Name of the course	Anatomy Course code						
Type of study program Cycle	Integrated university study, medicine			Year of study	I.		
ECTS points value:	18	Semestar	•	II.		Number of hours per semester (l+s+p)	210 (60+62+88)
Course status:	Mandatory	Preconditi ons:	enr	olment		omparative conditions:	
Course attendance:	1 <sup>st</sup> yea	ar medical stu	dents	5	ir	Hours of istructions:	According to the schedule
The course leader		Prof. Katarir	na Vi	ukojević	MD	PhD MSc	
Contact hours/consul	ltations:	Upon e-mail	con	firmed a	ppoir	ntment	
E-mail adresa i broj i	telefona:	<u>katarina.vuk</u>	ojev	<u>ic@mef.</u>	<u>sum.</u>	<u>ba</u>	
Teachers and associates		prof. Dragica Bobinac, prof. Ivica Grković, prof. Ana Marušić, assoc. prof. Natalija Filipović, asst prof. Josip Mišković, asst prof. Marko Ostojić, asst prof. Josip Novaković, asst prof. Pejana Rastović, Josip Lesko MD PhD, Zdenka Zovko, dipl. ing. MLD, Mirko Maglica MD, Ilija Perutina MD					
Contact hours/consultations:		Upon e-mail confirmed appointment					
E-mail address and phone							
The aims of the course	The aims of this course are: To understand the structure of the human body. To enable students to acquire knowledge about the structure of the human body through systematic and topographic anatomy and thus enable them to understand the normal and pathological morphology of man, the relationship between surface forms and deeper structures and the relationship of these structures as a framework for life processes. Clinical importance of individual regions and coping in spatial orientation within the human body. Master in detail the systematic, functional and topographic anatomy of all regions, as well as the functional anatomy of the locomotor system, cardiovascular, respiratory, digestive, urinary and sexual systems and peripheral nervous system, including the basics of organization of major motor and sensory systems. Systemic anatomy: features of organs, their blood supply and innervation. According to this approach, organs are grouped according to a common function. The emphasis is on general anatomical principles important for understanding the structure and function of the human body. Topographic anatomy: characteristics of organs with regard to their location and interrelationship with surrounding structures (position in the		e of the human s enable them of man, the ures and the cesses. g in spatial c anatomy of notor system, systems and ation of major supply and d according to cal principles of the human egard to their position in the ic anatomical				

