

**COURSE DATA****Data Subject**

Code	33050
Name	Animal physiology
Cycle	Grade
ECTS Credits	10.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. Period year
1100 - Degree in Biology	Faculty of Biological Sciences	3 Annual

Subject-matter

Degree	Subject-matter	Character
1100 - Degree in Biology	9 - Animal biology	Obligatory

Coordination

Name	Department
GARCERA ZAMORANO, MARIA DOLORES	357 - Cellular Biology, Functional Biology and Physical Anthropol.
RAMO ROMERO, JOSE JUAN DEL	357 - Cellular Biology, Functional Biology and Physical Anthropol.
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SUMMARY

The subject **ANIMAL PHYSIOLOGY** is part of Animal biology from the biology degree from the University of Valencia and is located in the third grade. The course consists of 10 credits ECTS (about 250 hours of student work), which include face-to-face and remote activities. It is a subject of synthesis, in which the students must understand the functional relationships which exist between the different parts of the animal, as well as coordination actions that occur between them, and which are necessary for the animal to work as a whole. Emphasize the comparative study of the functions in different animal groups and physiological adaptations of animals to the environment.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Subjects such as "Physics", "Chemistry", the "Cell Structure" and the "The Tree of Life", along with "Molecular and Genetic Bases of the living" will be key in the required previous knowledge acquisition. The subject of Zoology, puts the structural bases of animal organization to understand the functioning of the animal. Overcoming Animal physiology is required to have passed the exams: structure of the Cell, Biology, and The Tree of Life.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1100 - Degree in Biology

- Capacidad de análisis, síntesis y razonamiento crítico.
- Capacidad de resolución de problemas.
- Capacidad de aprendizaje autónomo y cooperativo.
- Familiarización con la elaboración, exposición y defensa pública de trabajos.
- Capacidad de manejar el inglés científico.
- Develop the capacity for organisation and planning.
- Manejar correctamente la terminología científica y familiarizarse con las metodologías y fuentes de información de Biología Animal.
- Conocer el manejo de la instrumentación científica básica propia de la Biología Animal.
- Comprender las funciones animales y los mecanismos básicos subyacentes.
- Comprender el funcionamiento del animal como el de un todo integrado, reforzando el papel de los sistemas de coordinación e integración.
- Comprender los mecanismos implicados en las adaptaciones de las funciones animales al medio.
- Adquirir conciencia del valor de la ética profesional.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- Obtain an integrated vision of the functioning of the animal, to understand the meaning of the acquired knowledge, interrelating them and implement them.
- Capacity for data analysis, choice of the appropriate method, evaluation and critical interpretation of experimental results in its various forms of expression (tables, graphs...)



- Having skill in the handling of laboratory animals.
- Ability to build a written text understandable and organized.
- Capacity for speaking to an auditorium audience, for example the class itself, through the presentation or the speech in a debate on an issue or controversial issue.
- Ability to argue from rational criteria, clearly differentiating what is opinion of what facts or accepted scientific evidence.
- Professional training. Acquisition of scientific and technical knowledge related to the physiology that will make it possible to exercise professions and civic responsibilities in a continuous increase in technological society.

DESCRIPTION OF CONTENTS

1. FUNDAMENTALS OF PHYSIOLOGY (theory in classroom)

Item 1.- Importance of the study of Animal Physiology. - The integrating nature of animal physiology. - Function and mechanism. - Homeostasis: basic mechanisms. - Regulation by negative feedback. - Non-homeostatic regulatory changes. - Organization of regulatory systems.

2. ENERGY AND TEMPERATURE (theory in classroom)

Item 2.- Flow of energy through the animal.- Sources and distribution of energy: biosynthesis, maintenance and external work.- Metabolic rate.- Factors that affect the metabolic rate.

Item 3.- Temperature and heat.- Heat transfer between animals and their environment: conduction, convection and evaporation.- Thermal relations.- Endothermy and thermoregulation: poikilothermia and homeothermia.

3. INTEGRATING SYSTEMS 1 (theory in classroom)

Item 4- Organization and evolution of nervous systems.- Central and peripheral nervous systems.- Autonomic nervous system.

Item 5- Nervous signals.- Cell excitability: resting membrane potential.- The action potential.- Propagation of action potentials: myelination.

Item 6- Synaptic transmission.- Electrical and chemical synapses.- Synaptic potentials: temporal and spatial summation.- Synaptic transmission mechanisms.- Synaptic plasticity. Examples.

Item 7- Sensory processes and organization of the sensory systems.- Classification of receptors.- Sensory reception: receptor functions.- Stretch receptors as a model.- Receptor adaptation.

Item 8. Photoreception.- The vertebrate camera eye.- Retina: cones and rods.- Visual sensory processing.- Arthropods compound eyes.

