Human Anatomy: Splanchnology

Code: 103593
ECTS Credits: 6

2025/2026

Degree	Type	Year
Medicine	FB	2

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Teachers

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

It is recommended that the student had acquired the basic knowledge and skills from the subjects of Human Anatomy taught in the first year of the degree of Medicine, as well as the basic competences for self-learning and group work.

Objectives and Contextualisation

The Human Anatomy course: Splanchnology is a subject taught in the 1st semester of the 2nd year of the Degree in Medicine and is focused on respiratory, urogenital and digestive systems and other related organs such as adrenal glands, thyroid, parathyroid, thymus and spleen.

The objectives of the subject are that students:

- Learn the basic embryology, anatomical organization and descriptive anatomy, as well as the topographic anatomy of the main human body regions.
- Apply acquired knowledge of embryology and anatomy to the pathogenesis and symptomatology of congenital and / or acquired pathologies.
- Learn and use correctly, the anatomical nomenclature.
- Identify the different anatomical structures.
- Get practical skills.

Competences

- Convey knowledge and techniques to professionals working in other fields.
- Critically assess and use clinical and biomedical information sources to obtain, organise, interpret and present information on science and health.
- Demonstrate a sufficient command of English, both oral and written, for effective scientific and professional communication.
- Demonstrate basic research skills.
- Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
- Demonstrate knowledge and understanding of descriptive and functional anatomy, both macro- and microscopic, of different body systems, and topographic anatomy, its correlation with basic complementary examinations and its developmental mechanisms.
- Demonstrate understanding of the basic sciences and the principles underpinning them.
- Demonstrate understanding of the causal agents and the risk factors that determine states of health and the progression of illnesses.
- Demonstrate understanding of the structure and function of the body systems of the normal human organism at different stages in life and in both sexes.
- Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
- Organise and plan time and workload in professional activity.
- Recognise the professional values of excellence, altruism, sense of duty, compassion, empathy, honesty, integrity and commitment to scientific methods.

Learning Outcomes

1. Apply knowledge of anatomy to the production of structured review texts.
2. Convey knowledge and techniques to professionals working in other fields.
3. Demonstrate a sufficient command of English, both oral and written, for effective scientific and professional communication.
4. Demonstrate basic research skills.
5. Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
6. Describe anatomical structures through inspection, palpation and/or different diagnostic imaging techniques.
7. Describe the anatomical structures, the organisation and the morphogenesis of the musculoskeletal system, respiratory system, digestive system, and urogenital system.
8. Describe the factors that determine the form, general aspect and proportions of the human body in health at different stages in life and in both sexes.
9. Describe the fundamental scientific principles of human anatomy.
10. Describe the general anatomical organisation of the systems of the human body in health.
11. Explain the formation of the embryonic disc and its principal derivatives.
12. Identify, at a basic level, the donation system and the protocols for the use of bodies in the medicine faculty.
13. Identify the anatomical structures that constitute the different body systems in good health in the major stages of the life cycle and in both sexes.
14. Identify the anatomical structures that make up the different body systems in health, through inspection, palpation and / or different macroscopic methods and different diagnostic imaging techniques.
15. Identify the main techniques used in a human anatomy laboratory.

16. Identify the morphogenetic mechanisms of the main alterations to the development of the musculoskeletal system, respiratory system, digestive system, and urogenital system.
17. Know and make correct use of the international anatomical nomenclature.
18. Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
19. Organise and plan time and workload in professional activity.

Content

SECTION 1- RESPIRATORY SYSTEM
Overview of the development of the respiratory system. Nose, nasal cavity, and paranasal sinuses. Larynx. Trachea and bronchi. Lungs. Pleura and pleural cavities. Mediastinum. Innervation, vascular supply, and lymphatic drainage of the respiratory system. Topographic, clinical, and radiological anatomy of the respiratory system.

SECTION 2- UROGENITAL SYSTEM
Overview of the development of the urogenital system. Topographic, clinical, and radiological anatomy of the urogenital system.
Urinary system: kidneys, ureter, bladder, male, and female urethra. Vascularization and innervation of the urinary system.
Male reproductive system: Testes and epididymis, vas deferens, and ejaculatory ducts. Spermatic cords. Accessory glandular structures: prostate, seminal vesicles, and bulbourethral glands. Scrotum, Penis. Innervation, vascular supply, and lymphatic drainage of the male reproductive system.
Female reproductive system: Ovaries, uterine tubes, uterus, vagina, and female external genital organs. Mama. Vascularization and innervation of the female reproductive system.

