of psychopharmacological interventions

related to behavior and mental processes of children and adolescents are discussed.	available to treat a variety of neuropsychiatric disorders in children and adolescents.
Justificación de los cambios: Responde a la revisión curricular con el objetivo de incorporar nuevas evidencias y contenido en las áreas de procesos afectivos y emocionales. Entra en cumplimiento con todos los requisitos curriculares y de acreditación.	
Fecha de efectividad de los cambios: Agosto del año aprobado	

APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DEPARTAMENTO	**NOMBRE Y FIRMA**	**FECHA**
Director de Departamento		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA FACULTAD	**NOMBRE Y FIRMA**	**FECHA**
Decano de la Facultad		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DECANATO DE ASUNTOS ACADÉMICOS	**NOMBRE Y FIRMA**	**FECHA**
Decano de Asuntos Académicos		

University of Puerto Rico
Mayagüez Campus
College of Arts and Science
Department of Psychology
School Psychology Graduate Program

TEMPLATE FOR A IN-PERSON COURSE SYLLABUS

COURSE SYLLABUS

GENERAL INFORMATION:

COURSE TITLE:	BIOLOGICAL AND AFFECTIVE BASES OF BEHAVIOR IN CHILDREN AND ADOLESCENTS
ALPHANUMERIC CODIFICATION:	PSIC 6017
CONTACT HOURS / CREDITS	45 hours / 3 credits
PREREQUISITES, COREQUISITES AND OTHER REQUIREMENTS:	PREREQUISITES: N/A
SEMESTER:	FALL 2026

COURSE DESCRIPTION:

ENGLISH: Study of the fundamentals of neuroanatomy, brain structures and their key functions related to behavior, affective, and mental processes of children and adolescents. Analysis of psychopharmacological interventions available to treat a variety of neuropsychiatric disorders in children and adolescents.

SPANISH: Estudio de los fundamentos de la neuroanatomía, las estructuras cerebrales y sus funciones claves relacionadas con los procesos mentales, afectivos y de comportamiento en la niñez y adolescencia. Análisis de las intervenciones psicofarmacológicas disponibles para tratar diversos trastornos neuropsiquiátricos en la niñez y adolescencia.

LEARNING OBJECTIVES:

At the end of the course students will be able to:

a. Describe the link between biological/neurological functioning and expressed human behavior.
b. Understand the basic concepts of modern cognitive science as well as its historical development.
c. Identify the fundamentals of neuroanatomy, key brain structures, and their functions.
d. Understand the role of affective and emotional processes on behavior as well as its historical development.
e. Explain how the scientific method and advances in brain technologies can be used to learn about the brain, mind, emotions, and behavior relationships.

f. Develop knowledge of neurological disorders commonly seen in childhood/adolescence and to be aware of the manifestations of impairment in multiple settings, including the home and the classroom.
g. Recognize evidence-based psychopharmacological interventions commonly undertaken with children and adolescents.
h. Understand ethical dilemmas psychologists face within the realm of psychopharmacology, and how psychologists/school personnel and prescribing physicians may effectively collaborate to treat children and adolescents.

SUGGESTED TEXTBOOK:

Kolb, B., Whishaw, I.Q. & Teskey, G.C. (2022). An Introduction to Brain and Behavior (7th Ed). Worth Publishers.

COURSE OUTLINE AND TIME DISTRIBUTION:

	CONFERENCE TOPIC	TIME DISTRIBUTION (HOURS)
	BIOLOGICAL BASES	
I.	Introduction to behavioral neuroscience a. Evolution	3
II.	Overview of the central nervous system a. Brain Structures	3
III.	The neuron a. Neural activity	3
IV.	Major neurotransmitters and neuromodulators a. Classification and function of neurotransmitters	4
V.	Pediatric Psychopharmacology a. Psychopharmacology Effectiveness and Side Effects b. Child Psychiatric Disorders and Psychotropic Medications in school settings	4
VI.	Research methods in behavioral neuroscience	2
	Affective Bases and Integration	
VII.	Sensory and motor systems	4
VIII.	Neurodevelopment & affective development a. Phases of neurodevelopment b. Phases of emotional and affective development	6
IX.	Emotion and motivated behavior a. Theories of emotion and affective behavior b. The role of emotion in behavior	5
X.	Memory, learning, and remembering	5
XI.	Sleep and dreaming	3
XII.	Thinking and Language	3
TOTAL CONTACT HOURS		45

INSTRUCTIONAL STRATEGIES: Some of the following may be used:	
☒ Lectures	☒ Project Based Learning
☒ Discussion	☐ Seminars or Workshops
☒ Cooperative Learning	☐ Problem Based Learning (PBL)
☐ Case Studies	☐ Flipped Classroom
☐ Lectures with Guest Speakers	