<ul> <li>Learning outcomes:         <ul> <li>A) Knowledge (REMEMBER, UNDERSTAND, APPLY, ANALYSE AND EVALUATE)             measurable outcomes:             (1) explain the concepts of anatomical terminology, (2) describe the similarities and distinguish the peculiarities of the structure of individual organs of each of the basic structural groups:             a) somatic structures (skin, fascia, bones, joints / joints, muscles), b) visceral structures (skin, fascia, bones, joints / joints, muscles), b) visceral structures (skin, fascia, bones, joints / joints, muscles), b) visceral structures (solid and hollow organs), c) "supply and control structures; 'vascular and nervous systems, (3) divide the human body into regions (separated by "anatomical boundaries"), describe the content of regions and assemble anatomical structures (tissues and organs) with regard to common functional features in (organic) systems, (4) apply fundamental knowledge of anatomy on specific clinical situations, (5) show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, diasasemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic cl</li></ul></li></ul>		Upon completion of the anatomy course, the successful student should
<ul> <li>A) Knowledge (REMEMBER, UNDERSTAND, APPLY, ANALYSE AND EVALUATE) measurable outcomes: (1) explain the concepts of anatomical terminology, (2) describe the similarities and distinguish the peculiarities of the structure of individual organs of each of the basic structural groups: a) somatic structures (skin, fascia, bones, joints / joints, muscles), b) visceral structures (skin, fascia, bones, joints / joints, muscles), b) visceral structures (skin and nervous systems, (3) divide the luman body into regions (separated by "anatomical boundaries"), describe the content of regions and assemble anatomical structures (tissues and organs) with regard to common functional features in (organic) systems, (4) apply fundamental knowledge of anatomy on specific clinical situations, (5) show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of kills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual organs / body parts, (3) perform supervised dissection of individual organs / body parts, (3) perform supervised dissection of individual organs / body parts, (3) perform supervised dissection of individual organs / body parts, (3) perform supervised dissection of individual organs / body parts,</li></ul>		acquire the following knowledge, skills and attitudes:
<ul> <li>Learning outcomes</li> <li>WALDATED</li> <li>Reasurable outcomes: (1) explain the concepts of anatomical terminology, (2) describe the similarities and distinguish the peculiarities of the structure of individual organs of each of the basic structural groups: a) somatic structures (skin, fascia, bones, joints / joints, muscles), b) visceral structures (solid and hollow organs), c) "supply and control structures"; vascular and nervous systems, (3) divide the human body into regions (separated by "anatomical boundaries"), describe the content of regions and assemble anatomical structures (issues and organs) with regard to common functional features in (organic) systems, (4) apply fundamental knowledge of anatomy on specific clinical situations, (5) show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disasemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills (duily oral answer to questions about the anatomical features of individual organ / body parts, (3) perform supervised dissection of individual organs / body</li></ul>		A) Knowledge (REMEMBER, UNDERSTAND, APPLY, ANALYSE
<ul> <li>Learning outcomes</li> <li>Learning outcomes</li> <li>K) (2) describe the similaties and distinguish the peculiarities of the structure of individual organs of each of the basic structural groups: a) somatic structures (skin, fascia, bones, joints / joints, muscles, b) visceral structures (skin fascia, bones, joints / joints, muscles, b) visceral structures: (solid and hollow organs), c) "supply and control structures"; vascular and nervous systems, (3) divide the human body into regions (separated by "anatomical boundaries"), describe the content of regions and assemble anatomical structures (itsues and organs) with regard to common functional faetures in (organic) systems, (4) apply fundamental knowledge of anatomy on specific clinical situations, (5) show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disasemble: a) presented anatomical landmarks on the body (c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body avarious heights and directions, (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual organs / body parts, (3) perform supervised dissection of individual organs / body pa</li></ul>		AND EVALUATE)
<ul> <li><i>Learning outcomes</i></li> <li><i>Learning outcomes</i></li> <li><i>Sonatic structures (shin, fascia, bones, joints / joints, muscles), b)</i></li> <li><i>visceral structures (solid and hollow organs), c) "supply and control structures"; vascular and nervous systems, (3) divide the human body into regions (separated by "anatomical boundaries"), describe the content of regions and assemble anatomical structures (tissues and organs) with regard to common functional features in (organic) systems, (4) apply fundamental knowledge of anatomy on specific clinical situations, (5) show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</i></li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions about the anatomical features of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features or individual organs / body parts, (3) perform supervised dissection of individual organs / body parts, (3) perform supervised dissection of individual organs / body parts, (3) perform supervised anomical anomical skills (structures, index and bractice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture,</li></ul>		terminology (2) describe the similarities and distinguish the peculiarities
<ul> <li>Learning outcome</li> <li>as omatic structures (skin, fascia, bones, joints / joints, muscles), b) visceral structures (solid and hollow organs), c) "supply and control structures"; vascular and nervous systems, (3) divide the human body into regions (separated by "anatomical boundaries"), describe the content of regions and assemble anatomical structures (tissues and organs) with regard to common functional features in (organic) systems, (4) apply fundamental knowledge of anatomy on specific clinical situations, (5) show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, (1) comsunication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual organs / body parts, (3) perform supervised dissection of individual ody parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) tak</li></ul>		of the structure of individual organs of each of the basic structural groups:
<ul> <li>Learning outcomes</li> <li>Wisceral structures (solid and hollow organs), c) "supply and control structures"; vascular and nervous systems, (3) divide the human body into regions (separated by "anatomical boundaries"), describe the content of regions and assemble anatomical structures (tissues and organs) with regard to common functional features in (organic) systems, (4) apply fundamental knowledge of anatomy on specific clinical situations, (5) show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual organs / body parts, (3) perform supervised dissection of individual organs (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body variations in structures with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in the importance of the donation program in anatomy, (4)</li> </ul>		a) somatic structures (skin fascia bones joints / joints muscles ) b)
<ul> <li><i>Learning outcomes</i></li> <li><i>Structures</i>"; vascular and nervous systems, (3) divide the human body into regions (separated by "anatomical boundaries"), describe the content of regions and assemble anatomical structures (tissues and organs) with regard to common functional features in (organic) systems, (4) apply fundamental knowledge of anatomy on specific clinical situations, (5) show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions, (2) communication skills of daily oral answer to questions about the anatomical features of individual logans / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physiqu</li></ul>		visceral structures (solid and hollow organs), c) "supply and control
<ul> <li><i>Learning outcomes</i></li> <li>Into regions (separated by "anatomical boundaries"), describe the content of regions and assemble anatomical structures (tissues and organs) with regard to common functional features in (organic) systems, (4) apply fundamental knowledge of anatomy on specific clinical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features or individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy.</li> </ul>		structures"; vascular and nervous systems, (3) divide the human body