SECTION 3- DIGESTIVE SYSTEM
Overview of the development of the digestive apparatus. Oral cavity: cheeks, lips, oral vestibule, mouth, palate, tongue, teeth, and salivary glands. Thyroid, parathyroid, and thymus glands. Pharynx. Oesophagus. Stomach. Peritoneum and peritoneal cavity. Small intestine: duodenum, jejunum, and ileum. Large intestine: caecum, vermiform appendix, colon (ascending, transverse, descending and sigmoid), rectum, and anal canal. Hepatobiliary system: liver, gallbladder, and biliary tree. Pancreas, spleen, and suprarenal gland. Vascularization and innervation of the digestive system. Topographic, clinical, and radiological anatomy of the digestive tract.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	37	1.48	17, 9, 7, 6, 10, 11, 16, 14, 13, 15
Practical Labs	8	0.32	17, 3, 2, 12, 16, 14, 13, 15
Seminars	7	0.28	17, 5, 3, 4, 2, 11, 16, 18, 19
Type: Supervised			
Tutorials	17	0.68	1, 17, 5, 3, 4, 9, 7, 6, 10, 2, 11, 12, 16, 14, 13, 15, 18, 19
Type: Autonomous			

Comprenhensive reading of texts and articles/Personal study/summaries preparation	74	2.96	1, 17, 5, 3, 4, 9, 7, 6, 10, 2, 11, 12, 16, 14, 13, 15, 18, 19

NOTE: *The proposed methodology may undergo some modification depending o the face-to-face restrictions imposed by the health authorities.*

In accordance with the objectives of the subject, the teaching methodology of the course is based on the following activities:

DIRECTED ACTIVITIES

- *Lectures*: Systematic exhibition of the subject, giving relevance to the most important concepts. The student acquires basic knowledge of the subject by attending master classes and complementing them with a personal study of the topics explained.
- Seminars: Embryology seminars are scheduled where aspects of embryology and teratogenesis of respiratory, urogenital, and digestive systems are studied. One clinical seminar is also programmed where students apply the knowledge acquired to solve clinical cases.
- Practical Labs: Students identify different anatomical structures in dissections, prosections, and imaging techniques (radiology, computerized tomography, magnetic resonance imaging, ultrasound, etc.). The objective is to consolidate the knowledge acquired in lectures, tutorials, and autonomous activities.

SUPERVISED ACTIVITIES

- *Tutorials*: The tutorials will be made in a personalized way (hours to be arranged). The aim of the tutorials is to clarify concepts, establish the knowledge acquired, and facilitate the study by the students. They can also be used to solve doubts that the students have about the preparation of the seminars.

AUTONOMOUS ACTIVITIES

A comprehensive reading of texts and articles. Personal study, schemes, and summaries preparation. Conceptual assimilation of the contents of the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A) First Midterm Exam: Respiratory and Urogenital Systems	48%	2.5	0.1	1, 17, 8, 9, 7, 6, 10, 11, 12, 16, 14, 13, 15
B) Second midterm exam	48%	2.5	0.1	1, 17, 8, 9, 7, 6, 10, 11, 12, 16, 14, 13, 15
C) Continous evaluation	4%	2	0.08	1, 17, 5, 3, 4, 8, 9, 7, 6, 10, 2, 11, 12, 16, 14, 13, 15, 18, 19

NOTE: *This subject does not provide for a single assessment system.*

RETAKING STUDENTS: No grade from one year is saved to another. The subject does not differentiate between retaking students and regular students. If a practical or seminar coincides with a teaching activity from another subject, according to the regulations of the Faculty of Medicine, the higher course subject must change the day of the practical or seminar so that the student can attend all the teaching activities of the enrolled subjects. It is not the lower course subject that needs to adjust its schedule.

MIDTERMS EXAMS:This subject will schedule 2 midterms, each accounting for 48% of the final grade of the subject. It is not necessary to attend the midterms to be able to take the recovery exam

- 1st mid-term: will cover the contents (TE, PLAB, SEM) of the respiratory and urogenital systems.
- 2n mid-term: will cover the contents (TE, PLAB, SEM) of the digestive system.

Every mid-term will consist in 2 parts (in the campus' Moodle, the number of questions, characteristics of the same, and percentage of each part will be specified).

- Test part: multiple-choice questions with only 1 corrected answer
- No test part: short answer questions based on prossections and/or anatomical images, relation questions, theme development, true and false questions, etc..

Students must achieve a minimum grade of 5.00 to pass the material and not to have the retake exam.

CONTINUOUS EVALUATION: Continuous assessment represents 4% of the subject's grade. At the end of each PLAB, studentswill have to answer questions based on the identification of anatomical structures. The grade for this continuous assessment will be the sum of all the assessments performed in each PLAB throughout the semester. This grade will be given at the end of the course, after the recovery exam has been taken.

RETAKE EXAM: The continuous evaluation can not be recover in the retake exam. Only mid-term exams can be recover. The students that have achieved a grade $\geq$ 5.00 in the mid-term's exams are not obligated to participate in the retake exam. All students enrolled in the subject can take this assessment, even if they have not attended any scheduled teaching activity for the subject during the semester.