MINIMUM OR REQUIRED RESOURCES AVAILABLE:	
RESOURCE	**IN-PERSON**
Classroom or laboratory	Institution
Account in the institutional learning management platform (e.g. Moodle or Blackboard)	Institution
Institutional email account	Institution
Computer with high-speed internet access or mobile device with data service	Student
Programs or applications: word processor, spreadsheets, presentation editor	Student
Webcam or mobile with camera and microphone	Student
Integrated or external speakers	Student
Whiteboard	Institution
Digital projector	Institution

SUGGESTED ASSESSMENT TECHNIQUES:

Suggested Assessment Technique	**Relative Weight**
☒ Exams	55% (27.5% each)
☐ Assignments	xx%
☐ Short quizzes	xx%
☐ Laboratory	xx%
☒ Oral presentations	25%
☐ Written reports	xx%
☒ Projects (team or individual)	15%
☐ Portfolio	xx%
☐ Peer evaluation	xx%
☐ Critical thinking assignments	xx%
☒ Informed participation in class	2.5%
☒ Attendance	2.5%
☐ Other (Explain)	xx%
Total:	**100%**

REASONABLE MODIFICATION (REASONABLE ACCOMMODATION):

The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable post-secondary education. In accordance with its policy toward students with disabilities, based on federal and state legislation, every qualified student with disabilities is entitled to equal participation in those services, programs, and activities that are physically, mentally or sensorially natured and have thus substantially affected one or more major life activities, such as their area of post-secondary studies. They have the right to receive reasonable accommodation or modifications. If you require accommodation or reasonable modification in the course, you must inform the professor without the need to disclose your condition or diagnosis. Simultaneously, you should promptly request the Office of Services for Students with Disabilities (OSEI) of the unit or campus for your need for modification or reasonable accommodation.

The University of Puerto Rico at Mayagüez (RUM) recognizes that each student has an inherited right to request reasonable accommodation according to Law 51: Law for Integral Educational Services for People with Disabilities. Every student has the right to receive reasonable accommodation if he/she presents the necessary evidence to be evaluated by the Office of Services to Students with Disabilities (OSEI-RUM), and the related information can be found at the following link: https://www.uprm.edu/cms/index.php/page/85. If your case is approved by OSEI-RUM, you will receive reasonable accommodation in your courses and evaluation, and you must contact each professor for course registered. For additional information contact OSEI-RUM at the Office of the Dean of Students, DE 12, via telephone 787-832-4040 extensions 6734 or 6735, email: oseirum@uprm.edu, at the virtual office: https://meet.google.com/yvd-nrqo-mor, or join by telephone: (US)+1 475-558-0169 PIN: 814 895 818#.

ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Section 6.2 of the UPR General Student Regulations (Certification No.13, 2009-2010, Board of Trustees) provides that academic dishonesty includes, but is not limited to: "fraudulent actions, obtaining grades or academic degrees by false or fraudulent simulations, copying all or part of another's academic work, copying all or part of another's answer to questions on an examination, taking or having another take any oral or written test or examination on behalf of another, and aiding or facilitating another person to engaging such conduct." Any of these actions will be subject to disciplinary sanctions in accordance with the disciplinary procedure provided in the UPR General Student Regulations in force. To ensure the integrity and security of user data, all hybrid, distance-learning and online courses shall be offered through the institutional learning management platform or through tools required by the course, which uses secure connection and authentication protocols. The system authenticates the user identity using the username and password assigned through the student institutional account. The user is responsible for keeping secure, protecting, and not sharing their password with others.

POLICY AND PROCEDURES FOR MANAGING SEX AND GENDER-BASED DISCRIMINATION AT THE UNIVERSITY OF PUERTO RICO:

The Policy and procedures for managing Sex and Gender-Based Discrimination at the University of Puerto Rico, Certification No. 107 (2021-2022) of the Governing Board, certifies that the University of Puerto Rico, as an institution of higher learning and a workplace, safeguards the rights and offers a safe space for those who interact therein, whether they be students, employees, contractors, or visitors. It seeks to promote an environment that respects diversity and the rights of the university community. This policy provides a protocol for handling situations related to the following prohibited conduct in the workplace or in the academic setting: discrimination based on sex, gender, pregnancy, sexual harassment, sexual violence, domestic violence, dating, violence, and stalking.

CONTINGENCY PLAN IN CASE OF AN EMERGENCY OR INTERRUPTION OF CLASSES

In the event of an emergency or interruption of classes, the professor will contact the students through the institutional email or other available means to coordinate the continuity of the course.

The contingency plan must preserve the modality in which the course was created and programmed in the course offering.

Certification 23-29 of the Academic Senate establishes that an In-Person course may have up to 25% of the hours at a distance and if necessary, this option may be used.

GRADING SYSTEM

☒ Quantifiable (letters, A, B, C, D, F) ☐ Not Quantifiable (Pass, Fail)

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