Item 9. Mechanoreception.- Proprioceptors: the muscle spindle.- Equilibrium receptors.- Audition- Vertebrate auditory receptors.- Insect audition.

Item 10. Chemoreception.- Contact and distance receptors in insects.- Vertebrate taste and olfaction. - Electroreception.



Item 11- Skeletal muscle.- Isometric and isotonic contractions.- Summation and tetanus.- Neural Control of skeletal muscle.- Vertebrate motor units model.- - Arthropod polyneuronal innervation.

Item 12. Control of the movement.- Reflex acts: stretch reflex in humans.- Control and coordination of vertebrate movement.- Central control.

4. INTEGRATING SYSTEMS 2 (theory in classroom)

Item 13. Endocrine and neuroendocrine physiology.- Hormones and other chemical signals.- Concentration of hormones in blood.- Types of endocrine glands and cells.

Item 14. Control of endocrine systems: the vertebrate pituitary gland.- The neurohypophysis.- The adenohypophysis: neurosecretory control.- Stress response: the autonomic nervous system and hypothalamo-pituitary-adrenal (HPA).- Endocrine control of nutrient metabolism.- Insulin and glucagon: Control of glucose in the blood.- Insect metamorphosis.

Item 15. Endocrine control of reproduction in placental mammals: ovulation.- Endocrine control of uterine and ovarian cycle.- Testicular function: endocrine control of male reproduction.- Pregnancy and birth in mammals.- Lactation.

5. TRANSPORT OF OXYGEN, CARBON DIOXIDE AND SUBSTANCES INTERNAL. (theory in classroom)

Item 16. Respiratory gases.- Gas transport in animals: convection and diffusion.- The physical properties of air and water and its importance in the breathing.

Item 17. Transport of oxygen and carbon dioxide: respiratory pigments.- General model: oxygen transport in human.- Dissociation curves.- The oxygen affinity of pigments.- Factors affecting the affinity: Bohr effect or other effects.- Carbon dioxide transport.- Haldane effect.

Item 18. Physiology of breathing.- External respiration: ventilation.- Gas respiratory exchange.- Breathing by fish.- Breathing by amphibians.- Breathing by mammals.- The control of ventilation.- Breathing in birds: Parabronchi.- Tracheal breathing by insects.

Item 19. Circulation.- The heart as a pump: the heart cycle.- Heartbeat origin: myogenic and neurogenic hearts.- Heart electrical activity: electrocardiogram (ECG).- Hormonal, nervous and intrinsic controls of heart.

Item 20.- Open and closed circulation.- Circulatory model in mammals and birds.- Blood pressure.- Regulation of the circulation.- Exchange at capillary level.- Circulation in fish.- Circulation in amphibians and reptiles.- Invertebrates with closed circulatory systems.- Invertebrates with open circulatory systems: crustaceans.

6. NUTRITION, FEEDING AND DIGESTION (theory in classroom)

Item 21. Concept of nutrition, feeding and digestion.- Symbiosis with microbes plays key roles in the animal feeding and nutrition.- Ruminant mammals and some other herbivores as example of fermenters.

Item 22- Digestion and absorption.- Plans: vertebrates, arthropods and molluscs.- Gastrointestinal motility.- Mucosa, biliary and salivary secretion.- Regulation of the digestion.- Enteric nervous system.- Hormonal control.- Digestion phases: cephalic, gastric and intestinal.- Intestinal absorption.



7. WATER, SALTS AND EXCRETION (theory in classroom)

Item 23.- Introduction to water and salt physiology.- Hidric compartments.- Osmotic concentration: types of regulation and conformity.- Water regulation and urine: U/P volume ratio.- Cell volume maintenance.

Item 24. Water and salt relations of animals in their environments: animals in freshwater.- Animals in the Ocean: invertebrates.- Teleost fish.- Reptiles, birds and marine mammals.- Elasmobranch fishes.

Item 25.- Animals on Land: fundamental physiological principles.- Evaporative water loss.- Control of water and salt balance on land animals.- Antidiuretic hormone (ADH): Renin-angiotensin-aldosterone system and atrial natriuretic peptide.

Item 26- Kidneys and excretion.- The nephron: basic mechanisms of renal function: gomerular filtration, reabsorption and tubular secretion.- Hormonal and nervous regulation: self-regulation.- Urine formation in amphibians.- Antidiuretic hormone (ADH).- Urine formation in mammals: production of concentrated urine.- Control of kidney function in mammals.- pH regulation: buffer systems.- Respiratory ventilation.- Renal function and pH.

Item 27. Urine formation in other vertebrates: fish, reptiles and birds.- Urine formation in decapod crustaceans and molluscs.- Urine formation in insects.- The Malpighian tubules.

