

**Structure and Function of the Nervous System**

Code: 101919  
ECTS Credits: 6

Degree	Type	Year	Semester
2501230 Biomedical Sciences	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

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### Use of Languages

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Teachers

Berta González de Mingo  
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Francisco Javier Carrasco Trancoso  
Albert Quintana Romero

### Prerequisites

It is convenient that the student has reached basic knowledge and skills about the structure and organization of the human body and its cellular systems.

It is important that the student has achieved the basic knowledge and skills of the subjects of Histology and General Physiology.

### Objectives and Contextualisation

The subject Structure and Function of the Nervous System is programmed during the second semester of the second year of the Degree in Biomedical Sciences and develops the integrated knowledge of the anatomy, histology and normal functioning of the nervous system. Particular emphasis is placed on the human nervous system.

The acquisition of the basic competences of the subject will allow the student to face with a sufficient base the study of the physiopathology and the understanding of the mechanisms of injuries, diseases and degenerative processes that affect the human nervous system during the following courses.

The general formative objectives of the subject are:

- Know the anatomical organization of the nervous system.

- Identify the different cell types that make up nervous tissue and their organizational differences in different regions of the nervous system.
- Learn the basic concepts of the physiology of the nervous system in health.
- Identify the circuits and mechanisms responsible for the main neural, motor, sensory and cognitive functions.
- Train the student to apply the knowledge acquired in the deduction of the consequences of pathological alterations of the nervous system.
- Acquire the practical skills necessary to perform microscopic, macroscopic and functional techniques frequent in the biomedical field (laboratory II).

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Describe biomedical problems in terms of causes, mechanisms and treatments.
- Display knowledge of the bases and elements applicable to the development and validation of diagnostic and therapeutic techniques.
- Display knowledge of the basic life processes on several levels of organisation: molecular, cellular, tissues, organs, individual and populations.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Read and critically analyse original and review papers on biomedical issues and assess and choose the appropriate methodological descriptions for biomedical laboratory research work.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work as part of a group with members of other professions, understanding their viewpoint and establishing a constructive collaboration.

## Learning Outcomes

1. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
2. Analyse and identify the functional alterations, at the level of the nervous system, nerve cells and neurotransmitters, that are caused by various types of pathologies.
3. Analyse the functional mechanisms that allow the organism to adapt to the principal variations in the environment.
4. Describe the functioning of the nervous system.
5. Display the necessary practical skills to perform the most common functional neuroscience study techniques in the biomedical field.
6. Identify the macroscopic and microscopic structure of the nervous system.

7. Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
8. Perform basic techniques for assessing neurophysiological functioning and disorders.
9. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
10. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
11. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
12. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
13. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
14. Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
15. Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
16. Understand the basic mechanisms of cell and tissue physiology.
17. Work as part of a group with members of other professions, understanding their viewpoint and establishing a constructive collaboration.

## **Content**

### Anatomy of the nervous system

- 1- Introduction to neuroanatomy.
- 2- Brain hemispheres
- 3- basal nuclei.
- 4- Limbic system.
- 5- Diencephalon
- 6- Brain stem
- 7- Cerebellum
- 8- Spinal cord
- 9- Autonomic nervous system
- 10- Cranial nerves
- 11- Vascularization of the nervous system
- 12- Nervous System covers
- 13- Ventricular system and cerebrospinal fluid

### Histology of the nervous system

- 1- Cell bases of the nervous system development
- 2- Structural differences in the organization of the central and peripheral nervous system
- 3- Structural differences in the different areas of the central nervous system.

#### 4- Response of the nervous system to injury

#### Physiology of the nervous system

1- Functional organization of the cerebral cortex and its relationship with the thalamus

2- Introduction to sensory physiology

3- Somatic and visceral sensitivity

4- Visual sensitivity

5- Auditory sensitivity

6- Taste and olfactory sensitivity

7- Brain electrical activity, mechanisms of arousal, wakefulness and sleep

8- Neurobiology of motivation and emotions

9- Motor control

10- Learning and memory

*"\* Unless the requirements enforced by the health authorities demand a prioritization or reduction of these contents."*

## Methodology

Theoretical classes:

Systematized exposition of the main topics of the subject, giving relevance to the most important concepts. The student acquires the basic scientific knowledge of the subject by attending theory classes, which will complement the personal study of the topics discussed.

