

Course Syllabus

MBNS 658 Animal Experimentation in Neuroscience

Academic year 2025

Course ID and Name: MBNS 658 Animal Experimentation in Neuroscience

Course coordinator: Asst. Prof. Sukonthar Ngampramuan

Tel: 02-441-9003-7 ext. 1206

E-mail: sukonthar.nga@mahidol.ac.th

Instructors:

1. Asst. Prof. Sukonthar Ngampramuan, Ph.D.
2. Asst. Prof. Dr. Nattapon Panupinthu, M.D.
3. Dr. Kakanang Buranaamnuay, D.V.M., Ph.D.
4. Dr. Benjaporn Kiatpakdee, D.V.M., Ph.D.
5. Ms. Dungdol Narasirilrk, D.V.M.
6. Ms. Jinnipa Matchwong
7. Mrs. Kanda Putthaphongphuek

Supporting Staff:

Mrs. Somsong Phengsukdaeng

Mrs. Kanda Puttapongpeuk

Credits: 1(1-2-3) (lecture–practice–self-study)

Curriculum: Master of Science Program in Neuroscience (elective course)

Semester offering: Second semester

Pre-requisites: MBNS 604 Research Methodology and Techniques in Neuroscience

Course learning outcomes (CLOs):

Upon completion of this course, students are able to:

1. Acquire knowledge in animal research techniques in Neuroscience **(PLO2) P**
2. Demonstrate ethical conduct following animal ethic rules **(PLO1) P**
3. Integrate and apply comprehensive knowledge in animal research techniques to solve scientific research questions **(PLO3) P**
4. Analyze and present lab data in animal research studies by using appropriate information and communication technologies **(PLO5) P**

5. Demonstrate teamwork, interpersonal skills and responsibilities for the work assignments (PLO4) P

Alignment of teaching and assessment methods to course learning outcome:

Course learning outcome	Teaching method	Assessment methods
1. Acquire new knowledge in animal research techniques in Neuroscience	(1) Lecture (2) Class discussion	(1) Assignments, Reports (2) In-class discussion
2. Demonstrate ethical conduct following animal ethic rules	(1) Lecture (2) Hands-on practice (3) Assignment (4) Class discussion	(1) Assessment of assigned work (2) Direct observation (3) Class attendance (4) Lab performance
3. Integrate and apply comprehensive knowledge in animal research techniques to solve scientific research questions	(1) Lecture (2) Hands-on practice (3) Assignment (4) Class discussion	(1) Assessment of assigned work (2) Direct observation (3) Class attendance (4) Lab performance
4. Analyze and present lab data in animal research studies by using appropriate information and communication technologies	(1) Experimental data presentation and discussion	(1) Reports (2) Oral presentation (3) In-class discussion
5. Demonstrate teamwork, interpersonal skills and responsibilities for the work assignments	(1) Group/individual assignment	(1) Direct observation (2) Assessment of assigned work (3) Assessment of responsibility for assigned work

Course Description:

The principle and methods of animal research in Neuroscience; ethics on animal experimentation, standard animal care, basic techniques for animal experimentation, special techniques in animal experiments, laboratory rules and regulations, selection of animal research in Neuroscience research; experimental design, data analysis and interpretation; presentation of the research results; to apply in the Neuroscience research.

Course schedule:

Date: Monday-Friday

Time: 9.00-12.00 and 13.00-16.00

Rooms A207¹, A409², Institute of Molecular Biosciences building

Animal Laboratory Unit Institute of Molecular Biosciences³

Zoom online

Date	Time	Topic/Details	Class Activity/Teaching	Lecturer
April 17 2026	9.00-12.00	Course orientation Lecture1: Introduction in animal research techniques in Neuroscience	Lecture, class discussion	Sukonthar online
April 20, 2026	9.00-10.00	Lab 1: Visiting Animal Laboratory Unit, Institute of Molecular Biosciences	Demonstration Lab hands-on Class discussion	Sukonthar ³
	10.00-12.00	Lab 2: Basic technique for animal handling : Stereotype behavior observation	Demonstration Lab hands-on Class discussion	Sukonthar/ Jinnipa ³
	13.00-16.00	Lab 3: Behavioral studies on animals in Neuroscience : Open field	Demonstration Lab hands-on Class discussion	Sukonthar/ Jinnipa ³
April 21, 2026	9.00-12.00	Lab 4: Behavioral studies on animals in Neuroscience : Grip strength	Demonstration Lab hands-on Class discussion	Benjaporn / Dungdol ³

Date	Time	Topic/Details	Class Activity/Teaching	Lecturer
	13.00-16.00	Lab 5: Behavioral studies on animals in Neuroscience : Rotarods	Demonstration Lab hands-on Class discussion	Benjaporn / Dungdol ³
April 24, 2026	9.00-12.00	Lecture2: Experimental Design in Animal Research in Neuroscience	Lecture, class discussion	Sukonthar ²
	13.00-16.00	Lecture3: Application of Ethics on Animal Experimentation	Lecture, class discussion	Kakanang ²
April 27 2026	9.00-12.00	Lecture4: Animal care and welfare -Occupational health and safety in the care and use of research animals.	Lecture, class discussion	Nattapon ¹
	13.00-16.00	Lab 6: Laser Speckle Imaging: Principles and Practical Applications in Neuroscience Research	Demonstration Lab hands-on Class discussion	Sukonthar/ Dungdol/Kanda ³
April 28, 2026	9.00-12.00	Lab 7: Behavioral studies on animal in Neuroscience : Neurological test	Demonstration Lab hands-on Class discussion	Sukonthar/ Jinnipa ³
	13.00-16.00	Lab 8: Behavioral studies on animals in Neuroscience : Novel Object recognition	Demonstration Lab hands-on Class discussion	Sukonthar/ Jinnipa ³
May 1, 2026	9.00-12.00	Lab 10: Behavioral studies on animal in Neuroscience Student Presentation : Morris water maze test	Demonstration Lab hands-on Class discussion	Sukonthar/ Kanda/Jinnipa ³

