

CURRICULUM PROPOSAL

APPROVAL PAGE

Proposal Title: Adding Neuroscience concepts to the existing DRSC 4311

College: Health Sciences

Department: Rehabilitation Sciences

DEPARTMENT CHAIR- Carolina Valencia, PhD

I have read the enclosed proposal and approve this proposal on behalf of the department.

Carolina
Valencia

Digitally signed by Carolina Valencia
DN: cn=Carolina Valencia, o=UTEP,
ou=BS-Rehabilitation Sciences,
email=cvalencia4@utep.edu, c=US
Date: 2021.09.21 14:04:40 -06'00'

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR - Insert Chair Name LORRAINE TORRES


I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.


Signature

9-30-21
Date

COLLEGE DEAN - Insert Dean Name

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.


Signature

10/1/2021
Date

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: September 20, 2021

From: Dr. Carolina Valencia, Program Director Bachelor of Science in Rehabilitation Sciences (BS-RHSC)

Through: Dr. Lorraine Torres, Chair CHS Academic Affairs Committee

Through: Dr. William Robertson, Interim Dean of The College of Health Sciences

To: Dr. Andrew Fleck, Chair of the Undergraduate Curriculum Committee

Proposal Title: **Adding Neuroscience concepts to the existing DRSC 4311**

To whom it may concern,

The approved interdisciplinary Bachelor of Science in Rehabilitation Sciences (BS-RHSC) major at The University of Texas at El Paso (UTEP) was designed to prepare undergraduate students for a graduate school and careers in the rehabilitation professions. This program provides students with the requisite course knowledge, skills, values, and attitudes that will prepare them to meet the challenges of graduate or professional education in Physical Therapy (PHTH), Occupational Therapy (OCTH), Rehabilitation Counseling (RHCO), and Speech Language Pathology (SPLA), as well as other health professions.

The Bachelor of Science in Rehabilitation Sciences is requesting a minor course change in the existing **DRSC 4311- The Science of Collaboration in the Rehabilitation Sciences**

Rationale: Currently students in the Bachelor of Rehabilitation Sciences acquire core competencies required for effective interprofessional collaboration in research and clinical practice through different courses and service-learning activities. One of the pillars of rehabilitation is neuroscience and the essential principles of neuroplasticity. Faculty believe that adding this important pillar (currently missing) to this exciting course will be very beneficial to the students. For example, students will develop knowledge about the essential principles of neuroplasticity as well as advancements in its incorporation into rehabilitation disciplines through broad collaboration in research and clinical practice. Therefore, students will acquire the core competencies required for effective interprofessional collaboration in research and clinical practice through the understanding of neuroscience in rehabilitation.

Course name will change to: **DRSC 4311- The Science of Collaboration through Neuroscience in Rehabilitation**

Credits hours will not change

Highlighted below are the changes on the Course Description:

Interpretation and application of principles of group dynamics and effective team communication, models of interdisciplinary collaborative research and clinical practice through Neuroscience in Rehabilitation. Development of skills in identifying different aspects of rehabilitation including advancements of neuroscience, sociocultural context, opportunities for collaborative leadership, professional issues, and strategies for conflict management within interdisciplinary teams.

COURSE CHANGE FORM

All fields below are required

College : Health Sciences

Department : Rehabilitation Sciences

Rationale for changing the course:

Faculty believe that adding concrete and necessary concepts of neuroscience (currently missing) to this exciting course will be very beneficial to the students. Students will develop knowledge about the essential principles of neuroplasticity as well as advancements in its incorporation into rehabilitation disciplines through broad collaboration in research and clinical practice. Therefore, students will acquire the core competencies required for effective interprofessional collaboration in research and clinical practice through the understanding of neuroscience in rehabilitation.

All fields below are required

Subject Prefix and number DRSC 4311

Course Title The Science of Collaboration in the Rehabilitation

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Course Title	The Science of Collaboration in the Rehabilitation Sciences	The Science of Collaboration through Neuroscience in Rehabilitation
Course Description	Interpretation and application of principles of group dynamics and effective team communication, models of interdisciplinary collaborative research and clinical practice across health professions. Development of skills in identifying sociocultural aspects of health care organizations, opportunities for collaborative leadership, professional issues, and strategies for conflict management within interdisciplinary teams.	Interpretation and application of principles of group dynamics and effective team communication, models of interdisciplinary collaborative research and clinical practice through Neuroscience in Rehabilitation. Development of skills in identifying different aspects of rehabilitation including advancements of neuroscience, sociocultural context, opportunities for collaborative leadership, professional issues, and strategies for conflict management within interdisciplinary teams.

