UANL
UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

FACULTAD DE MEDICINA

MODULE DESCRIPTION (SUMMARY PROGRAM).

1. Module Information Code:	
• Name of the Institution and School	Universidad Autónoma de Nuevo León, School of Medicine
• Name of the Learning Unit	Human Anatomy
• Total classroom hours for theory and/or practice.	96 hours
• Total extra classroom hours	264 hours
• Course Modality	Schooled
• Type of academic period in which the module is offered	2nd Semester
• Type of Learning Unit in the Curriculum	Compulsory
• Curriculum area:	ACFB
• UANL credit points	12
• Date of module creation:	November 19, 2013
• Date of last amendment:	March 03, 2020
• Person(s) responsible for the module design and amendments:	Dr. med. Santos Guzmán López Dr. C. Rodrigo Elizondo Omaña Dr. Guillermo Jacobo Baca

2. Purpose(s)
In this learning unit the student establishes morphological diagnoses through the use of basic and superior intellectual skills of clinical reasoning. It contributes to the profile of the graduate as it constitutes the basis for the study of medicine to subsequently solve health problems at the first level

of care. In addition, the student analyzes the basic knowledge needed in the basic training curricular area, and will also base a general panorama, which will deepen in each of the learning units with which it is related transversally as they are: Histology, Embryology, Physiology, Pathology, Clinical Propaedeutics, Imaging, Forensic Medicine, Psychiatry, Pediatrics, Gynecology, Obstetrics; and it bases the learning units related to Internal Medicine and Surgical Sciences.

3. Competences of the graduate profile

a. General competences contributing to this learning unit.

Instrumental skills:

1. Apply autonomous learning strategies in the different levels and fields of knowledge that allow them make appropriate and relevant decisions in the personal, academic and professional fields.

2. Use the logical, formal, mathematical, iconic, verbal and non-verbal languages according to their stage of life, in order to understand, interpret and express ideas, feelings, theories and streams of thinking with an ecumenical focus.

3. Use the information and communication technologies as access tools to information and its transformation in knowledge, as well as for learning and collaborative work with cutting-edge techniques that allow its constructive participation in society.

Personal and social interaction skills

11. Practice the values promoted by the UANL: truth, equality, honesty, liberty, solidarity, respect for life and anyone's, peace, respect for nature, integrity, ethics behavior and justice, within their personal and professional environment in order to make a sustainable society.

Integrative skills

15. Achieve the adaptability required in uncertain professional and social environments of our time to improve living conditions.

b. Specific competences of the graduate profile that contributes to the learning unit

1.- Use the medicine scientific fundaments considering economical, psychological, social, cultural and environmental factors which contribute to the development and evolution of a disease for decision-making and medical actions.

2.- Solves clinical problems through deductive reasoning, interpretation of findings and definition of their nature with the aim of making decisions and determine action principles of the medical practice to follow in a responsible way, impacting individual and collective health.

7.- Applies the scientific method for the resolution of medical problems with an innovative, analytic and self-critical attitude for preventing, diagnosing and treating diseases.

11.- Applies effective communication principles, establishing a respectful and sympathetic relationship with the patient, relatives, the community and other health professionals in order to use the information properly.

4. Summative Evaluation

- Oral presentation
- Laboratory
- Course Integrative Product (CIP) %
- Exams

5. Course Integrative Product.

Portfolio including clinical cases, laboratory exercises, and laboratory practice related to the integration of the fundamental aspects of human anatomy.

6. References

Bibliography:
Drake, R., Vogl, W. & Mitchell, A. (2015). *Gray anatomía para estudiantes.* Madrid: Elsevier.
Guzmán, S. & Elizondo, R. (2015). *Anatomía Humana en Casos Clínicos: Aprendizaje centrado en el razonamiento clínico.* México: Panamericana.
Guzmán, S., Elizondo, R. & Bañuelos M. (2015). *Manual para el Laboratorio de Anatomía Humana.* México: Panamericana.
Guzmán, S. (2011). *Notas de anatomía para estudiantes*. Monterrey, México: Imprenta Universitaria.
Guzmán, S. (2012). *Neuroanatomía para estudiantes*. Monterrey, México: Imprenta Universitaria.
Moore, K. L. (2013). *Anatomía con orientación clínica*. Barcelona: Lippincott Williams & Wilkins.
Netter, F. H. (2006). *Atlas of Human Anatomy.* Madrid: Saunders/Elsevier.

Electronic sources:
Departamento de Anatomía Humana, U.A.N.L.: www.medicina.uanl.mx/anatomia
The American Association of Anatomists (AAA): www.anatomy.org
The American Association of Clinical Anatomists (AACA): www.clinicalanatomy.org
The Anatomical Society of Great Britain and Ireland (ASGBI): www.anatsoc.org.uk
Anatomisches Gesellschaft:
British Association of Clinical Anatomists (BACA): www.liv.ac.uk/HumanAnatomy/phd/baca/
European Federation for Experimental Morphology (EFEM): www.unifr.ch/efem/
International Federation of Associations of Anatomists (IFAA): www.ifaa.lsumc.edu
International Society for Plastination: www.kfunigraz.ac.at
Société Suisse d'Anatomie, d'Histologie et d'Embryologie / Schweizerische Ge-sellschaft für Anatomie, Histologie und Embryologie (SGAHE / SSAHE): www.unifr.ch/sgahe/