


**KAPITAŁ LUDZKI**  
 NARODOWA STRATEGIA SPÓJNOŚCI

 Projekt współfinansowany przez  
 Unię Europejską w ramach  
 Europejskiego Funduszu  
 Społecznego

**UNIA EUROPEJSKA**  
 EUROPEJSKI  
 FUNDUSZ SPOŁECZNY


<b>Course title</b>		<b>ECTS code</b>	
Neurobiology and behavior		13.1.1452	
<b>Name of unit administrating study</b>			
Faculty of Biology			
<b>Studies</b>			
<b>faculty</b>	<b>field of study</b>	<b>type</b>	first tier studies (BA), second tier studies (MA)
Faculty of Biology	Medical Biology	<b>form</b>	full-time
		<b>specialty</b>	all
		<b>specialization</b>	all
Faculty of Biology	Biology	<b>type</b>	first tier studies (BA), second tier studies (MA)
		<b>form</b>	full-time
		<b>specialty</b>	all
Faculty of Biology	Genetics and Experimental Biology	<b>specialization</b>	all
		<b>type</b>	first tier studies (BA)
		<b>form</b>	full-time
Faculty of Biology	Genetics and Experimental Biology	<b>specialty</b>	all
		<b>specialization</b>	all
		<b>form</b>	full-time
Faculty of Biology	Natural Resources Conservation	<b>type</b>	first tier studies (BA)
		<b>form</b>	full-time
		<b>specialty</b>	all
Faculty of Biology	Natural Resources Conservation	<b>specialization</b>	all
		<b>form</b>	full-time
		<b>specialty</b>	all
<b>Teaching staff</b>			
dr Ziemowit Ciepielewski; dr Beata Grembecka; Witold Żakowski; dr hab. Wojciech Pokora, profesor uczelni; dr Emilia Leszkowicz; prof. UG, dr Wojciech Glac; dr Dorota Myślińska			
<b>Forms of classes, the realization and number of hours</b>		<b>ECTS credits</b>	
<b>Forms of classes</b>		2	
Lecture		Work in contact with the teacher:	
<b>The realization of activities</b>		participation in lectures - 15 hours	
classroom instruction, online classes		consultations with the lecturer - 9 hours	
<b>Number of hours</b>		exam - 2 hours	
Lecture: 15 hours		The individual student work:	
		preparation for the exam - 20 hours	
		studying the literature and materials for classes - 4 hours	
		hours	
<b>The academic cycle</b>			
2022/2023 winter semester			
<b>Type of course</b>		<b>Language of instruction</b>	
an elective course		english	
<b>Teaching methods</b>		<b>Form and method of assessment and basic criteria for evaluation or examination requirements</b>	
<ul style="list-style-type: none"> <li>- discussion</li> <li>- lecture with multimedia presentation</li> <li>discussion</li> <li>- multimedia-based lecture</li> </ul>		<b>Final evaluation</b>	
		Examination	
		<b>Assessment methods</b>	
		<b>The basic criteria for evaluation</b>	
		Assessment criteria or examination requirements:	
		Obtaining 50%+1 points on the exam, i.e. giving correct answers to more than half of the questions; attendance and activity during classes	
<b>Method of verifying required learning outcomes</b>			
<b>Required courses and introductory requirements</b>			
<b>A. Formal requirements</b>			
none			

<b>B. Prerequisites</b>	
none	
<b>Aims of education</b>	
<p>To learn about current developments in neurobiology and behavioural neuroscience.</p> <p>To learn and understand the basic principles of neurobiology, neuroendocrinology, neurophysiology and neuroanatomy as the regulatory mechanisms underlying the functioning of the human body.</p> <p>To understand the importance of the interplay between the nervous, somatic and immune systems in health and in illness.</p> <p>To critically review the literature on current topics in neuroscience</p>	
<b>Course contents</b>	
<ul style="list-style-type: none"> <li>• Evolutionary changes in human brain organization</li> <li>• Exercise, cognition and the aging brain</li> <li>• Stress-physiology and behavior</li> <li>• Neurobiology of addiction</li> <li>• Neural basis of criminal behavior</li> <li>• Brain stimulation</li> <li>• Neuropathophysiology and classification of neurodegenerative diseases</li> <li>• Animal models of neurodegenerative diseases</li> </ul>	
<b>Bibliography of literature</b>	
<b>A. Literature required for the final course credit (exam):</b>	
<u>A.1. used during the class</u>	
<ol style="list-style-type: none"> <li>1. Conn M. (ed) Animal Models for the Study of Human Disease, 2013, Elsevier.</li> <li>2. Fink G., Pfaff D., Levine J. Handbook of Neuroendocrinology, 2012, Academic Press, Elsevier.</li> <li>3. Melmed S, Polonsky, Larsen, Kroneneberg. Williams Textbook of Endocrinology, 13th edition, Elsevier, 2016</li> <li>4. Ph.D. Bear, Mark F. (Author), Ph.D. Connors, Barry W. (Author), Ph.D. Paradiso, Michael A. (Author) Neuroscience: Exploring the Brain 4th Edition, Wolters-Kluwer, 2020</li> <li>5. Suckow M., Steward K. (eds) Principles of Animal Research for Graduate and Undergraduate Students, 2016, Academic Press.</li> </ol>	
<u>B. Supplementary literature</u>	
<ol style="list-style-type: none"> <li>1. Contrada RJ, Baum A. The Handbook of Stress Science: Biology, Psychology, and Health, 2012, Springer</li> <li>2. Pfaff D., Joels M. (eds) Hormones, Brain and Behavior, 3rd Edition, 2016, Academic Press, Elsevier.</li> <li>3. Soreq H., Friedman A., Kaufer D. Stress - From Molecules to Behavior: A Comprehensive Analysis of the Neurobiology of Stress Responses, 2010, Wiley-Blackwell</li> <li>4. Materials (review papers in English) provided by the lecturer or suggested by students</li> </ol>	
<b>The learning outcomes (for the field of study and specialization)</b>	<b>Knowledge</b>
	<ul style="list-style-type: none"> <li>- understands the natural phenomena and processes at various levels of complexity</li> <li>- consistently applies and disseminates the principle of a strict, based on empirical data, interpretation of biological phenomena and processes in research and practical activities</li> <li>- has in-depth knowledge of the selected specialty in biological sciences</li> </ul>
	<b>Skills</b>
	<ul style="list-style-type: none"> <li>- proficiently uses scientific literature of the studied biological specialty</li> <li>- recalls technical English-language vocabulary in the field of biological sciences in everyday professional / scientific activity</li> </ul>
	<b>Social competence</b>
	<ul style="list-style-type: none"> <li>- shows initiative and independence in actions, as well as feels the need for lifelong learning</li> <li>- systematically updates biological knowledge and information about its practical applications</li> </ul>
<b>Contact</b>	

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