DRSC 4311: The Science of Collaboration through Neuroscience in Rehabilitation (hybrid)

CRN:

Fall 2022

Professor: Dr. Anita Parada, Ph.D., CBIS

abialunski@utep.edu

(915) 747-8225

Office Hours: In-person on Wednesdays at 1-3 p.m. Mountain Time or virtually via Zoom by appointment.

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

Interpretation and application of principles of group dynamics and effective team communication, models of interdisciplinary collaborative research and clinical practice through Neuroscience in Rehabilitation. Development of skills in identifying different aspects of rehabilitation including advancements of neuroscience, sociocultural context, opportunities for collaborative leadership, professional issues, and strategies for conflict management within interdisciplinary teams.

COURSE GOALS

DRSC 4311 is a required 3-credit core course for the Rehabilitation Sciences major. There are two primary goals of DRSC 4311. First goal is to develop students' knowledge about the essential principles of neuroplasticity as well as advancements in its incorporation into rehabilitation disciplines through broad collaboration in research and clinical practice. The key elements of dynamical organization of nervous system from cells to networks to modules to systems which underlies human behavior will then be covered. Second goal is to train the core competencies required for effective interprofessional collaboration in research and clinical practice and understanding how they facilitate effective rehabilitation.

This course facilitates students' experiential learning by implementing a project-based framework. Students may demonstrate and apply the knowledge gained throughout the interdisciplinary major and develop skills including critical thinking, synthesis and integration, teamwork and communication. In addition, this course will support the professional preparation of students for their future academic and career pursuits.

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

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

- Describe the core competencies for interprofessional collaboration.
- Recognize team dynamics and group processes enabling effective interprofessional collaboration in clinical practice and research.

- Discuss critical concepts and techniques to understand the dynamical organization of nervous system
- Discuss essential principles of positive and negative neuroplasticity
- Describe methods of modification of human behavior through modulation of the nervous system
- Incorporate recent neuroscientific and neurorehabilitation evidence into clinical practice
- Design the interprofessional collaborative team project (research or clinical) that addresses neurorehabilitation problems and includes a partnership with external partners inequities

LEARNING MODULES

This course is designed using a team-based setting and modular format. Instructor assigns students into diverse teams consisting of 5-6 members (from different major or concentration) that work together over semester on team assignments and final project. The studied topics are covered in the separate weekly or bi-weekly modules. Each studied module is “packaged” so that all the materials, submission areas, discussions, quizzes, and link to live, online sessions are in one area for a given module regardless whether we meet in-person or online. In order to be graded, all assignments (both individual and team) need to be submitted using Blackboard and by deadlines specified below in *Course Assignments and Grading* section.

REQUIRED MATERIALS

The all required materials to study in this course (readings, videos, etc.) are posted on Blackboard in weekly modules.

COURSE ASSIGNMENTS AND GRADING

Assignments for this course are assessed according to rubrics. You can find these rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment.

Grade Distribution:

1000-900 = A 899-800 = B 799-700 = C 699-600 = D 599 and Below = F

- 100 Points: Quizzes
- 100 Points: Participation in Discussions
- 150 Points: Weekly Team Assignments
- 400 Points: Team Project
- 250 Points: Final Test

Weekly Quizzes: To monitor acquiring of knowledge on dynamics of nervous system, neuroplasticity, and neuromodulation students will be asked to complete quizzes which cover assigned readings from the current module. The deadline for quizz is Monday, when we begin a new module, at 11:59 pm.

Discussions: Students will be required to participate in weekly discussion boards – both an initial post and responses to your peers to advance critical thinking and communication skills. Discussions are due to selected Wednesday at 11:59 pm.

