

Degree programme	Type	Course
Medicine	FB	2

Contact lecturer

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

Students are advised to have acquired the basic knowledge and skills covered in the human anatomy subjects taught during the first year of the Degree in Medicine, as well as basic autonomous-learning and teamwork skills.

Objectives

Human Anatomy: Splanchnology is taught during the first semester of the second year of the Degree in Medicine. It focuses on the development, anatomical organisation and topographical relationships of the respiratory, urogenital and digestive systems, as well as other cervical, thoracic and abdominal organs included in the syllabus.

The objectives of the subject are:

- To understand the basic embryology, anatomical organisation, descriptive anatomy and topographical relationships of the organs and systems studied in the subject.
- To apply anatomical and embryological knowledge to understanding the morphological basis of

- congenital and acquired diseases.
- To learn and correctly use international anatomical terminology.
- To identify the anatomical structures studied in human specimens, anatomical preparations, models and diagnostic images.
- To acquire practical skills in orientation, identification, anatomical description and radiological correlation.

Learning outcomes

1. Identify, at a basic level, the donation system and the protocols for the use of bodies in the medicine faculty.
2. Describe the general anatomical organisation of the systems of the human body in health.
3. Explain the formation of the embryonic disc and its principal derivatives.
4. Describe the fundamental scientific principles of human anatomy.
5. Identify the main techniques used in a human anatomy laboratory.
6. 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.
7. Describe anatomical structures through inspection, palpation and/or different diagnostic imaging techniques.
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 anatomical structures, the organisation and the morphogenesis of the musculoskeletal system, respiratory system, digestive system, and urogenital system.
10. 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.
11. Identify the morphogenetic mechanisms of the main alterations to the development of the musculoskeletal system, respiratory system, digestive system, and urogenital system.
12. Know and make correct use of the international anatomical nomenclature.
13. Apply knowledge of anatomy to the production of structured review texts.
14. Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
15. Organise and plan time and workload in professional activity.
16. Convey knowledge and techniques to professionals working in other fields.
17. Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
18. Demonstrate basic research skills.
19. Demonstrate a sufficient command of English, both oral and written, for effective scientific and professional communication.

Contents

Part 1. Urogenital system

Overview of the development of the urogenital system. Topographical, clinical and radiological anatomy of the urogenital system.

Urinary system: kidneys, ureters, urinary bladder, and male and female urethra. Innervation and arterial, venous and lymphatic vascular supply of the urinary system.

Male reproductive system: testes and epididymis, ductus deferentes and ejaculatory ducts. Spermatic cord. Accessory glands: prostate, seminal vesicles and bulbourethral glands. Scrotum. Penis. Innervation and arterial, venous and lymphatic vascular supply of the male reproductive system.

Female reproductive system: ovaries, uterus, uterine tubes, vagina and female external genitalia. Breast. Innervation and arterial, venous and lymphatic vascular supply of the female reproductive system.

Part 2. Respiratory system

Overview of the development of the respiratory system. Nose, nasal cavities and paranasal sinuses. Larynx.

Trachea and bronchi. Lungs. Pleural cavities and pleura. Mediastinum. Innervation, vascular supply and lymphatic drainage of the respiratory system. Topographical, clinical and radiological anatomy of the respiratory system.

Part 3. Digestive system

Overview of the development of the digestive system. Oral cavity: cheeks, lips, oral vestibule, mouth, palate, tongue, teeth and salivary glands. Thyroid and parathyroid glands and thymus. Pharynx. Oesophagus. Stomach. Peritoneum and peritoneal cavity. Small intestine: duodenum, jejunum and ileum. Large intestine: caecum, vermiform appendix, ascending, transverse, descending and sigmoid colon, rectum and anal canal. Hepatobiliary system: liver, gallbladder and biliary tree. Pancreas, spleen and adrenal glands. Innervation and arterial, venous and lymphatic vascular supply of the digestive system. Topographical, clinical and radiological anatomy of the digestive tract.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Practical Labs	8	0.32	
TUTORIALS	17	0.68	
Comprehensive reading of texts and articles/Personal study/summaries preparation	74	2.96	
Lectures	37	1.48	
Seminars	7	0.28	

Note: the proposed methodology may be modified depending on any restrictions on face-to-face teaching imposed by the health authorities. The teaching team will use the Moodle classroom or the usual communication channel to provide details of whether the different directed activities will be delivered face to face or virtually, taking into account the Faculty's instructions and the prevailing health situation.