<ul> <li><i>Learning outcomes</i></li> <li>b) single constructions of the body.</li> <li>b) single constructions of the body.</li> <li>c) show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes).</li> <li>(6) connect knowledge of anatomy and principles physical examination of the patient.</li> <li>(7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound).</li> <li>(8) interpret representations of anatomical structures on cross sections of the body in different heights and directions.</li> <li>(9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts. (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy. (4)</li> </ul>		into regions (separated by "anatomical boundaries"), describe the content
<ul> <li>regard to common functional features in (organic) systems, (4) apply fundamental knowledge of anatomy on specific clinical situations, (5) show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy; (4)</li> </ul>		of regions and assemble anatomical structures (tissues and organs) with
<ul> <li><i>Learning outcomes</i></li> <li><i>Learning outcomes</i>&lt;</li></ul>		regard to common functional features in (organic) systems, (4) apply
<ul> <li>show projections of clinically relevant anatomical structures on a normal, living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		fundamental knowledge of anatomy on specific clinical situations, (5)
<ul> <li>Learning outcomes</li> <li>living body and connect the features of the material with the function of individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		show projections of clinically relevant anatomical structures on a normal,
<ul> <li><i>Learning outcomes</i></li> <li><i>Learning outcomes</i></li> <li><i>individual anatomical structures (for important movements, activities, reflexes), (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</i></li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		living body and connect the features of the material with the function of
<ul> <li><i>Learning outcomes</i></li> <li><i>Learning outcomes</i></li> <li><i>i</i> (6) connect knowledge of anatomy and principles physical examination of the patient, (7) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-section of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual lody parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		individual anatomical structures (for important movements, activities,
<ul> <li><i>Learning outcomes</i></li> <li><i>Learning outcomes</i></li> <li><i>Learning outcomes</i></li> <li><i>Examination of the patient, (/) compare representations of anatomical structures with different radiological methods (native radiography, contrast studies, CT, MRI, ultrasound), (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</i></li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: (1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		reflexes), (6) connect knowledge of anatomy and principles physical
<ul> <li><i>Learning outcomes</i></li> <li><i>Learning outcomes</i></li> <li><i>B</i> Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes:</li> <li>(1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		examination of the patient, (7) compare representations of anatomical
<ul> <li>Learning outcomes</li> <li>Learning outcomes</li> <li>Contrast studies, CT, MRI, ultrasolutol, (8) interpret representations of anatomical structures on cross sections of the body in different heights and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes: <ol> <li>identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body, c) cross-sections and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ol> </li> </ul>		structures with different radiological methods (native radiography,
<ul> <li>Learning outcomes</li> <li>and directions, (9) recognize and name parts of isolated and / or dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes:</li> <li>(1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		anatomical structures on cross sections of the body in different heights
<ul> <li>Learning outcomes</li> <li>and directions, (b) recognize and name parts of isolated and of dissected organs of the body.</li> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes:</li> <li>(1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		and directions (9) recognize and name parts of isolated and / or dissected
<ul> <li>B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes:</li> <li>(1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>	Learning outcomes	organs of the body
<ul> <li>(1) identify, manipulate, orient, group, disassemble: a) presented anatomical structures and regions of the body (preparations and models), b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		B) Skills (PERCEPTION, READY, GUIDANCE) measurable outcomes:
<ul> <li>anatomical structures and regions of the body (preparations and models),</li> <li>b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		(1) identify, manipulate, orient, group, disassemble: a) presented
<ul> <li>b) surface anatomical landmarks on the body, c) cross-sections and views of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		anatomical structures and regions of the body (preparations and models),
<ul> <li>of isolated and in-situ visceral and somatic structures, d) cross-sections of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		b) surface anatomical landmarks on the body, c) cross-sections and views
<ul> <li>of the human body at various heights and directions. (2) communication skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		of isolated and in-situ visceral and somatic structures, d) cross-sections
<ul> <li>skills of daily oral answer to questions about the anatomical features of individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		of the human body at various heights and directions. (2) communication
<ul> <li>individual organs / body parts, (3) perform supervised dissection of individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		skills of daily oral answer to questions about the anatomical features of
<ul> <li>individual body parts and practice the program provided basic clinical skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		individual organs / body parts, (3) perform supervised dissection of
<ul> <li>skills (suturing, injections, endotracheal intubation, lumbar puncture, catheterization).</li> <li>C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)</li> </ul>		individual body parts and practice the program provided basic clinical
C) Attitudes (ACCEPTANCE, REACTION, ACQUISITION OF VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)		skills (suturing, injections, endotracheal intubation, lumbar puncture,
VALUES) measurable outcomes: (1) take into account the existence of differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)		calleterization). C) $\Delta tritudes$ (ACCEPTANCE DEACTION ACQUISITION OF
differences in the "normality" of the human body (variations in structure) with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)		VALUES) measurable outcomes: (1) take into account the existence of
with regard to age, sex, physique and body position, respiratory stages, pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)		differences in the "normality" of the human body (variations in structure)
pregnancy, 2) accept the existence of anatomical anomalies and differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)		with regard to age, sex, physique and body position, respiratory stages.
differences in relation to textbook descriptions of the so-called. "Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)		pregnancy, 2) accept the existence of anatomical anomalies and
"Standardized body", (3) adapt to practical work with a dead human body and evaluate the importance of the donation program in anatomy, (4)		differences in relation to textbook descriptions of the so-called.
and evaluate the importance of the donation program in anatomy, (4)		"Standardized body", (3) adapt to practical work with a dead human body
		and evaluate the importance of the donation program in anatomy, (4)
agree to and adapt to the needs of teamwork in small groups in practical		agree to and adapt to the needs of teamwork in small groups in practical
classes, and raise awareness of the need for continuous independent and		classes, and raise awareness of the need for continuous independent and
group working on "maintaining" knowledge and understanding of body		group working on "maintaining" knowledge and understanding of body
structure for the future of studies and professional careers.		structure for the future of studies and professional careers.
Content of the Systemic anatomy: characteristics of organs, their blood supply and	Content of the	Systemic anatomy: characteristics of organs, their blood supply and
sympus/perjorman innervation. In a systematic approach, organs are grouped according to	ce plan (in short)	common function. Special emphasis in teaching is on general
	ce plan (in short)	common function. Special emphasis in teaching is on general

