Universitat de Lleida

DEGREE CURRICULUM

BIOLOGICAL BASIS FOR THE ATTENTION TO THE PERSON: ANATOMY

Coordination: MOTA MARTORELL, NATALIA

Academic year 2023-24

BIOLOGICAL BASIS FOR THE ATTENTION TO THE ... 2023-24

Subject's general information

<table>
<tr><td>Subject name</td><td>BIOLOGICAL BASIS FOR THE ATTENTION TO THE PERSON: ANATOMY</td></tr>
<tr><td>Code</td><td>100650</td></tr>
<tr><td>Semester</td><td>1st Q(SEMESTER) CONTINUED EVALUATION</td></tr>
<tr><td>Typology</td><td>
<table>
<tr><th>Degree</th><th>Course</th><th>Character</th><th>Modality</th></tr>
<tr><td>Bachelor's Degree in Nursing</td><td>1</td><td>COMMON/CORE</td><td>Attendance-based</td></tr>
</table>
</td></tr>
<tr><td>Course number of credits (ECTS)</td><td>6</td></tr>
<tr><td>Type of activity, credits, and groups</td><td>
<table>
<tr><th>Activity type</th><th>PRALAB</th><th>PRAULA</th><th>TEORIA</th></tr>
<tr><td>Number of credits</td><td>1</td><td>0.8</td><td>4.2</td></tr>
<tr><td>Number of groups</td><td>4</td><td>4</td><td>2</td></tr>
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<tr><td>Coordination</td><td>MOTA MARTORELL, NATALIA</td></tr>
<tr><td>Department</td><td>EXPERIMENTAL MEDICINE</td></tr>
<tr><td>Teaching load distribution between lectures and independent student work</td><td>Lectures: 60h
Independent student work: 100h</td></tr>
<tr><td>Important information on data processing</td><td>Consult this link for more information.</td></tr>
<tr><td>Language</td><td>Catalan, Spanish, English</td></tr>
<tr><td>Distribution of credits</td><td>Theoretical classes (42h)
Practical classes (10h)
Seminars (8h)</td></tr>
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BIOLOGICAL BASIS FOR THE ATTENTION TO THE ... 2023-24

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MOTA MARTORELL, NATALIA	natalia.mota@udl.cat	8,4	Friday 11 to 12h, place to determine
SALVANY MONTSERRAT, SARA	sara.salvany@udl.cat	7,2	

Subject's extra information

This subject provides a scientific knowledge of the human body through the study of its structure from the molecular level to the organism as a whole, applicable to human health.

Learning objectives

The main learning objectives to be achieved through the scheduled activities are:

- Identify the anatomical structures that make up the human body.
- Describe the anatomical relationships that exist between different structures of the human body.
- Interpret clinical symptoms based on the involvement of anatomical structures of the human body.

Competences

Basic:

CB1. Students have demonstrated that they possess and understand knowledge in an area of study that starts from the base of general secondary education and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB2. Students know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the development and defence of arguments and the resolution of problems within their field of study.

Specific:

CE1. Understand and identify the structure and function of the human body.

CE2. Understand the molecular and physiological bases of cells and tissues.

Transversal:

CT1. Acquire adequate oral and written comprehension and expression in Catalan, Spanish, and English.

CT3. Acquire competence in the use of new technologies and information and communication technologies.

CT5. Acquire essential notions of scientific thinking.

Subject contents

The content of the course is organized into modules (M). Within each module, the content is taught using different

teaching modalities, including theoretical classes, practical classes, and seminars.

M1. General Anatomy

M2. Skull skeleton, head and neck viscera

M3. Trunk locomotor apparatus

M4. Anatomy of the extremities

M5. Thoracic viscera

M6. Abdominal viscera

M7. Nervous system and sensory organs

M8. Theoretical-practical session*

*M8 is taught integrally throughout the development of M1-M7.

Methodology

The content of each module is taught using different methodologies:

- **Theoretical classes**: Lectures that define the relationships established among the structures of the human body in a healthy state (homeostasis)
- **Practical classes**: Using anatomicalk models and/or virtual simulators, they allow for a deeper understanding of anatomical processes that regulate individual homeostasis.
- **Seminars**: Resolution of clinical cases.
- **Self-evaluation**: Completion of questionnaires and activities that allow students to monitor their self-learning progress.

Development plan

The content is taught by alternating the different teaching methodologies. In general terms, practical classes, seminars, and self-evaluation activities are carried out after the theoretical content has been taught.

- Theory (Lectures: M1-M12)
- Practical classes (Practical sessions using anatomical models and/or virtual simulators: M3, M4, M6, and M9)
- Seminars (Clinical cases: M5, M7, M8, M10, and M11)
- Self-evaluation activities (Questionnaire resolution: M1-M12)

Evaluation

The evaluable activities are:

1. **Questionnaire**: theoretical content, practical classes, and seminars (20%)
2. **Final exam**: theoretical content, practical classes, and seminars (50%)
3. **Practical classes and seminars**: attendance and exercise and clinical case submission (15%)
4. **Self-evaluation activities**: completion and submission (15%)

Other evaluation requirements

- To pass the course, it is essential to pass the final exam with a grade equal to or higher than 5 out of 10. It will be conducted during the assessment period (as established in the academic calendar).
- The final exam is the only recoverable assessable activity that allows for recovery when a student obtains a grade lower than 5 or does not take it. It will be conducted during the recovery period (as established in the

academic calendar), and the grade obtained will account for 40% instead of 50%.
- Completion and submission of all assessable activities are essential in order to evaluate and pass the course.

The evaluation system for those opting for **alternative assessment** is as follows:

1. Final exam: theoretical content (85%)
2. Completion and submission of clinical cases, exercises, and self-evaluation activities.

Bibliography

Tortora GJ, Derrickson B. Principios de anatomía y fisiología (15a ed). Buenos Aires: Editorial Médica Panamericana, 2013 (disponible a la biblioteca del campus de la salud como recurso *on line*)

Sobotta PF, Waschke J. Atlas de anatomía humana (23a ed.). Barcelona: Elsevier, 2012.

Hansen JT, Netter FH. Netter: anatomía clínica (3a ed.). Barcelona: Elsevier, 2015.

Hansen JT, Netter FH. Cuaderno de anatomía para colorear (2a ed.). Barcelona: Elsevier, 2015.

Tortora GJ, Derrickson B. Introducción al cuerpo humano. Fundamentos de anatomía y fisiología (7a ed.). Buenos Aires: Editorial Médica Panamericana, 2008.

Dorland. Diccionario enciclopédico ilustrado de medicina (30 ed.). Barcelona: Elsevier, 2005

Thibodeau GA, Patton KT. Anatomía y fisiología (6a ed.). Barcelona: Elsevier, 2007

Drake RL, Vogl W, Mitchell A. Gray: Anatomía básica (1a ed.). Barcelona: Elsevier, 2013.

Lipperth H. Anatomía con orientación clínica para estudiantes (1ª ed.). Madrdid: Barban, 1999.

Gartner L. Atlas en color de histología (5a ed.). Buenos Aires: Editorial Médica Panamericana, 2011.

Young B, Heath JW. Wheater's Histología funcional. Texto y atlas en color (4a ed.). Barcelona: Elsevier, 2000.

Recursos on-line:

University of Minessota. Web Anatomy. https://webanatomy.umn.edu/

Kenhub. GetBodySmart. https://www.getbodysmart.com/

Zygote Media Group. Zygote Body. https://www.zygotebody.com/

Muskopf S. Biology Corner. https://www.biologycorner.com/lesson-plans/anatomy/