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

Directed activities

Lectures

Systematic presentation of the subject content, with particular emphasis on fundamental concepts. Students will acquire the basic knowledge, which they will be expected to supplement through independent study of the topics covered.

Seminars

Sessions designed to address different subject contents through applied activities. The embryology seminars will cover aspects related to the development and main congenital abnormalities of the respiratory, urogenital and digestive systems.

Case-based learning will be used in the clinical anatomy seminar. Students will apply their anatomical knowledge to interpret the morphological basis of different clinical manifestations.

Laboratory practicals -dissection room-

The practical sessions are intended to study the subject content through dissections and preparations of human specimens and to correlate these findings with diagnostic imaging techniques such as radiography, computed tomography, magnetic resonance imaging and ultrasonography.

Autonomous activities

Critical reading of texts and articles, independent study, preparation of diagrams and summaries, and conceptual assimilation of the subject content.

Fifteen minutes of one class session will be reserved, within the timetable established by the centre or degree programme, for students to complete the surveys evaluating the teaching performance of the lecturers and the subject.

Tutorials

Tutorials will be provided on an individual basis, by prior appointment with the teaching staff. Their purpose is to clarify concepts, consolidate acquired knowledge, facilitate study and resolve questions relating to the preparation of seminars and the other subject activities.

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

Continuous assessment activities

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

Single assessment

This subject does not provide for the single-assessment system.

Repeating students

Marks obtained in previous academic years will not be retained. The assessment system will be the same for all enrolled students, regardless of whether they are taking the subject for the first time or repeating it.

Partial examinations

Two partial examinations will be held, each accounting for 48% of the final mark:

- First partial examination: content from the lectures, seminars and laboratory practicals relating to the

respiratory and urogenital systems.

- Second partial examination: content from the lectures, seminars and laboratory practicals relating to the digestive system and the other organs included in the third part of the syllabus.

Students are not required to sit the partial examinations in order to be eligible for the resit examination.

Each partial examination will consist of two sections:

1. Multiple-choice section: questions with one correct answer.
2. Short-answer section: short-answer questions based on anatomical preparations or images, together with other questions involving association, identification, selection or brief written development.

The announcement for each examination will specify the number of questions, the scoring method or penalty applicable to incorrect answers, and the relative weighting of the two sections.

The partial-examination mark will be the weighted sum of the two sections, expressed on a scale from 0 to 10. A minimum mark of 5.00 is required to pass the partial examination and be exempted from reassessment of the corresponding content.

Continuous assessment of practical sessions

Continuous assessment accounts for 4% of the final mark.

At the end of each laboratory practical, students will complete a brief activity based on the identification of anatomical structures or on the content of the practical-session guide.

The continuous assessment mark will be calculated by adding the scores obtained in all activities completed during the semester and converting the total to a scale from 0 to 10.

Any activity not completed by a student will receive a mark of 0. These activities cannot be reassessed.

Resit examination

The continuous assessment of practical sessions cannot be reassessed. Only the two partial examinations can be reassessed.

The corresponding resit examination must be taken by:

- Students who obtained a mark below 5.00 in one or both partial examinations.
- Students who did not sit one or both partial examinations.

In these cases, students will only be required to resit the partial examination that they did not pass or did not sit.

Students who have passed the partial examinations will not be required to sit the resit examination.

The resit examination for each partial examination will have the same general structure as the corresponding partial examination and will consist of a multiple-choice section and a non-multiple-choice section. The examination announcement will specify the number and characteristics of the questions, the scoring method or penalty applicable, and the relative weighting of the two sections.

