

Neurobiology of Cognition and Behaviour

Code: 42911
ECTS Credits: 9

Degree	Type	Year	Semester
4313792 Neurosciences	OB	0	2

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Laura Aldavert Vera

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David Costa Miserachs

Gemma Guillazo Blanch

Margarita Marti Nicolovius

Ignacio Morgado Bernal

Roser Nadal Alemany

Marcos Pallarés i Añó

Isabel Portell Cortés

Maria del Pilar Segura Torres

Rafael Torrubia Beltri

Rosa Maria Escorihuela Agullo

Ana Maria Vale Martinez

Meritxell Torras Garcia

Jordi Ortiz de Pablo

Lidia Gimenez Llord

Beatriz Molinuevo Alonso

Prerequisites

None special, except those established by the Master of Neurosciences.

Objectives and Contextualisation

The subject explores the brain, the central nervous system and its interaction with neuroendocrine and immune systems, always in relation to complex psychological processes, such as emotions, stress and the multiple aspects of cognitive functions. The neurobiology (and Neurogenetics) of the main psychopathologies (psychiatric pathologies) and brain aging are also studied, with emphasis on basic research in both laboratory and human animals, and in the translation of this research to the clinic.

Competences

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Conceive, design, develop and synthesise scientific projects in the field of neurosciences.
- Continue the learning process, to a large extent autonomously
- Explain the basis of treatments for pathologies of the nervous system.
- Identify and use the techniques for studying the neurobiological substrate of behaviour, neurodegenerative processes, neuroprotective strategies and strategies of plasticity of the nervous system.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Act in one's own field of knowledge evaluating inequalities based on sex/gender.
2. Continue the learning process, to a large extent autonomously
3. Describe the evolutionary, neural and molecular mechanisms of emotions, learning and memory.
4. Describe the psychoneuroendocrine bases of psychopathology.
5. Develop a deep sense of responsibility and respect for those affected by diseases of the nervous system and their families.
6. Explain the cellular and molecular bases of addictive behaviours.
7. Recognise the degree and nature of the genetic and environmental contribution to both normal and pathological behaviour.
8. Seek out information in the scientific literature using appropriate channels, and use this information to formulate and contextualise a research topic.
9. Understand the effect of behaviour on the immune system.
10. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

CONTENTS

BLOCK 1: SOME BASIC CONCEPTS AND PROCESSES

BLOCK 1A: LEARNING & MEMORY

1-LEARNING PROCESSES (I). Non-associative learning. Associative learning: Appetitive and Aversive Classical conditioning. Neurobiology of some forms of classical conditioning. (2 hours)

Alberto Fernández Teruel

2-LEARNING PROCESSES (II). Associative learning: Instrumental conditioning. Spatial and other forms of learning. Neurobiology of some forms of instrumental conditioning and spatial learning. (2 hours)

Alberto Fernández Teruel

3-MEMORY PROCESSES AND TEMPORAL DYNAMICS. Consolidation and reconsolidation. (2 hours)

Meritxell Torras

4-MEMORY SYSTEMS IN THE BRAIN (I). Explicit memory. Cognitive flexibility. (2 hours)

Anna Vale

5-MEMORY SYSTEMS IN THE BRAIN (II). Working memory. Emergence and maturational changes in implicit and explicit memory systems, and in working memory. (2 hours)

Gemma Guillazo

6-THE EMOTIONAL BRAIN. (2 hours)

Margarita Martí

7-SYNAPTIC PLASTICITY AND MEMORY. (2hours)

David Costa

8-THE ROLE OF SLEEP IN MEMORY CONSOLIDATION. (2 hours)

Isabel Portell

9-WORKSHOP: Practical evaluation of Block 1A (2 Subgroups). (2 hours)

Pilar Segura and Laura Aldavert

BLOCK1B: NEUROENDOCRINOLOGY & NEUROBIOLOGY OF STRESS

10-NEUROENDOCRINOLOGY & NEUROBIOLOGY OF STRESS (I). Hormone action mechanisms in the CNS. Neuroendocrine regulation of hypophysiary hormones. (2 hours)

Antonio Armario

11-NEUROENDOCRINOLOGY & NEUROBIOLOGY OF STRESS (II). Neurosteroids. (2 hours)

Marc Pallarés

12-NEUROENDOCRINOLOGY & NEUROBIOLOGY OF STRESS (III). Neurobiology of stress: Concepts, types and physiological markers. Processing stressing stimuli in CNS: Chronic stress and adaptation. Stress and pathological processes. (2 hours)

Antonio Armario

BLOCK 1C: NEUROBIOLOGY OF CONCIIOUSNESS

13-NEUROBIOLOGY OF CONCIIOUSNESS. Nature and basic concepts. Neural mechanisms of consciousness. (2 hours)

Ignacio Morgado

BLOCK 2: MENTAL HEALTH THROUGH THE LIFE CYCLE: FROM BASIC RESEARCH TO HUMAN SUFFERING

14-ANIMAL MODELS IN NEUROSCIENCE AND PSYCHIATRY RESEARCH. Overview on animal models of neuro-psychopathology. Validity criteria. Representative examples. (2 hours)

Rosa M^a Escorihuela

15-CHILD AND ADOLESCENT MENTAL HEALTH. Externalizing and internalizing behavior. Early life adversity. (3 hours)

Roser Nadal, Beatriz Molinuevo

16-NEUROBIOLOGY OF AGGRESSIVE BEHAVIOR. Basic concepts. Classifications of aggressive behaviors. Animal models of aggression. Neurobiology of aggression. Development of aggressive behavior. Learning, maintenance, and control of aggressive behavior. Proximal causal factors of aggressive behavior. Gene-environmental interactions. Causal models of the development of conduct problems. (3 hours)

