



UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: CIENCIAS DE LA SALUD
COURSE: MED 4087E - Brain and Behavior

COURSE DETAILS:

Credits: 3

Prerequisites: Verify prerequisites in Banner academic system.

Co requirements: The course does not have Co requirements

COURSE DESCRIPTION:

Brain and behavior is an introductory course on how nervous systems modulate animal behavior. The 8-week course will cover the simplest nervous systems in invertebrates to the most complex mammal brains. Along with the nervous system analysis students will be exposed to neural basis of predatory and sensory behaviors, from individual hunters to hierarchical societies of animals. Although the class focuses on non-human animals, there will be some examples of interesting human behavior. Students should have a strong grasp on basic neurophysiological cellular mechanisms.

COURSE LEARNING OUTCOMES:

#	Learning Outcomes	Level
1	Revise and understand basic neurophysiological cellular mechanisms.	Medio
2	Review neurophysiological methodology and techniques used to study neural basis of behavior.	Medio
3	Observe and analyze simple to complex animal behavior from invertebrates to mammals.	Medio
4	Integrate neurophysiological techniques to behavioral techniques and identify possible correlations.	Medio
5	Apply known cellular mechanisms to overt animal behavior to understand basics of neuroethology.	Medio
6	Write a grant proposal using techniques revised in class to answer a unique question.	Medio



COURSE CONTENTS:

- Introduction to Neuroethology
- Review basic neurophysiology
- Neurophysiological techniques
- Behavioral paradigms
- Invertebrates
- Neuroethology in marine invertebrates, learning paradigms in mollusks.
- Fish and lateral lines, examples of electric fish.
- Amphibians and cochlear implants, reproductive strategies.
- Birds: songbirds, crows solving puzzles, flight and vision.
- Aggression, long term study in foxes.
- Vertebrates
- Fish and lateral lines, examples of electric fish.
- Amphibians and cochlear implants, reproductive strategies.
- Birds: songbirds, crows solving puzzles, flight and vision.
- Aggression, long term study in foxes.
- Special behaviors and humans
- Echolocation: bats, dolphins, humans.
- Hunting strategies in whales and orcas.
- Exceptional human behaviors

METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS:

The teaching methodology used to teach all the course at USFQ follow the liberal arts philosophy: encourage dialogue and enable the learning construction through providing opportunities for ideas exchange among teachers and students. It is expected that all the theoretical content courses explore potential applications to the professional practice and work context where students are anticipated to perform through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

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HOURS DESCRIPTION OF APPLIED PRACTICE

If this course has declared applied practice hours (laboratories, exercises, field trips, practicums, etc.); the instructor for the theoretical element is responsible for describing how the applied practices hours will be fulfilled and assessed during the semester.

Students must pass or fail both the theoretical and application practice components simultaneously.

All courses with declared applied practice hours must provide students with a written guide detailing the requirements for fulfilling the application practice component.



COURSE ASSESSMENT:

Each instructor is responsible for creating an evaluation scheme that corresponds to the learning outcomes declared for each course. The assessment scheme should be presented in a clear and direct manner, such as a chart that indicates the assessment categories and the elements included in each category; it must indicate the total weight that each category will have on the final grade. Category weights may vary, but under no circumstance can an individual element weigh more than 25% of the final grade. For example, it is acceptable for a “Homework” category to weigh 30% if it includes three tasks that weight 10% each. However, a “Final Exam” category that weighs 30% and only includes one element would be unacceptable.

Some academic areas or specific courses have pre-established assessment parameters. In these cases, all instructors assigned to these courses must follow the pre-determined scheme.

If this course has declared applied practice hours (laboratories, exercises, field trips, practicums, etc.) the assessment of these hours must be incorporated within the course’s general assessment scheme.

#	Category	Description	Percentage of final grade

MAIN BIBLIOGRAPHY:

[The main bibliography must be in library in physical or digital format]

- , Berne & Levy physiology /, Philadelphia : Elsevier, 2018.

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COMPLEMENTARY BIBLIOGRAPHY:

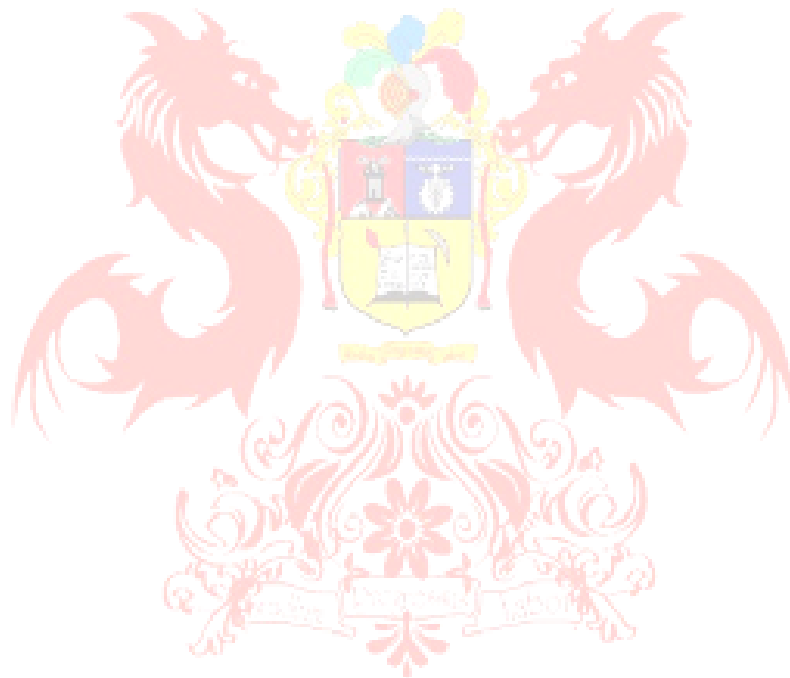
[The complementary bibliography can be digital format]

POLICIES:

All students taking courses at USFQ must follow the ethics of learning, ethics of research and ethics of behavior rules detailed in the [USFQ's Code of Honor and Coexistence](#). All the general policies for the courses offered at USFQ are detailed in the Student’s Manual, it can be downloaded in [Manual del Estudiante](#).



This syllabus (Syllabus) was reviewed and approved by the coordination of the academic area or department responsible, so all the parallels that are dictated must be governed by this program. If changes / adjustments to the study program are necessary, you should To the coordination of the academic area or department responsible so that the approved changes / adjustments are reflected in the system of Curricular design.'



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