	anatomical principles important for understanding the structure and function of the human body. Topographic anatomy: characteristics of organs with respect to their location and interrelationship with surrounding structures. According to the topographic access organs are grouped according to location ie position in the body. In practice, all the organs in the body belong to some anatomical region and some body system. Teaching units are organized to deal with the topographic regions of the head, neck, upper limbs, trunk and lower limbs				
Format of	lectures	pra	acticals	seminars	independent assignments
in bold)	Consultations	Me	ntorship	Field work	Other
Student responsibilities	Students are required to come to class accurately and on time. For any absence the student is obliged to compensate with a colloquium, and the delay in classes will be treated as non-attendance. The colloquium is a short oral examination in which the student shows that he has mastered the basics of the material. Colloquium pass is a condition for taking the partial exam. It is obligatory to have a clean and neatly ironed white coat during the practicals. Students with long hair are required to tie their hair in a ponytail. Nails should be neatly trimmed. Students are required to prepare material in advance for each day.				
	Class attendance	Class activities		Seminars	Practical work
student monitoring and evaluation (mark in bold)	Oral exam	Writ	ten exam	Continuous assessment of knowledge	Essay
Detailed review of grading within the European Credit Transfer System					
STUDENT OBLIGATIONS	HOURS (ESTIMATION)		PORTION OF ECTS		PORTION IN GRADE
Class attendance and engagement	(60+88+62) =210		7,0		0%
Practical work	50		1,7		20%
Colloquium or written exam	n or 180 .m		6,0		50%
Oral exam	100		3,3		30%
TOTAL	540		18		
Additional clarification	ons.				