Students required to resit both partial examinations will take the resit for the first and second partial examinations separately and will receive an independent mark for each.

Taking the resit examination to improve a mark

Students who have passed one or both partial examinations may take the corresponding resit examination to improve their mark. In this case:

- They must inform the subject coordinator by email at least one week before the examination.
- They must complete both the multiple-choice and non-multiple-choice sections of the partial examination for which they wish to improve their mark.
- To retain a pass in the partial examination, they must obtain an overall mark of at least 5.00 in the resit examination. A mark below 5.00 will mean that the partial examination has been failed.
- When the overall resit mark is 5.00 or higher, the higher mark obtained in the original partial examination or the resit examination will be selected separately for each section-multiple-choice and non-multiple-choice-and the corresponding weightings will then be applied.
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Final subject mark

To pass the subject, students must obtain a minimum mark of 5.00 in each of the two partial examinations.

Once this requirement has been met, the final mark will be calculated according to the following formula:

Final mark = first partial examination × 0.48 + second partial examination × 0.48 + continuous assessment × 0.04.

If the mark for either partial examination is below 5.00, the subject will be failed and the maximum final mark will be 4.8, even when the weighted average is 5.00 or higher.

The final mark will be expressed to one decimal place on a scale from 0 to 10 and will have the qualitative equivalence established by UAB regulations:

- Fail: 0-4.9.
- Pass: 5.0-6.9.
- Good: 7.0-8.9.
- Excellent: 9.0-10.

Honours distinctions will be awarded in accordance with the requirements and limits established by the current UAB academic regulations.

Not-assessable criterion

Students will be considered not assessable if they have not sat either of the two partial examinations or any of the corresponding tests in the resit examination.

Completing only the continuous assessment activities for the practical sessions, which account for 4% of the final mark, does not provide sufficient assessment evidence for a final mark to be awarded and therefore does not prevent the result from being recorded as "Not assessable".

Examination announcements and review of marks

The dates, times and rooms for examinations and review sessions will be announced through the subject's Moodle classroom.

The results of assessment activities will be published through the system established by the UAB within the period stated in the corresponding examination announcement.

Examination review will be conducted individually and in accordance with the current UAB academic regulations.

Use of artificial intelligence

In this subject, artificial intelligence technologies may be used exclusively as support tools for non-assessed autonomous learning, for example, to conduct preliminary information searches, proofread texts or produce translations.

Students must always verify information obtained through these tools against the recommended bibliography and the subject's teaching materials. Artificial intelligence tools may provide incomplete, inaccurate or incorrect information and are not considered bibliographic sources.

Artificial intelligence technologies may not be used during partial examinations, the resit examination or continuous assessment activities completed at the end of practical sessions.

Irregularities in assessment activities

Any irregularity committed in an assessment activity-including academic fraud, plagiarism or improper use of artificial intelligence unless such use has been expressly authorised in the course guide-that may lead to a significant change in the mark will result in a mark of 0 for that assessment activity.

When obtaining a minimum mark in the affected assessment activity is an essential requirement for passing the subject, or when several irregularities occur in assessment activities within the same subject, the final mark for the subject will be 0.

Irrespective of these academic consequences, disciplinary proceedings may be initiated against any student who commits such irregularities.

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/UCjAj3yIS_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.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(PLAB) Practical laboratories	1	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	1	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	2	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	2	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	3	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	3	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	4	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	4	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	5	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	5	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	6	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	6	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	7	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	7	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	8	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	8	Catalan/Spanish	first semester	afternoon
(PLAB) Practical laboratories	9	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	9	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	10	Catalan/Spanish	first semester	morning-mixed

(SEM) Seminars	10	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	11	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	11	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	12	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	12	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	13	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	13	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	14	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	14	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	15	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	15	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	16	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	16	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	17	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	17	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	18	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	18	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	19	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	19	Catalan/Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	20	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	20	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	101	Catalan/Spanish	first semester	morning-mixed

(TE) Theory	102	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	103	Catalan/Spanish	first semester	afternoon