Beatriz Molinuevo

17-ADDICTIVE BEHAVIOR (I). Addictive behavior. Stress and addiction. Individual differences in addictive behavior, and non-pharmacological addictions. Addictive drugs. Molecular basis of addiction. Motivation. (3 hours)

Roser Nadal

18-ADDICTIVE BEHAVIOR (II). Definition of addiction, tolerance and dependence. Role of animal models to study addiction. Neuroanatomy and neurochemistry of cerebral circuits of addictive behavior. (3 hours)

Jordi Ortiz

19-ANXIETY AND ITS DISORDERS. Definition of anxiety and fear. Essential neurobiology and neuropharmacology of anxiety and fear. Basic research with animal models. Main anxiety disorders. Pharmacological and non-pharmacological treatments. (2 hours)

Rosa M^a Escorihuela

20-NEUROBIOLOGY OF DEPRESSION AND AFFECTIVE DISORDERS. Definition of depression. Stress and depression. Essential neurobiology and neuropharmacology of depressive disorders. Basic research with animal models. Main depressive disorders. Pharmacological and non-pharmacological treatments. (3 hours)

Antonio Armario

21-NEUROBIOLOGY OF SCHIZOPHRENIA. Definition of schizophrenia. Essential neurobiology and neuropharmacology of schizophrenia. Basic research with animal models. Pharmacological and non-pharmacological treatments. (3 hours)

Alberto Fernández Teruel

22-THE AGING BRAIN (I). Health aging. Sensory, motor, cognitive, emotional and social function in the older people. Age-related cognitive and functional decline (under GDS, cultural and gender perspectives). (2 hours)

Lydia Giménez Llort

23- THE AGING BRAIN (II). Pathological aging: Clinical and translational research in neurodegenerative diseases (Dementia, Parkinson, Huntington Corea) and Accelerated aging. (2 hours)

Lydia Giménez Llort

Methodology

Master classes / expositions.

Discussion of some cases and / or scientific articles and experimental designs.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Clases magistrales	50	2	8, 9, 3, 4, 5, 6, 2, 7, 10
Workshop	2	0.08	8, 3, 5, 2, 7, 10
Type: Autonomous			
Actividades autónomas	167	6.68	8, 5, 2, 10

Assessment

To pass this module it will be necessary to get at least a 5.0 / 10.0 mark after averaging the mark of both blocks.

In order to be able to calculate this average it will be necessary to get a minimum of 4.0 both in BLOCK 1 (Theoretical exam 1st parte + Practical evaluation) and in BLOCK 2 (Theoretical exam 2nd parte).

Students will have a second opportunity to take an examination of any part of the parts that they have failed, in a final recovery exam.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practical evaluation (1st part)- Ejercicio práctico evaluativo (1a parte)	15	2	0.08	8, 9, 4, 5, 2, 7, 10
Theoretical exam- 1st part / Examen Teórico (1a parte)	35	2	0.08	8, 3, 5, 2, 7, 10
Theoretical exam-2nd part / Examen teórico (2a parte)	50	2	0.08	1, 8, 9, 3, 4, 5, 6, 2, 7, 10

Bibliography

GENERAL

Bear, M.F., Connors, B. i Paradiso, M. (2008) Neurociencia: la exploración del cerebro (3ª edición). Barcelona: Wolters Kluwer.

NR Carlson "Fisiología de la Conducta", (8 Ed.) Barcelona: Ariel, 2005.

Kandel E. (2012) Principles of neural science. 5th ed. Ed. McGraw Hill.

MR Rosenzweig, AL Leiman y SM Breedlove, Psicobiología, Barcelona: Ariel, 2005.

Squire LR, Bloom FE, Spitzer NC, Du Lac S, Ghosh A and Berg D (Eds)

"Fundamental Neuroscience" (3rd. Edit), New York Elsevier, 2008.

Stahl SM. Psicofarmacología esencial. Bases neurocientíficas y aplicaciones clínicas. Barcelona: Ariel. 2002.

Vallejo Ruiloba J, Leal Pérez C. Tratado de Psiquiatría (Volúmenes I y II). Barcelona: Ars Médica, 2010.

ESPECÍFICA

A Fernández-Teruel "Farmacología de la conducta: De los psicofármacos a las psicoterapias", Bellaterra: Servei de Publicacions de la UAB, 2008.

Ch. Koch "The quest for consciousness: a neurobiological approach", Colorado: Roberts and Co, 2004 (Ed. española. Barcelona: Ariel).

GF Koob and ML LeMoal, "Neurobiology of addiction", New York: Academic Press, 2005

Morgado Bernal, I. (2007) Emociones e inteligencia social: las claves para una alianza entre los sentimientos y la razón. Barcelona: Ariel.

Morgado-Bernal, I: (2014) Aprender, recordar y olvidar: Claves cerebrales de la memoria y la educación. Barcelona: Ariel.

ET Rolls ET "Emotions explained", New York: Oxford University Press., 2005.

Sandi C, venero C, Cordero MI. Estrés, Memoria y trastornos asociados. Implicaciones para el daño cerebral y el envejecimiento. Barcelona: Ariel. 2001.

A Tobeña "Anatomía de la agresividad humana", Barcelona: Galaxia Gutenberg, 2001.

More specific bibliography on the different sessions / topics of this subject will be indicated by the respective professors and teachers at the time

Software

No specific programs are needed