The anatomy exam consists of three parts: written, practical and oral.

Two partial written exams will be held during classes. The first partial exam consists of 50 questions and the second partial exam consists of 100 multiple-choice questions. Each correct question brings one point.

Also, during classes, students will do quizzes every day. Quizzes are not graded (only pass / fail is recorded), and depending on the success, the student can get up to three additional points on each partial exam, which are added together with the correct answers.

Based on the total number of points (correct answers from the partial exam + additional points), partial exams are graded as follows:

The written exam is graded as follows:

less than 60% correct answers = insufficient (1)

from 61% to 70% = sufficient (2)

from 71% to 80% = good(3)

from 81% to 90% = very good (4)

from 91% to 100% = excellent (5)

Once passed, the partial exam is valid for the entire academic year and that part of the material will not have to be taken again in writing.

After passing the written part, a practical exam follows. At the practical exam, 25 anatomical structures on the preparations will be marked. All types of preparations can be considered - human plasticized, plastic models as well as donor bodies. To pass the practical part, the student must correctly name and write at least 18 marked structures.

Less than 18 points = insufficient 1

18-19 points = sufficient 2

20-21 points = good 3

22-23 points = very good 4

24-25 points = excellent 5

After passing the practical exam, the oral part follows. At the oral exam, the student draws 7 cards with questions that are divided into the same number of categories. The student should orally demonstrate basic knowledge from all parts of the material he has extracted in order for his answer to be considered satisfactory.

The final grade is calculated based on the weight. The written exam carries 50% of the grade, the practical exam carries 20% of the grade, and the oral exam carries 30% of the grade.

During the exam deadlines, students who have not passed some of the partial exams must first pass the written part of the exam that did not pass on the partial exams. After passing the complete written exam, the student takes the practical exam, and after passing the practical exam, he takes the oral part of the exam.

	Drake, Vogl, Mitchell: Gray's Anatomy for Students. Elsevies,
Required	Churchill Livingstone, forth edition, 2019 or newer versions upon
	availability
Literature:	F. Netter: Atlas of Human Anatomy. Elsevier - Health Sciences
	Division. Any edition.
	K. Moore: Clinically Oriented Anatomy. Lippincott Williams &
	Wilkins, sixth edition, 2010. or newer versions upon availability
Optional illerature:	J. Sobotta: Atlas of Human Anatomy. Urban & Schwarzenberg. Any
	edition
	Student Survey
Additional	Analysis of the quality of teaching by students and teachers
information on the	Passage analysis on exams
course:	Report of the Office for Quality of Teaching
	Out-of-institutional Evaluation (visit of the Quality control teams)

## Annexes: class calendar

Broj nastavne jedinice	TOPICS AND LITERATURE
	Title: UNIT 1: BONES AND JOINTS OF TRUNK
I.	Short description: Spine: number, division and basic parts of vertebrae characteristics of individual groups of vertebrae
	Sacrum and occipital bone