Team Activities: To promote understanding of the course’s material and practice teamwork skills, students will be required to participate in weekly team activities that include small team assignments (e.g. search for evidence supporting a particular concept,

arguing with other teams, analyzing data and generating conclusions, generating own examples for the concepts discussed in the current weekly module). Weekly deadline for submissions of team assignments is Friday at 11:59 pm.

Team Project: To deepen understanding of neuroscience, engineering, and interprofessional collaboration in the rehabilitation as well as develop teamwork skills that facilitate effective collaboration, students will designed and present a project on a self-selected by teams' neurorehabilitation problem and how to improve rehabilitation outcomes linked to this problem in the community (either local or national or global). The design will include description of a problem based on literature review and or epidemiologic data evidence, targeted population, proposed intervention (research or activities to incorporate existing findings into clinical practice) and arguments supporting their choice, and expected results as well as as well as reflections on their experiences on working in a team over semester.

Final Test: At the end of the semester student will complete a comprehensive test that includes multi-choice, true/false, and open-ended questions covering the materials studied over semester. The goal is to syntesize students' insight on the neuroplasticity, neuromodulation as well as teamwork and their importance in the rehabilitation.

All points collected on weekly assignments cannot be made up, so students are expected to stay active in the course by logging in at least three times a week.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system and includes in-person meetings. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop to access the course's materials to participate and submit assignments (also during in-person meetings); in addition, you need to have an access to a webcam, and a microphone to participate in live, online sessions. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, Zoom, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

There are a number of ways we can keep the communication channels open:

- **Office Hours:** My office hours will be held in-person or on Zoom by appointment and during the following times:
Wednesday: 1-3 p.m. Mountain Time
- **Email:** UTEP e-mail is the best way to contact (abialunska@utep.edu). I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Help Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the "grading information" area of each forum) and group activities
- Participating in scheduled in-person/Zoom sessions
- Staying in a regular contact with your assigned teammates
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

ZOOM AND IN-PERSON SESSIONS

This class requires that you participate in scheduled live class meetings and team activities.

The meetings will be held on Mondays and Wednesdays from 9:00 a.m. to 10:20 a.m. Mountain Time.

You can join them using Zoom link posted on Blackboard in the current module and watch later using a link to recorded session.

The selected live meetings on the following dates are scheduled to be held in-person in a classroom no. 332 located in the College of Business Administration.

The class is divided into teams of 5 students. The half of teams is included in Team Set A and the rest teams are included in Team Set B.

In-person meeting regardless of which team set you are is scheduled on August 23.

In-person meetings only for specific teams included in either Set A or Set B:

Team Set A: dates

Team Set B: dates

These dates and/or in-person option may be modified at Instructor's discretion and the current health authorities' or UTEP's policies.

Students are expected to, at least occasionally, participate in the in-person sessions. The demonstration sessions will be recorded and provided so that they can be reviewed by classmates at a later time. The team activities require active participation of all team members and may be completed and submitted to Blackboard by Friday at 11:59 p.m. Mountain Time. Students should not record the sessions and post them to any sites outside of Blackboard.

If you are unable to attend a live session, please let me know as soon as possible so that accommodations can be made when appropriate.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Quiz, Discussion, and Group Assignments

- All quizzes will be due on Mondays when we begin the new module at midnight (11:59 p.m. Mountain Time); all individual Discussion assignments will be due on Wednesdays at midnight (11:59 p.m. Mountain Time); team activities and assignments will be due on Fridays at midnight (11:59 p.m. Mountain Time). No late work will be accepted if the reason is not considered excusable.

Other Major Assignments

- Final Project will be due on Friday, ... at midnight (11:59 p.m. Mountain Time). No late work will be accepted if the reason is not considered excusable.
- Final Test will be available to complete on.... by....

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation

based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

TEST PROCTORING SOFTWARE

Two course assessments (quizzes) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- You may take the quiz at any time on Monday at 12:00 a.m.-11:59 p.m. Mountain Time.
- A reliable Internet connection is essential to completing the quiz. If you must go to a location to take the quiz (such as the library), be sure to follow their health and safety requirements.

- You have 1 attempts to take the quiz. Once the window closes, your answers will be saved, and no changes can be made.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the quiz. Blocking the camera will disable the quiz.
- No notes or textbook materials are permitted during the quiz. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the quiz.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.