Date	Time	Topic/Details	Class Activity/Teaching	Lecturer
May 6, 2026	9.00-12.00	Lecture: 5: Drug administration techniques (IV, IM ,IP,SC) anesthesia, sample collection, and dissection	Lecture, class discussion	Benjaporn / Dungdol ³
	13.00-16.00	Lab 9: Drug administration techniques (IV, IM ,IP,SC) anesthesia, sample collection, and dissection	Demonstration Lab hands-on Class discussion	Benjaporn / Dungdol ³
May 11, 2026	10.00-11.00	Presentation	Problem-based learning/ In-class discussion	Sukonthar And all staff

Assessment Criteria:

Assessment Criteria	Assessment Method	Scoring Rubric
Assignments/ Examination (40%)	(1) Report or assignment or, (2) Examination or Quiz or pre post test (3) In-class discussion	(1) Comprehension
Laboratory performance (30%)	(1) Direct observation (2) Practical examination (3) In-class discussion	(1) Ability to follow procedure or to design a procedure for experiment (2) Use of equipment (3) Working area and safety (4) Group work
Problem-based learning presentation (20%)	(1) Presentation	(1) Ability to apply knowledge to solve research problems (2) Ability to answer questions

Class attendant (10%)	(1) Number of classes signed in (2) Direct observation	(1) Class participation
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Student's achievement will be graded using symbols: A, B+, B, C+, C, D+, D and F based on the criteria as follows:

Percentage	Grade	Description
85-100	A	Excellent
80-84	B+	Very good
70-79	B	Good
60-69	C+	Fairly good
50-59	C	Fair
45-49	D+	Poor
40-44	D	Very poor
< 40	F	Fall

Lab Performance Evaluation Rubric				
Criteria	Exemplary (score = 4)	Proficient (score = 3)	Basic (score = 2)	Inadequate (score = 1)
Active participation	Student enthusiastically involves in participation and discussion with friends and teachers, and shows evident leadership skills.	Student actively involves in participation in class with friends and teachers.	Student is present in class and shows moderate interest during study.	Student shows no interest in participation or fails to present in class.
Group communication		Student communicates well with other students and teachers, both verbally and non-verbally.	Student moderately communicates or discusses with other students, or	Student fails to communicate with others and tends to leave discussion.

Lab Performance Evaluation Rubric				
Criteria	Exemplary (score = 4)	Proficient (score = 3)	Basic (score = 2)	Inadequate (score = 1)
			when being asked.	
Theory knowledge		Student shows profound background knowledge on topics being discussed and evaluated.	Students has some degree of knowledge of topics being studied, but could be improved in certain points.	Student has very little or no knowledge about topics being studied and not prepared for this session.

Problem-based learning Presentation Rubric					
Criteria	Excellent (score = 5)	Very good (score = 4)	Adequate (score = 3)	Limited (score = 2)	Poor (score = 1)
Information quality and organization of topic presented (including answering the questions)	Main points are explicitly presented with impressive detail and organization. Information is directly linked to the topic of presentation.	Main points are presented with good amount of detail. Information is well-organized and linked to the topic given.	Main points are somewhat clear but could add some more detail. Information is organized and linked to the topic given.	Main points are not clear and lack detail. Information is loosely organized and some are off-topic.	Main points are missed and have no detail. Information is disorganized and off-topic.
Verbal communication and English language proficiency	Speaker's voice is very steady, clear and confident. Spoken language is	Speaker's voice is steady and confident. Spoken language is fluent and	Speaker's voice is moderately confident but could be developed. Spoken	Speaker's voice is unsteady and lacks confident. Use of spoken	Speaker fails to deliver proper presentation orally. Unable to deliver presentation

Problem-based learning Presentation Rubric					
Criteria	Excellent (score = 5)	Very good (score = 4)	Adequate (score = 3)	Limited (score = 2)	Poor (score = 1)
	very fluent and grammatically corrected.	mostly grammatically corrected.	language is mediocre and has some grammatical errors.	language needs to be improved, and many errors can be recognized.	via spoken English language.
Non-verbal communication	Speaker appears to be comfortable and confident. Effective uses of eye contacts and gestures are presented to support the presentation.	Speaker appears to be fairly confident. Eye contacts and gestures are generally used.	Speaker appears to be generally at ease. Moderate use of eye contact and gesture but not very effective.	Speaker appears uneasy, insecure or panicked. Eye contact and gesture are rarely used.	Speaker is obviously uncomfortable for presentation. No eye contact or gesture is presented.
Visual tools	Visual aids are very creative, easy to read and greatly enhance presentation.	Visual aids are typically clear and easy to follow.	Visual aids are good in terms of quality, but some points can be improved.	Limited visual aids are used or difficult to help audiences follow the topic.	No visual aids are used, and presentation is not interesting to audiences.

Date revised: April 2026