	Promontory
	Articulatio atlantooccipitalis
	Atlantoaxial joint
	Characteristics of joint mechanics among articular extensions in each
	group of vertebrae
	Joints between vertebral bodies (intervertebral disc)
	Ligaments of the spine and a description of the movement of the spine
	as a whole
	Ribs: number, division and general appearance of ribs
	characteristics of individual groups of ribs
	three types of rib curling
	Costovertebral articulation
	Joint of ribs with sternum
	Sternum
	Clinical anatomy: spinal fractures
	intervertebral disc prolanse
	Literature: required and additional
	Title. UNIT 2. BONES AND IOINTS OF THE UPPER I IMR -
	SHOULDERS AND SHOULDER CIRDLE
	Chort description:
	Short description:
	Scapula
	Humerus
II.	Sternoclavicular joint
	Acromioclavicular joint
	Glenohumeral joint
	Syndesmosis coracoclavicularis
	Clinical anatomy: clavicle fractures
	fractures of the upper arm
	dislocation of the shoulder joint
	Literature: required and additional
III.	Title: UNIT 3: RADIOLOGICAL ANATOMY
	Short description:
	Radiography (native and contrast):
	- method of creation, division and interaction of X-rays
	- radiological tissue density and radiographic projections
	- radiogram quality: contrast, sharpness, resolution, magnification and
	distortion
	- bones, joints and soft tissues on the radiogram
	- principles of contrast radiography, types of contrast media
	- typical examples of hollow viscera, body cavities and blood vessels
	on contrast radiographs
	Computed tomography (CT):
	- method of creating and interpreting CT images
	- radiological tissue density in CT and projections of various organs
	Magnetic resonance imaging (MR):
	- method of creating and interpreting MR images
	- T1 and T2 time, and proton density of human body tissue
	Illtrasound.
	- method of creating and interpreting ultrasound

	- echo-tissue density of the human body and the principles of Doppler
	technique
	Endoscopic techniques:
	- foundations of laparoscopic, intraluminal and intraarticular
	endoscopic techniques
	Literature: required and additional
	Title: UNIT 4: BONES AND JOINTS OF THE UPPER LIMBS -
	FOREARMS AND HANDS
	Short description:
	Ulna
	Radius
	Hand bones: carpus (recognition, proximal and distal order as a whole)
<b>TT</b> 7	metacarpus (description and recognition)
IV.	articles (description and recognition)
	Elbow joint
	Hand ioint
	Clinical anatomy: fractures of the radius
	fractures of the scaphoid bone of the carpus
	rupture of the annular ligament of the radius
	Literature: required and additional
	Title: UNIT 5: BONES AND JOINTS OF THE LOWER LIMBS -
	PFLVIS AND HIP
	Short description:
	Short description.
	Pelvic bolle Delvie guidle (lines terminalie)
	Secretilize icint
<i>V</i> .	Sumphysic publics
	Symphysis publica
	Linioint
	Clinical anatomy: polyic freetures
	hin dislocations
	Literature: required and additional
	Title, UNIT & PONES AND JOINTS OF LOWED LIMPS
	THUE: UNIT 0: BUNES AND JUINTS OF LOWER LIVIDS -
	KNEE AND FOOT
	Short description:
VI.	Patella
	Fibula
	Tarusus (ankle bone, heel bone, recognition of cuboidal, navicular and
	cuneiform bones)
	Metatarsus - the bones of the forefoot (description and recognition)
	joints (description)
	knee joint
	Talocrural joint
	Talocalcaneonavicular joint
	Clinical anatomy: knee ligament injuries
	meniscus injuries, foot exarticulation
	Literature: required and additional
VII.	Title: UNIT 7: NEUROCRANIUM

