

1. OVERVIEW

Subject area	Human anatomy
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	1nd
ECTS	6 ECTS
Type	Basic
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 1

2. INTRODUCTION

The study of the subject of HUMAN ANATOMY should provide the student with a clear idea of the structure of the human body, its organization in devices and systems, valuing the regions from the point of view of practical anatomy and its use as basic knowledge for the exercise of the nursing profession, at the same time that serves for the interpretation of modern diagnostic studies and their application to the care area.

The contents are grouped according to the morphologic organization of the three major apparatuses:

- Relationship Life Apparatus.
- Nutrition apparatus.
- Reproductive System.

3.COMPETENCIES AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

CB1: That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is typically at a level, which, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2: That 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 elaboration and defense of arguments and problem solving within their area of study.

CB3: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB4: Students are able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

General skills (CG, by the acronym in Spanish):

CG14 - Establish evaluation mechanisms, considering scientific-technical and quality aspects.

GC15 - Work with the team of professionals as a basic unit in which professionals and other personnel of healthcare organizations are structured in a uni or multidisciplinary and interdisciplinary way.

Cross-curricular skills (CT, by the acronym in Spanish):

CT01: Autonomous Learning: Ability to choose the strategies, tools and moments that he/she considers most effective to learn and put into practice independently what he/she has learned.

CT07 - Teamwork: That the student is able to participate actively in achieving a common goal, listening, respecting and valuing the ideas and proposals of other team members.

CT09 - Planning: That the student is able to effectively determine his/her goals and priorities by defining the optimal actions, deadlines and resources required to achieve such goals.

CT10 - Innovation-Creativity: That the student is able to devise new and different solutions to problems that add value to problems that arise.

Specific skills (CE, by the acronym in Spanish):

CE9 - Recognize life-threatening situations and know how to perform basic and advanced life support maneuvers.

CE5 - To know and assess the nutritional needs of healthy people and people with health problems throughout the life cycle, to promote and reinforce healthy eating patterns. Identify nutrients and the foods in which they are found. Identify the most prevalent nutritional problems and select appropriate dietary recommendations.

CE6 - Apply health care information and communication technologies and systems.

CE7 - To know the pathophysiological processes and their manifestations and the risk factors that determine the states of health and disease in the different stages of the life cycle.

CE1 - To know and identify the structure and function of the human body. Understand the molecular and physiological basis of cells and tissues

Learning outcomes (RA, by the acronym in Spanish):

RA1. Ability to recognize and interpret normal or changing signs of health/ill health, suffering, disability of the person.

RA2. Ability to critically question, evaluate, interpret and synthesize a range of information and data sources.

RA3. Relevant knowledge and ability to apply natural and life sciences.

RA4. Ability to adapt to social situations of great complexity and ambiguity in nursing practice.

The table below shows the relationship between the competencies developed in the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB2, CB3, CB4, CB5, CG14, CT01, CT07, CT09, CT10, CE1, CE5, CE6, CE7, CE9	RA1
CB2, CB3, CB4, CB5, CG14, CG15, CE1, CE6, CE9, CT01, CT10	RA2
CB1, CB2, CB3, CB4, CB5, CG14, CT01, CT10, CE1, CE7, CE9	RA3
CB2, CB3, CB4, CG15, CT01, CE5, CE9, CE9, CB2, CB3, CB4, CG15, CT01, CE5, CE9	RA4

4.CONTENTS

Cellular and general structure. Structure of tissues and skeletal system. Structure of the nervous system. Structure of the special senses. Structure of the muscular system. The blood. Immune system. Structure of the cardiovascular system. Structure of the respiratory system. Structure of the digestive system. Structure of the renal system. Structure of the endocrine system. Structure of the reproductive system.

Development of theoretical content

Subject	Content
0	Basic aspects of the subject. Anatomical recall. GDA.
1	Introduction to Human Anatomy. Anatomy of the skin.
2	Osteology of the upper limb
3	Musculature of the upper limb. Vascular system of the upper limb
4	Osteology of the lower limb
5	Musculature of the lower limb. Vascular system of the lower limb
6	Osteology of the skull. Muscles of the face and neck
7	Osteology of the spine
8	Nervous system I. Spinal cord. Cerebrospinal fluid. Meninges and meningeal spaces.
9	Nervous system II. Anatomy of the brain.

10	Cardiovascular system I. Anatomy of the heart.
11	Cardiovascular system II. Circulatory system. Osteology of the thorax.
12	Respiratory system.
13	Digestive system I and II. Digestive tract.
14	Genitourinary system I. Urinary system.
15	Genitourinary system II. Genital apparatus.

PRACTICAL PROGRAM

- Calendar of activities: will be published in the *Virtual Campus*.

5.TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

Master class.

Cooperative learning.

Community tasks.

Problem-based learning (PBL).

Simulation environments.

Case method.

Case studies.

6.TRAINING ACTIVITIES

The types of training activities to be carried out and the student's dedication in hours to each of them are identified below:

Training activity	Number of hours
Practical exercises (sheets)	40
Case analysis (portfolio)	40
Master Class	40
Tutorials	5
Seminars	10
Presentations	10
Knowledge tests	5
TOTAL	150

Simulation Environments: activities.

1. Skill sheet: *Photopodogram*.
2. Simulation Scenario: *Forensic Anatomy*.

7. EVALUATION

The following is a list of the evaluation systems, as well as their weight in the total grade of the course:

Evaluation system	Weight
Knowledge test	50%
Oral presentation	10%
Portfolio	10%
Practical tests	20%
Group work	10%
Total	100%

8. BIBLIOGRAPHY.

The reference work for the follow-up of the subject is:

BASIC

- **PROMETHEUS.** 2015. Atlas of Anatomy. 3rd edition. Panamericana. Madrid.
- **TORTORA & DERRICKSON.** 2018. Principles of Anatomy and Physiology. 15th Edition. Panamericana. Madrid.
- **PRO-EA.** 2012. Anatomía Clínica. Panamericana. Madrid.
- **M. DUFOUR.** 2005. Anatomy of the locomotor system. Volumes 1,2,3. Elsevier- Masson. Barcelona,
- **LIPPERT.** 2013. Anatomy with clinical orientation. Ed. Marban. Madrid.
- **GRAY.** Anatomy for students. 2015. 3rd edition. Elsevier. Barcelona.
- **NETTER.** 2019. Atlas of Human Anatomy. 7th ed. Masson. Barcelona.
- **CROSSMAN AR, NEARY D.** 2015. Neuroanatomy. Texts and Atlas. 5th ed. Ed. Masson. Barcelona.
- **FENEIS D.** 2006. Illustrated anatomical nomenclature. 5th edition. Masson. Barcelona.

COMPLEMENTARY

- **ADAM.** 2004. Atlas of Human Anatomy. 3rd edition. Ed. Masson. Barcelona.
- **GRANT.** 2007. Atlas of Anatomy. 11th edition. Panamericana. Madrid.
- **SOBOTTA.** 2018. Atlas of Human Anatomy. 24th edition. Panamericana. Madrid.

2. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

Students with specific educational support needs:

Curricular adaptations or adjustments for students with specific educational support needs, in order to guarantee equity of opportunities, will be regulated by the Diversity Attention Unit (UAD).

It will be required the issuance of a report of curricular adaptations/adjustments by the Unit, so students with specific educational support needs should contact through: unidad.diversidad@universidadeuropea.es at the beginning of each semester.

3. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to detect strengths and areas for improvement about the faculty, the degree program and the teaching-learning process.

Surveys will be available in the survey area of your virtual campus or through your e-mail.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.