Students must take the retake exam if:

- They have not passed material in 1 or both midterms (only the midterm with a grade <5.00 will need to be retaken.
- They have not attended a midterm exam (only the unattended midterm will need to be taken).
- They have passed material but want to improve their grade. In these cases:
  a) Notify the subject coordinator (by email) at least 1 week before the recovery exam.
  b) Students must take all parts (test and no test) of the midterm they wish to improve the grade for.
  c) Even if the student taking the recovery exam to improve the grade has already passed the subject, they must mandatorily achieve a minimum grade of 5.0 on this exam. Otherwise, they will have failed the subject.
  d) Once the student achieves a minimum grade of 5.0 on the recovery exam, the final grade of the subject will be calculated by choosing the highest score obtained in each part between the midterm and the retake exam.

Retake exam: will have the same characteristics as the midterm exams. In the campus' Moodle, the number of questions, characteristics of the same, and percentage of each part will bespecified. Students who need to recover both midterms will retake the 1st midterm (test and no test parts) and the 2nd midterm (test and no test parts). They will thus have a recovery grade for the 1st midterm and another recovery grade for the 2nd midterm.

FINAL GRADE OF THE SUBJECT:

Subject grade = 1st midterm grade (48%) + 2nd midterm grade (48%) + Continuous evaluation grade (4%).

To pass the subject, students must achieve a minimum grade of 5.0 in EACH midterm exam (minimum grade of 5.0 in the first midterm and minimum grade of 5.0 in the second midterm). In the case that a student obtains

a good grade in one midterm but a grade below 5.0 in the other, the student's grade will be a maximum of 4.8 points, even if the weighted calculation of the subject's grade is equal to or higher than 5.0. The final grade of the subject will have a numeric expression with one decimal on a scale of 0 to 10 and a qualitative equivalence according to the UAB criteria, from fail (0-4.9), pass (5.0-6.9), notable (7.0-8.9), and outstanding (9.0-10.0). Rounding to the nearest whole number will occur when the grade is within a tenth of a value that involves a qualitative change in grading. An honour's enrolment will be awarded among students who have achieved an excellent rating. The number of enrolments awarded cannot exceed 5% of the students enrolled, as established by the academic regulations of the UAB. A student is considered non-evaluable who has NOT attended any assessment (neither partial nor final).

ANNOUNCEMENTS, REVISIONS:

Exams (day, hour, classroom ...) and revision of the marks will be announced through the UAB moodle. The procedure for reviewing marks will be in accordance with the current regulations of the UAB and in any case be individually.

Bibliography

TEXTBOOKS

- Drake RL, Vogl W, Mitchell AW (2020). Gray- Anatomia para estudiantes. 4ª ed. Ed. Elsevier Science, Madrid. Format E-book a la Biblioteca de la UAB
- Garcia-Porrero JA, Hurlé JM (2020). Anatomia Humana. 2ª edición Ed. McGraw-Hill Interamericana. Format E-book a la Biblioteca de la UAB
- Sadler TW (2023) Embriología médica de Langman. 15ª edición. Wolters Kluwer/Lippincott Williams & Wilkins. Format E-book a la Biblioteca de la UAB

ATLAS

- Gilroy AM et al. PROMETHEUS Atlas de Anatomía (2021). 4ª ed. Ed. Panamericana: Buenos Aires. Format E-book a la Biblioteca de la UAB
- Rohen JW, Yokochi C, Lütjen-Drecoll E (2021). Atlas de Anatomía Humana. 10ª ed. Ed. Elsevier Science, Madrid Format E-book a la Biblioteca de la UAB

WEB

- Videos de dissecció: https://www.youtube.com/channel/UCjAj3ylS_wAsWZZOdR2koNQ
- Examen test: https://www.sanfoundry.com/human-anatomy-multiple-choice-questions-answers/
- Examen multiple choice: http://novella.mhhe.com/sites/0070272468/student_view0/chapter17/multiple_choice_quiz.html

Software

For this subject we do not need any specific software.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	101	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	102	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	103	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	104	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	105	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	106	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	107	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	108	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	109	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	110	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	111	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	112	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	113	Catalan	first semester	afternoon
(PLAB) Practical laboratories	114	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	115	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	116	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	117	Catalan	first semester	afternoon
(PLAB) Practical laboratories	118	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	119	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	120	Catalan	first semester	morning-mixed
(SEM) Seminars	101	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	102	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	103	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	104	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	105	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	106	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	107	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	108	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	109	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	110	Catalan/Spanish	first semester	afternoon

(SEM) Seminars	111	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	112	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	113	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	114	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	115	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	116	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	117	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	118	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	119	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	120	Catalan/Spanish	first semester	afternoon
(TE) Theory	101	Catalan	first semester	morning-mixed
(TE) Theory	102	Catalan	first semester	morning-mixed
(TE) Theory	103	Catalan	first semester	morning-mixed