Item 28. Nitrogen disposition and excretion.- Amnotelic animals.- Urotelic animals - Uricotelic animals.

8. LABORATORY PRACTICES

Laboratory exercises

Effect of temperature on the oxygen consumption of aquatic animals.

Absorption spectrum of haemoglobin depending on its degree of saturation with oxygen.

Regulation of color change in animals.

Study of the effect of juvenile hormone treatment on insect larvae / nymphs.

Effect of temperature on heartbeat in *Daphnia*.

Salinity and volume regulation in polychaete worms.

Study of sensory receptors in humans.

Electromyography (BIOPAC Student System). Electrocardiography.

Human blood pressure study.

Spirometry Analysis of lung volumes and capacities.

In situ observation of chloride cells in *Artemia*.

Study of the estrous cycle in the albino mouse.

Simulation exercises

Computer simulation of various physiological processes related to the endocrine system (metabolism and hormones).

Computer simulation of various physiological processes related to the muscular system. Skeletal muscle physiology.

Computer simulation of various physiological processes related to the circulatory system. Frog cardiovascular physiology.

Computer simulation of various physiological processes related to the circulatory system. Cardiovascular dynamics.



Computer simulation of various physiological processes related to the respiratory system. Mechanisms of the respiratory system.

Computer simulation of various physiological processes related to the digestive system. Physical and chemical processes of digestion.

Computer simulation of various physiological processes related to the excretory system. Renal physiology.

Computer simulation of various physiological processes related to the nervous system. Neuro-physiology of nerve impulses.

10. TUTORIAL SESSIONS

6 one-hour sessions will be planned (face-to-face or via videoconference) and in them complementary works (individual or group) will be proposed to help consolidate the subject's competences.

11. CONTINUOUS EVALUATION ACTIVITIES

The type of activities to be selected are:

Online questionnaires through Virtual Classroom.

Short questionnaires with an integrated approach to the different blocks of the syllabus (in person or through a virtual classroom) and with cumulative content.

Elaboration of conceptual maps.

Lessons conducted through the Virtual Classroom.

Personal interviews containing questions about the program blocks (face-to-face or by videoconference)

Review sessions using tools like Kahoot (or similar) in person or remotely.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	54,00	100
Laboratory practices	37,00	100
Tutorials	6,00	100
Computer classroom practice	3,00	100
Development of individual work	8,00	0
Study and independent work	22,00	0
Preparation of evaluation activities	68,00	0
Preparing lectures	40,00	0
Preparation of practical classes and problem	8,00	0
Resolution of online questionnaires	4,00	0
TOTAL	250,00	



TEACHING METHODOLOGY

The teaching methodologies of the different activities (face-to-face and non-face-to-face) are described here.

- **Theory classes, of a masterly type**, will be taught sequentially throughout the academic year, so that they are integrated with the rest of the proposed activities.
- **Practical laboratory and simulation classes**. The total face-to-face laboratory hours are divided into 10 sessions of three hours each. In each session the students, in pairs, carry out the proposed activities after having read the instructions previously provided. It is necessary to attend at least 70% of the face-to-face laboratory classes in order to take the practical exam. The practical simulation classes will be carried out in person. Computer simulations based on PhysioEx 9.0 software for Human Physiology will be proposed (see bibliography). If possible, 1 face-to-face session will be reserved at the beginning of the course to explain the importance of simulation in physiology and show how PhysioEx 9 works.
- **Problems in the classroom**. They will be carried out in the classroom with small groups in 3 sessions lasting 2 hours. Activities (multimedia materials, questionnaires ...) will be proposed to delve into certain topics of general interest to students. These subjects are susceptible of being evaluated in the theoretical evaluation tests.
- In the **Tutorials sessions** works (individual or group) will be proposed that help to consolidate the competences of the subject. These subjects are susceptible of being evaluated in the theoretical evaluation tests.
- **Continuous evaluation activities**. Throughout the course various activities will be proposed. The qualification that can be obtained in each of them will be corrected by a factor according to their degree of difficulty.

EVALUATION

Theory evaluation

In the first call, only the theory of the subject will be approved by means of continuous evaluation (there will be no partial exams). Short questions will be held at the end of the different syllabus blocks. The evaluation of these questions will be added to the test questions that will be carried out in two parts, on the dates reserved in January and May-June. In the first test type questionnaire, questions corresponding to the blocks of the first semester will appear. In the second questionnaire, 75% of questions from the blocks of the second semester and 25% of questions from the blocks of the first semester will appear.

Evaluation of the practices

In the January call, the practical laboratory examination will be carried out with the resolution of two practical cases "in situ". In parallel, a test questionnaire will be carried out with questions corresponding to the laboratory sessions. In the May-June call, there will be a test questionnaire corresponding to the simulation practices.