Seminars:

Acquisition of complementary knowledge in the theoretical part and presentation and work on cases or situations of nervous system alterations relevant to the learning of the subject. The knowledge acquired in the theory classes and in the personal study is applied to the resolution of cases that arise in the seminars. The students work in small groups.

Tutorials:

They will be done in a personalized way in the teacher's office (schedule to be arranged). They aim to clarify concepts, facilitate the study by the student and solve doubts.

*"\* Unless the requirements enforced by the health authorities demand shifting to the online modality. In this case, the format will be adapted to the possibilities offered by the UAB's online tools."*

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes	36	1.44	4, 6

seminars	10	0.4	12, 11, 9, 10, 17
Type: Supervised			
Tutorials	5	0.2	1, 15, 14, 7, 13, 11, 9
Type: Autonomous			
Problem resolution and analysis of data	30	1.2	2
Study	60	2.4	2, 4, 6

## Assessment

The competences of this subject will be evaluated by:

- Exams of objective multiple-choice tests or short questions on the knowledge acquired (75% of the final grade)

- Evaluation of the content, preparation and presentations of the topics covered in the seminars and of the problems and cases and of the work carried out (25% of the final grade)

Partial evaluations will be made of the three parts that include the structure and function of the nervous system. The percent contribution to the global score will be as follows: Anatomy (33%), Histology (17%) and Physiology (50%). It is necessary to obtain a grade of 5 in each part in the partial tests and 4.5 to average in the final test, where each part will be evaluated independently.

To participate in the recovery, students must have been previously evaluated in a set of activities the weight of which equals a minimum of two thirds of the total grade of the subject or module. Therefore, the students will obtain the "Not Evaluable" qualification when the evaluation activities carried out have a weight lower than 67% in the final grade.

\*\*Student's assessment will performed face-to-face, unless the requirements enforced by the health authorities demand shifting to the online modality. In this case, the format will be adapted to the possibilities offered by the UAB's online tools."

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Written exam and Multiple choice test	75%	6	0.24	5, 4, 6, 13, 11, 9, 10
content of seminars, problems and evaluation of papers	25%	3	0.12	1, 15, 14, 3, 2, 16, 5, 4, 6, 7, 13, 12, 9, 10, 8, 17

## Bibliography

### ANATOMY

- CROSSMAN AR, NEARY D. *Neuroanatomia* (3ª ed.). Ed. Elsevier-Masson, 2010.
- SCHÜNKE. *Prometheus. Vol 3. Cabeza y Neuroanatomia* (2 ed.). Panamericana, 2010.
- NOLTE J, ANGEVINE JB. *El encéfalo humano en fotografías y esquemas*. Ed. Elsevier, 2009.

### HISTOLOGY

- ROSS. *Histología. Texto y atlas color con biología celular y molecular*. Panamericana, 2009.
- WELSCH. *Sobotta Histología* (2ª ed.). Panamericana, 2008.
- OVALLE. *Netter's Essential Histology*. Saunders, 2008.
- GARTNER, L. *Texto Atlas de Histología*. Mc Graw-Hill, 2008.

#### PHYSIOLOGY

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- BERNE R, LEVY M. *Fisiología* (4ª ed.). Elsevier-Mosby, 2009.
- CARDINALI DP, *Neurociencia aplicada. Sus fundamentos*. Panamericana, 2007\*
- GUYTON AC, HALL JE. *Tratado de Fisiología Médica* (11ª ed.). Elsevier-Saunders, 2006.
- KANDEL ER et al. *Principles of Neural Science* (5th ed.). McGraw Hill Medical, 2013
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\* Muy recomendado