

1. BASIC INFORMATION

Course	Anatomy of the nervous system
Degree program	Bachelor's degree in psychology
School	Faculty of Health Sciences
Year	1
ECTS	6
Credit type	Basic
Language(s)	Spanish / English
Delivery mode	On campus / Virtual
Semester	1
Academic year	2025 – 2026
Coordinating professor	Jesús David Lorente Erenas

2. PRESENTATION

The study of the subject of Anatomy of the Nervous System should provide students with a description of the different anatomical structures that support psychological processes, so that, by the end of the course, they will be able to understand how the components of the nervous system are involved in psychological processes, recognizing that this is basic knowledge for the practice of psychology and, at the same time, useful for interpreting modern diagnostic studies and their application to healthcare. The contents are grouped according to the morphological organization of the central nervous system:

- Introduction to the study of the nervous system
- Structure, circuits, and functions of the forebrain, midbrain, and hindbrain
- Structure, circuits, and functions of the spinal cord
- Structure, circuits, and functions of the peripheral nervous system

3. LEARNING OUTCOMES

Knowledge

KNO02. Know the basic laws of the different psychological processes.

KNO03. Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality.

KNO04. Know the biological foundations of human behaviour and of psychological functions.

KNO11. Be able to identify differences, problems and needs, as well as a professional approach to them.

Competences

CP03. Be capable of describing and measuring variables (personality, intelligence, and other aptitudes,

attitudes, etc.) and cognitive, emotional, psychobiological, and behavioural processes.

CP11. Be able to measure and obtain relevant data for assessing interventions.

CP13. Know and meet the deontological obligations of Psychology.

CDC02. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.

CDC07. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

LEARNING OUTCOMES

- This subject provides a description of the anatomical structures that support psychological processes.
- Students will learn how the different components of the nervous system are involved in psychological processes.

4. CONTENT

- Introduction to the study of the nervous system.
- Structure, circuits and functions of the fore, mid and hindbrain.
- Structure, circuits and functions of the spinal cord.
- Structure, circuits and functions of the peripheral nervous system.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master classes.
- Oral presentations by students.
- Practical work.
- Problem-based learning (PBL).

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
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Practical exercises	15
Formative evaluation (feedback from the evaluation tests performed)	5
Research	10
Master class	30
Problem-solving	15
Activities in workshops and/or laboratories	20
Face-to-face tutoring	5
Autonomous work	50
TOTAL	150

Virtual mode:

Learning activity	Number of hours
Webinar	30
Formative assessment (feedback on assessment tests) via web conference	10
Problem solving	15
Virtual tutoring	5
Online forums	10
Research (scientific/case studies) and projects	10
Oral presentations via web conference	20
Autonomous work	50
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Face-to-face Knowledge test	60%
Case analysis and problem-solving	10%
Performance observation	10%
Reports and writings	10%

Laboratory practices	10%
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Virtual mode:

Assessment system	Weight
Virtual Knowledge tests	60%
Case analysis and problem-solving	10%
Performance observation	10%
Reports and writings	10%
Virtual laboratory practices	10%

When you access the course on virtual Campus, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. Ordinary call period

Campus-based mode:

To pass the course in the Ordinary call period you must obtain a grade greater than or equal to 5,0 out of 10,0 in each of the assessment systems of the course.

If cases of plagiarism are detected in any of the activities delivered, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying rules of the assessment period.

Finally, to pass the course in the Ordinary Exam period, **a minimum of 50% of class attendance is required. Absence excuses do not imply the elimination of such absences in any case.**

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary Exam period the student will have a global grade of the course, thus consuming call for entries.

Virtual mode:

To pass the Subject in Ordinary call period you must obtain a grade greater than or equal to 5,0 out of 10,0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5,0 in the final test, so that it can be averaged with the rest of the activities.

If cases of plagiarism are detected in any of the activities submitted, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying the same rules in that call for entries.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard, and for the purposes of the consumption of entries, the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary call period the student will have an overall grade for the course, thus consuming a call for entries.

7.2. Extraordinary call period

Campus-based mode:

To pass the course during the Extraordinary call period you must obtain a grade higher than or equal to 5,0 out of 10,0 in each of the Assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that in the Extraordinary callperiod will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, it will be considered NP if it does not present it/s and will obtain numerical grade if it presents at least one of them.

Virtual mode:

To pass the Subject in Extraordinary call period you must obtain a grade greater than or equal to 5,0 out of 10,0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5,0 in the final test, so that it can be averaged with the rest of the activities.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification

of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulation of evaluation of the Bachelor's Degrees. In this regard and for the purposes of the consumption of entries the student must be aware that in the Extraordinary exam period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Campus-based mode:

Assessable activities	Deadline
Case analysis and problem-solving	Week 10
Reports and writings	Week 14-15
Performance observation	Week 5
Laboratory practices	Semana 11
Face-to-face Knowledge test	Date set by the university based on the academic calendar. (January)

Virtual mode:

Assessable activities	Deadline
Case analysis and problem-solving	4 de noviembre
Reports and writings	25 de noviembre
Performance observation	20 de enero
Virtual laboratory practices	16 de diciembre
Virtual Knowledge test	6-8 febrero

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main references work for this subject are:

- Pérez, G. J. A. y González, H. J. M. (2020). Neuroanatomía Humana. Editorial Médica Panamericana S.A.
- Carlson, N.R. (2012). Physiology of behavior (11th edition). Pearson, London.
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- Waxman, S. G. (2013). Clinical Neuroanatomy 27/E (27th ed.). McGraw-Hill Education/Medical.

- Singh, V. (2020). Textbook of clinical neuroanatomy (4th ed.). Elsevier.
- Crossman A.R., and Neary, D. (2014) Neuroanatomy (6th ed.). Elsevier.

The recommended Bibliography are:

- Olson T.R. (2008). A.D.A.M. student atlas of anatomy Ed. Cambridge University Press.
- Damasio, A. (1995). Descartes' error. Ed. Planeta
- Crossman, A. R., and Neary D. (2015). Neuroanatomy. Texts and Atlas. Masson Ed.
- Agur, M. R. y Dalley, F. (2007). Grant. Atlas de Anatomía. (15th edition) Ed. Lippincott Williams & Wilkins
- Drake, R. L., Vogl, W. A., Mitchell. (2019). Gray's anatomy for students. (4th edition) Elsevier.
- Lippert, H. (2012). Anatomy with clinical orientation. (English edition) Ed. Marban.
- Netter, F. H. (2018). Atlas of Human Anatomy. (7th edition) Ed. Elsevier.
- Paulsen, F. y Waschke, J. (2018). Sobotta: Atlas of Human Anatomy. (15th edition) Ed. Urban and Fischer

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.