



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 291201 **Name:** Psychophysiology

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 1

**Module:** BIOLOGICAL BASIS OF BEHAVIOR

**Subject Matter:** PHYSIOLOGY **Type:** Basic Formation

**Field of knowledge:** Health Sciences

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### BIOLOGICAL BASIS OF BEHAVIOR

Subject Matter	ECTS	Subject	ECTS	Year/semester
PHYSIOLOGY	12,00	Fundamentals of Neuroscience	6,00	1/2
		Psychophysiology	6,00	2/1
BIOLOGY	6,00	Biology of Human Behaviour	6,00	1/1

## Recommended knowledge

It is recommended that you have previously studied Human Behavior Biology and Fundamentals of Neuroscience.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1      Knowing the interactions between nervous system, cell communication and their relationship with human behavior.
- R2      Using the specialized vocabulary of the field and expressing oneself adequately.
- R3      Understanding the neuronal communication processes that support the processing of information of the Nervous System.
- R4      Deducing, interpreting and critically assessing experimental results from scientific reading or informative science.
- R5      Using the documental resources available for the training in scientific knowledge as well as maintaining a scientific attitude as regards the presentation of questions and the search for answers.
- R6      Knowing and relating macroanatomy of the NS with its functionality and some physiological characteristics.
- R7      Knowing and relating microanatomy and molecular biology of the NS with their functionality and some physiological characteristics.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC		Weighting			
		1	2	3	4
CE4	Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .				X
CE5	Identifying differences, problems and needs.				X
CE6	Diagnosing following professional principles.				X
CE12	Selecting and correctly using tools, products and services and identifying those people and group concerned.		X		
CE16	Choosing adequate psychological intervention techniques.		X		
CE17	Mastering strategies and techniques to get addressees involved.		X		
CE18	Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...	X			
CE24	Analyzing and interpreting assessment results.			X	
CE26	Writing oral and written reports.				X
TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.				X
CT2	Capacity to organize and plan.			X	
CT7	Problem solving.				X



CT8	Decision making.		x		
CT18	Capacity to produce new ideas (creativity).			x	
CT25	Self-criticism ability: being able to critically assess one's performance.		x		
CT35	Being able to develop audio-visual presentations.	x			
CT36	Being able to collect information using different kinds of sources.				x



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5	30,00%	Presentation of practical activities.
R2	10,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

### Observations

To pass the subject it will be necessary to have approved the evaluation tests and practical activities with a minimum score of 5 (out of 10) in each part. Students who do not pass one of the two parties will have a Suspend grade. A training test will be held during the first 8 weeks of class (which will have a weight of 20% on the final grade) and an evaluation test at the end of the subject on the day that establishes the official schedule of exams of the Faculty (40%). Both will consist of objective questions and development questions. Students who do not attend class will not be eligible for 10% attendance and active participation. A Honor Slate will be awarded for every 20 students if levels of excellence have been shown in all competencies and learning outcomes. Both formal and content aspects will be taken into account in the qualification of development activities and questions.

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R6, R7	5,00%	Submitted tasks
R4, R6, R7	5,00%	Periodical assessment through questionnaires
R2	20,00%	Attendance and participation in synchronic communication activities.



## Observations

To pass the subject it will be necessary to have approved the evaluation tests and practical activities with a minimum score of 5 (out of 10) in each part. A training test will be held during the first 8 weeks of class (which will have a weight of 5% on the final grade) and an evaluation test at the end of the subject on the day that establishes the official schedule of exams of the Faculty (70%). Both will consist of objective questions and development questions. Students who do not attend class will not be eligible for 20% attendance and active participation, except for justified causes. The qualification of activities and development questions shall take into account both formal aspects (writing, presentation, spelling) and content. A Honor Slate will be awarded for every 20 students if levels of excellence have been shown in all competencies and learning outcomes.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M5 Activities developed in spaces with specialized equipment.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.



- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.





## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4, R5, R6	40,00	1,60
<b>PRACTICAL CLASSES</b> Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R3, R4, R5, R6	10,00	0,40
<b>SEMINAR</b> Supervised monographic sessions with shared participation. M3	R5	2,50	0,10
<b>LABORATORY</b> Activities carried out in spaces with specialized equipment. M5	R6	2,50	0,10
<b>OFFICE ASSISTANCE</b> Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3, R4, R5, R6	2,50	0,10
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M14	R1, R3, R4, R5, R6	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R1, R2, R3, R4, R5, R6	15,00	0,60
<b>INDEPENDENT WORK</b> Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3, R4, R5, R6	75,00	3,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4, R5, R6	25,00	1,00
Virtual practical session (distance learning) M12	R4, R5, R6, R7	12,50	0,50
Seminar and virtual videoconference (distance learning) M3	R5	6,25	0,25
In-person or virtual assessment (distance learning) M7	R1, R2, R3, R4, R5, R6, R7	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4, R5, R6, R7	7,50	0,30
Discussion forums (distance learning) M18	R7	5,00	0,20
Continuous assessment activities (distance learning) M19	R1, R3, R4, R5, R6, R7	6,25	0,25
<b>TOTAL</b>		<b>65,00</b>	<b>2,60</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M9	R1, R2, R3, R4, R5, R6, R7	50,00	2,00
Teamwork (distance learning) M17	R7	35,00	1,40
<b>TOTAL</b>		<b>85,00</b>	<b>3,40</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
UNIT 1. INTRODUCTION TO PHYSIOLOGICAL PSYCHOLOGY	Biological basis of behavioural neuroscience Natural selection and evolution
UNIT 2. PHYSIOLOGICAL BASIS OF BEHAVIOUR	Neurotransmisión and behaviour Neuroendocrine system
UNIT 3. SLEEP AND BIOLOGICAL RHYTHM	Psychophysiology of the sleep behaviour Physiological and behavioral description of sleep Sleep stages Why do we sleep
UNIT 4. SEXUAL BEHAVIOUR, PARENTAL AND FILIAL	Development of sexual organs Sexual maturation Hormonal and neural control of the sexual behaviour Parental and filial behaviour
UNIT 5. EMOTION, AGRESSION AND ADDICTIVE BEHAVIOURS	Emotions as response patterns Communication of emotions. Emotion feelings
UNIT 6. PSYCHOPHYSIOLOGY OF THE EATING BEHAVIOURS	Neurobiological mechanisms involved in thirst Neurobiological mechanisms involved in hungry
UNIT 7. PSYCHOPHYSIOLOGY OF STRESS	Anatomy and Physiology of the Autonomic Nervous System. General Adaptation Syndrome (GAS) Effects of long-term stress on the health
UNIT 8. ADDICTIVE BEHAVIOR	The addiction Neurobiological mechanisms linked to addiction Mechanism of action



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1. INTRODUCTION TO PHYSIOLOGICAL PSYCHOLOGY	4,00	8,00
UNIT 2. PHYSIOLOGICAL BASIS OF BEHAVIOUR	2,00	4,00
UNIT 3. SLEEP AND BIOLOGICAL RHYTHM	4,00	8,00
UNIT 4. SEXUAL BEHAVIOUR, PARENTAL AND FILIAL	5,00	10,00
UNIT 5. EMOTION, AGRESSION AND ADDICTIVE BEHAVIOURS	5,00	10,00
UNIT 6. PSYCHOPHYSIOLOGY OF THE EATING BEHAVIOURS	3,00	6,00
UNIT 7. PSYCHOPHYSIOLOGY OF STRESS	4,00	8,00
UNIT 8. ADDICTIVE BEHAVIOR	3,00	6,00

## References

### BASIC REFERENCES

CARLSON, N.R (2018) Fisiología de la conducta. Ed Pearson (11ª edición)

### SUPPLEMENTARY REFERENCES

PINEL J.P (2006). Biopsicología. Ed. Addison-Wesley (6ª edición)

BEAR, M.F (2012) Neurociencia, la exploración del cerebro (4ª edición). Lippincott williams and Wilkins. Wolters Kluwer Health

CARRETIE, L. I. (2001). Psicofisiología. Ed.Pirámide.

ORTIZ, E; PRATS, J.I Y AROLAS, G. (2015) Ni el hombre sin la mujer, ni la mujer sin el hombre. Editorial Edicep



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:





## ONLINE WORK

### Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### Comments to the Assessment System: