

<b>Course Title</b>	<b>Anatomy II</b>				
<b>Course Code</b>	PHYS104				
<b>Course Type</b>	Compulsory				
<b>Level</b>	Bachelor (Level 1)				
<b>Year / Semester</b>	1 <sup>st</sup> / Spring				
<b>Instructor's Name</b>	Dr Phivos Symeonides				
<b>ECTS</b>	6	<b>Lectures / week</b>	2	<b>Laboratories/week</b>	2
<b>Course Purpose</b>	The main objectives of the course are the study and analysis of the anatomy and functioning of the cardio-respiratory system and the organs of the entire human body. In addition, students will be taught the detailed description of the anatomy of the central nervous system, the autonomic nervous system as well as the organs of the cardiovascular, respiratory, digestive, urinary, genital and endocrine systems as well as the main sensory organs.				
<b>Learning Outcomes</b>	<p>Upon completion of the course, the student is expected to be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and explain the structure and function of the Circulatory System</li> <li>• Recognize and explain the structure and function of the Respiratory System</li> <li>• Identify the structure of the liver and the biliary system with adjacent organs such as the spleen and pancreas.</li> <li>• Recognize the anatomical relationships of organs of the digestive system (esophagus, stomach, small and large intestine, rectum).</li> <li>• Recognizes the anatomical relationships of urinary organs.</li> <li>• Determines the structures of the genital tract of men and women.</li> <li>• Explains the endocrine system and sensory organs. I</li> <li>• Determines the structural elements of the central and peripheral nervous system.</li> </ul> <p>Upon completion of the laboratory part of the course, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Describe and demonstrate important parts of the brain, N.M. and P.N.S.</li> <li>• Recognize and describe the creation of the spinal nerves of the cerebral nerves</li> <li>• Describe and demonstrate the topography and function of the spinal nerves and the cerebral nerves</li> </ul>				

	<ul style="list-style-type: none"> <li>• Describe and demonstrate the heart, (walls, valves) of the large arteries and veins and their course</li> <li>• Analyze the mechanism of breathing and chest movements</li> <li>• Palpate and place the different parts of the body in the human model</li> <li>• Describe and demonstrate the sections of the airways, the basic parts of the tracheobronchial tree, the lobes of the lungs and the segments of each lung</li> <li>• Recognize in the body the superficial anatomy of the Chest, and superficial projection of the heart, lungs, pleura, corpus callosum sections and cardiac incision.</li> <li>• Recognize and describe the anatomical parts of the various systems and internal organs of the human body</li> <li>• Describe and palpate anatomical structures and countries in the human body</li> </ul>		
<b>Prerequisites</b>	None	Co-requisites	None
<b>Course Content</b>	<ul style="list-style-type: none"> <li>• Brain</li> <li>• Spinal cord</li> <li>• Heart – Vessels – Lymphatic system</li> <li>• Lungs – Pharynx – Larynx – Trachea</li> <li>• Liver – Spleen – Pancreas – Esophagus – Stomach – Small intestine – Large intestine</li> <li>• Kidneys – Ureters – Bladder – Urethra</li> <li>• Male and female reproductory system</li> <li>• Endocrine glands</li> <li>• Eyes – Skin – Ears</li> </ul>		
<b>Teaching Methodology</b>	<p><b>Theory</b></p> <p>The course is delivered to the students through lectures, using computer-based presentations programmes. Case Studies, Discussion, Questions / Answers are also used depending on the content of the lecture. Lecture notes and presentations are available online for use by students in combination with textbooks. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p> <p><b>Laboratory</b></p> <p>During the laboratory courses, students develop their clinical skills in skill trainers and patient simulators so that they can successfully and safely apply them in a real clinical environment.</p>		
<b>Bibliography</b>	<p><b><u>Textbooks:</u></b></p> <p>Platzer, W., Fritsch, H., Kohnel, W., KahleW., Frotscher, M., 2011. Descriptive Anatomy Manual. 3rd improved version. Nicosia: Broken Hill Publishers LTD (In Greek)</p>		

	<p>Moore, K., Dalley, A., Agur, A., 2016. Κλινική Ανατομία. 3η έκδοση. Nicosia: Broken Hill Publishers LTD</p> <p>Netter H.F., Hansen T.J., Benninger B., et al. 2010. Atlas of Human Anatomy. MO: Saunders</p> <p>Snell, R., 2012. Clinical anatomy by regions. 9th Edition. Philadelphia, Lippincott Williams &amp; Wilkins, a Wolters Kluwer business</p> <p>Drake, R., Vogl, W., Adam, W., Mitchell, M., 2006. Gray's Anatomy. Volumes I, II, Paschalidis Publications (Greek translation)</p>
<p><b>Assessment</b></p>	<p><b><u>Continuous Assessment (50%):</u></b></p> <p>The assessment may include any combination of the following:</p> <ul style="list-style-type: none"> <li>• <b>Written and/or oral</b>, and it consists of multiple – choice, short answer, open ended questions and/or essay questions, that align with the learning outcomes, in order to assess the theoretical knowledge gained. The questions ensure that students will demonstrate a deep understanding of the subject matter and apply their knowledge to solve problems or analyse scenarios.</li> <li>• <b>Assignments and projects</b> provide opportunities for students to apply their theoretical knowledge in practical ways. The assignments are designed in a way that require critical thinking, research, analysis, and synthesis of information. Projects can be individual, self directed learning or group-based and should align with the learning outcomes. Students are evaluated on the quality of their work, the depth of understanding displayed, and their ability to effectively communicate their ideas. Assignments and projects may be individual or group work.</li> <li>• Use of <b>case studies or problem-solving exercises</b> to assess how students can apply theoretical knowledge to real-life situations. Students are presented with scenarios that require analysis, critical thinking, and the application of theoretical concepts and they are assessed based on their ability to perform verbal presentations, viva voce examinations, identify and evaluate relevant information, propose solutions, and provide justifications for their choices.</li> <li>• <b>Online quizzes or interactive assessments:</b> Online quizzes or interactive assessments, reflective writing can be used through the Moodle platform, to create quizzes with various question formats. These assessments can be self-paced or timed, and immediate feedback can be provided to students.</li> <li>• <b>Classroom discussions and debates:</b> Students engage in classroom discussions and debates to assess their theoretical knowledge. Active participation is encouraged to hone their critical thinking skills by posing open-ended questions and facilitating dialogue.</li> <li>• <b>Peer and self-assessment:</b> Students are assigned to review and provide feedback on each other's work, encouraging them to</li> </ul>

	<p>critically evaluate their peers' understanding and provide constructive suggestions.</p> <p><b>Laboratory</b> evaluation consists of assessment of the expected skills and competences, critical thinking, problem-solving and teamwork skills. During the laboratory sessions, students are closely observed as they engage in the assigned tasks and note is taken regarding the actions, approach and any relevant observations that demonstrate their understanding of the subject matter and application of skills. After assessing the laboratory work, constructive feedback is provided to students. Their strengths and areas for improvement are highlighted, linking them back to the learning outcomes to help students understand their progress and guide them towards further development. Depending on the nature of the laboratory work, peer assessment can be incorporated, where students evaluate each other's work based on the established criteria to promote self-reflection, collaboration, and a deeper understanding of the subject matter.</p> <p><b>Final Exam (50%):</b> comprehensive final exam, to assess students' overall theoretical knowledge. These assessments cover a broader range of topics and learning outcomes from the entire program of study, to gauge the students' understanding and integration of knowledge across different areas.</p>
<b>Language</b>	Greek / English