



Universitat de Lleida

DEGREE CURRICULUM  
**BIOLOGICAL BASIS FOR THE  
ATTENTION TO THE PERSON:  
PHYSIOLOGY**

Coordination: AYALA JOVE, MARIA VICTORIA

Academic year 2022-23

Subject's general information

<b>Subject name</b>	BIOLOGICAL BASIS FOR THE ATTENTION TO THE PERSON: PHYSIOLOGY			
<b>Code</b>	100451			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Nursing	1	COMMON/CORE	Attendance-based
	Grau en Infermeria (R 2016 - lg)	1	COMMON/CORE	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRALAB	PRAULA	TEORIA
	<b>Number of credits</b>	0.8	1	4.2
	<b>Number of groups</b>	9	8	4
<b>Coordination</b>	AYALA JOVE, MARIA VICTORIA			
<b>Department</b>	EXPERIMENTAL MEDICINE			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
AYALA JOVE, MARIA VICTORIA	victoria.ayala@udl.cat	8,6	
CEMELI SANCHEZ, TANIA	tania.cemeli@udl.cat	3,9	
MARTIN GARI, MERITXELL	meritxell.martin@udl.cat	7,8	
MOTA MARTORELL, NATALIA	natalia.mota@udl.cat	11,7	
SERRANO CASASOLA, JOSE CARLOS ENRIQUE	josecarlos.serrano@udl.cat	0	

## Subject's extra information

This subject offers a scientific knowledge of the human body from the study of its function from the molecular level to the organism considered as a whole, applicable to human health.

## Learning objectives

Goals:

- To use oral and written communication skills in the most appropriate and effective way.
- To think clearly and critically, merging experience, knowledge and reasoning.
- To identify, interpret and respond to problems effectively.

## Competences

### Competencias básicas:

CB1. Poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.

CB2. Aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.

CB3. Capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre Módulos relevantes de índole social, científica o ética.

## Specific competences:

CE1.To know and identify the structure and function of the human body.

CE2. To understand the molecular and physiological bases of cells and tissues.

## Transversal competences:

CT1. To acquire an adequate understanding, and oral and written expression of Catalan and Spanish.

CT3 To acquire training in the use of new technologies and information and communication technologies.

CT5. To acquire essential notions of scientific thought.

## Subject contents

Chap.1. Introduction to Physiology.

Chap.2. Cellular Physiology.

Chap 3 .Blood.

Chap.4 Digestive system.

Chap.5 Respiratory system.

Chap.6 Cardiovascular system.

Chap.7 Immune system.

Chap.8. Urinary system.

Cap.9. Endocrine system.

Chap.10 Nervous system.

Chap.11 Male reproductive system and female reproductive system.

## Methodology

Work-in-class activities	Non-contact work activities (outside the classroom)	
	non-contact work activities	autonomous activities
<ul style="list-style-type: none"> <li>• Lecturer exposition (42h)</li> <li>• Group work (seminars, osteoteca) (18h)</li> </ul>		<ul style="list-style-type: none"> <li>• Personal study (80h)</li> <li>• To search information (8h)</li> <li>• Preparation of the reports of the practices (2h)</li> </ul>

## Development plan

Session	Metodology	Activities	HTP	HTNP**	Evaluation value
	Teacher Exposition	Subject presentation and planning work information	1	0	
	1, 2, 3 units exposition	1,2,3 units theory lecturer exposition	9	24	
	Unit 3 practice	laboratory practice hematocrit-blood groups	2	1	
	questionnaire	Units 1,2,3 questionnaire	1	0	10%
	Unit 4 practice	Practice glucemic curve	2	1	
	Unit 4 practice	laboratory practice digestion	2	1	
	Units 4,5,6,7,8,9,10,11 and 12 lecturer exposition	Units 4,5,6,7,8,9,10,11 and 12 lecturer exposition theory	29	60	
	Unit 5 practice	Seminar: Unit 5	2	0	
	Unit 6 practice	Seminar: Unit 6	2	0	
	Unit 7 practice	Seminar: Unit 7 clinical cases	2		
	Unit 8 practice	Seminar: Unit 8 clinical cases	2		
	Unit 9 practice	Seminar: Unit 9 clinical cases	2	1	
	Unit 11 practice	Seminar: Unit 11 clinical cases	2	1	Total prácticas:15%
	group work exposition and delivery	group working	1	1	25%
	Units 4-12 final test evaluation	Unit 4-12 evaluating	1	0	50%

\*\*HTP: Horas trabajo Presencial. HTNP: Horas de trabajo no presencial

## Evaluation

Questionnaire	1h	10%
Drafting work and exposition	1h	25%
Final test evaluation	1h	50%
Assistance to practices and seminars and deliveryng questionnaires.	18h	15%

Teaching hours 39h

Other evaluation requirements

The important things:

- The final evaluation test will be done during the period of evaluations and delivery of works and is the only one that gives possibilities of recovery (within the period established for that purpose) when the student does not exceed it with a 5.
- It is essential to obtain a 5 in the evaluation test to be able to make the average with the other evidences.
- In case the student does not pass the evaluation test, or does not appear and go to the recovery, the grade of this evaluation will weigh 40%, instead of 50%.
- To make the average that will allow to pass the subject, all the evidences described above must have been made and delivered.

**Single evaluation:**(final exam 85% in which the knowledge of the subject will be specifically evaluated, + oral presentation individual work 15%, this evaluation will be carried out to demonstrate the oral abilities merging the knowledge and reasoning and the answer to problems in an effective way.

## Bibliography

Books:

- DORLAND. Diccionario enciclopédico ilustrado de medicina. 30<sup>a</sup> Edición. Elsevier 2005.
- CONSTANZO, LINDA S. Fisiología. 4<sup>a</sup> ed. Elsevier Barcelona, 2011.
- MULRONEY, SUSAN E. AND MYERS, ADAM K. Netter. Fundamentos de fisiología Elsevier Barcelona, 2011.
- GUYTON AC, HALL JE. Tratado de fisiología médica. 12<sup>a</sup> ed. Elsevier Barcelona, 2011.
- TORTORA GJ, GRABOWSKI SR. Principios de Anatomía y Fisiología. 11<sup>a</sup> ed. Panamericana-UNAM, 2006.
- TORTORA GJ, GRABOWSKI SR. Introducción al cuerpo humano. Fundamentos de Anatomía y Fisiología. 7<sup>a</sup> ed. Panamericana-UNAM, 2008.
- BARRET K. Ganong fisiología médica. 23<sup>a</sup> ed., Mc Graw-Hill, 2010.
- FOX STUART I. Fisiología humana. 12<sup>a</sup> ed. Mc Graw-Hill, Madrid, 2011.
- THIBOUDEAU GA, PATTON KT. Anatomía y Fisiología. 6<sup>a</sup> ed. Elsevier Barcelona, 2007.
- BERNE RM, LEVY MN. Fisiología. Elsevier. 2009 (6<sup>a</sup> ed).

Journals:

AKIHIRO TOJO, MARISTELA LIKA ONOZATO AND TOSHIRO FUJITA. *Role of macula densa neuronal nitric oxide synthase in renal diseases*. The Japanese Society for clinical molecular morphology. Med.Mol. Morphol. (2006) 39:2-7.

## Web references:

- [cms.clevelandclinic.org/.../body.cfm?id=111](https://cms.clevelandclinic.org/.../body.cfm?id=111)
- Web Student consult images Elsevier
- Harrison's online
- Images MD: the online encyclopedia of medical images
- Diccionari enciclopèdic de Medicina

## Audiovisual support:

El cuerpo humano. BBC.