The distribution over a maximum of 100 points will be as follows (50 POINTS MUST BE REACHED TO PASS THE SUBJECT):

THEORY (continuous evaluation) 50%

Short questions	30 points
Test questionnaires	20 point

PRACTICES 30%

Practical cases	15 points
Laboratory practice questionnaire	10 points
Simulation practice questionnaire	5 point

CONTINUOUS EVALUATION ACTIVITIES 20%

Assistance and use of tutoring and problems	10 points
Other activities	10 points

TOTAL 100 POINTS

Particular conditions

In order to pass the course, it is a necessary condition to pass both theory and practice. Only in this case will the grades obtained in the rest of the activities be added. In case of not reaching the minimum score in one of the two parts (theory or practice), the other's score may be saved during a complete academic year. In case of not passing the subject in the first call (May / June), the marks corresponding to the continuous assessment activities (tutorials, classroom problems ...) will be saved.

The second call for the theoretical part will consist of a single exam with test questions and reasoning questions. The continuous evaluation of the theoretical part has no value in this call.

In the second call, the practical exam will be similar to that of the first call, but in a single session.

REFERENCES**Basic**

- Hill, R.W., Wyse, G.A. y Anderson, M. (2006) Fisiología Animal: Adaptación y ambiente. Editorial Medica Panamericana. Madrid
- Hill, R.W., Wyse, G.A. y Anderson, M. (2016) Animal Physiology. 4th Edition. Sinauer Associates, Inc, Sunderland, Massachusetts
- Sherwood, L (2013) Animal Biology, 2 Edition. Brooks/Cole Cengage Learning
- Silverthorn, D.E. (2019) Fisiología Humana. Un enfoque integrado. 8ed. Editorial Médica Panamericana. Madrid (Disponible on line Universitat de València)
- Zao, P., Stabler, T., Smith, L., Lokuta, A., Griff, E. (2012) PhysioEx 9.0. Simulaciones de laboratorio de Fisiología. Pearson Educación. S.A. Madrid

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- Randall, D. Burggren, W. y French, K. (2002). Eckert Animal Physiology: Mechanisms and Adaptations. 5a Edición. W.H. Freeman and Company, New York
- Willmer, T., Stone, G.N. y Johnston, I.A. (2004). Environmental Physiology of Animals. Blackwell Science, Oxford, U.K.
- Withers, P.C (1992). Comparative Animal Physiology. Saunders College Publishing.
- Fox, S.I (2013). Fisiología Humana. 13a Edición. Mc Graw Hill. Madrid
- Koeppen, BM y Stanton, B.A. (Eds) (2009). Berne y Levy Fisiologia. 6a Edición. Elsevier España, Barcelona.
- Stanfield, C.L. (2011). Principios de Fisiología Humana. 4a Edición. Addison Wesley (Pearson). Madrid
- Guyton, A.C. (2016). Tratado de fisiología médica. 13a Edición. Elsevier

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

Contents

The contents initially programmed in the teaching guide for the theoretical sessions will be maintained. In the case of practicals, classroom laboratory practices that cannot be carried out will be replaced by practical simulation classes.

The contents of the tutorial activities, classroom problems and continuous assessment activities will be kept in their original contents.

Volume of work and temporary planning of teaching

The workload does not change. The activities to be carried out are basically those specified in the subject guide. The temporary programming of teaching materials made available to students is maintained, in accordance with the academic calendar. If necessary, the temporary planning will be modified according to the sanitary conditions.

Teaching methodology

In-class classes will be replaced by materials in the Virtual Classroom. These materials will be prepared for guided use by students. "Readings" prepared by the teacher will be provided to complement the "topic cards" with information from the sources (they were already included in the original guide). To these readings, Power Point presentations can be added with and without locution according to teaching needs. Means such as "Blackboard" (or similar) may be used for individual or group tutoring to resolve doubts or questions. Email will also be a critical tool.

In the tutorials, materials will be uploaded to the Virtual Classroom, proposing exercises. After the completion period, the students will have the resolution in the Virtual Classroom or they will be resolved through videoconferences.



Evaluation

The weight of the different assessment blocks will be maintained, with the exception of the weight of the simulation practice tests (within the practice exam), which will be corrected in proportion to the number of simulation practices that need to be added.

If necessary, evaluation tests will be carried out “online” through the “questionnaires” tool available through the Virtual Classroom (or another similar platform).

If, for duly justified technical reasons, a student is unable to carry out an activity, the possibility of taking an alternative test will be studied, which, in any case, will be oral. If a person does not have the means to establish a connection and access the virtual classroom, they must contact the teaching staff by email at the time of publication of this annex to the teaching guide.

Bibliography

The bibliography provided in the teaching guide will be maintained