	Short description:
	Neurocranial bones (occipital, sphenoid, frontal, parietal, temporal
	bone)
	Skull sutures and landmarks
	Skull base and calvary (anterior, middle and posterior cranial fossa)
	Clinical anatomy: skull base fracture
	Literature: required and additional
	Title: UNIT 8: VISCEROCRANIUM
	Short description:
	Bones of viscerocranium (ethmoid, lacrimal, zygomatic, nasal, palatine
1/111	bone, vomer, upper and lower jaw)
V111.	Oral cavity, nasal cavity, orbit, paranasal sinuses
	Temporomandibular joint
	Clinical anatomy: dislocation of the temporomandibular joint
	Literature: required and additional
	Title: UNIT 9: BASIC DIVISION OF THE NERVOUS SYSTEM
	Short description:
	Division of the nervous system
IX.	Basics of organization and structure of the cerebrum and cerebellum
	Meninges
	Ventricular system, cerebrospinal fluid and its secretion
	Literature: required and additional
	Naslov: UNIT 10: SPINAL CORD AND SPINAL NERVES
	Short description:
	Basics of the organization of the spinal cord and spinal nerves
V	Spinal cord meninges
А.	Autonomic nervous system: sympathetic and parasympathetic
	Cerebral nerves, ganglia
	Clinical anatomy: intervertebral disc prolapse
	Literature: required and additional
	Title: UNIT 11: BRAIN BASE AND CRANIAL NERVES
	Short description:
	The base of the brain, the outlets of the cerebral nerves at the base of
XI.	the brain and the base of the skull
	Cerebral nerves, ganglia
	Cranial nerve nuclei and nerve fiber types
	Literature: required and additional
	Title: UNIT 12: VENTRICULAR SYSTEM AND BLOOD
	VESSELS
XII.	Short description:
	Blood vessels of the brain, spinal cord and their envelopes
	Ventricular system of the CNS
	Cerebrospinal fluid (production, circulation, resorption, function)
	Clinical anatomy: hydrocephalus
	Literature: required and additional
	Title: UNIT 13: BASICS OF ANGIOLOGY AND THE HEART
VIII	Short description: Structure and function of arteries, veins and heart
XIII.	Classification of arteries and veins, arterioles, venules, capillary
	network

	Organization of blood circulation: The pulmonary and systemic
	circulation functional and nutritional blood supply
	Anastomoses: true notential arterio-venous erectile tissues
	End-arteries: anatomical and functional
	Venous flow valves: vascular muscular and thoracic venous numn
	Foundations of lymph flow lymph nodes main lymph ducts
	Neurovascular supply of vessels: vasa et nervi vasorum
	Neurovascular supply of the heart: an et un coronariae playus
	cardiacus
	Heart incisions
	Clinical anatomy: consequences of aging on blood yessel walls
	blooding and its consequences of aging on blood vessel wans
	thrombosis and ambolism
	verices and versus value insufficiency
	values vehicles and vehicles value insufficiency
	auscultation points of the heart
	fatal blood airculation
	Note: The blood viewel needs to be recognized nemed but in contact
	Note: The blood vessel needs to be recognized, named, put in contact
	hady any ity / region through which it avtends, and is described from
	provimal to distal (for arterias) is from distal to provimal (for vains)
	with indication of branches (in tributaries) and their irrigation territories
	We describe the heart as other hollow organs (see splenchology)
	Literature: required and additional
	Title: UNIT 14: DASICS OF SDI ANCHNOLOCY
	Short description:
	Short description:
	Division of visceral organs into nonow and solid (parenchymatous)
	'haginning' and 'and' of the hollow organ
	Muscle layers (tunice muscularis) and the role of the sphineter
	Mussie layers (tunica muscularis) and the fole of the spinicter
	The principle of the structure of solid organs and organizations into
	lobes segments lobules and the relationship to vascular and ductal
	branching
	Hilus and vascular segments of solid organs
XIV.	Relationships of visceral organs to serous membranes in the body
	Endocrine and exocrine glands, similarities and differences
	Paired and unpaired visceral organs: differences in position, supply and
	innervation
	Serous membranes, serous cavities and mesentery
	Principles of neurovascular supply of visceral organs (double blood
	flow of some organs)
	Clinical anatomy: obstruction of hollow organs
	obstruction (and consequences) of the glandular outflow tract
	visceral pain
	torsion of free peritoneal organs
	Literature: required and additional
	Title: UNIT 15: REGIO PAROTIDEOMASSETERICA ET
XV.	REGIO BUCCALIS
	Short description:

	Muscles (m. masseter, m. buccinator, m. digastricus, m. stylohyoideus)
	Fascia (fascia parotidea, fascia masseterica)
	Parotid gland
	Blood vessels: a. carotis externa (a. temporalis superficialis) v.
	retromandibularis, v. temporalis superficialis
	Nerves and ganglia: n. auriculotemporalis, n. facialis with branches, n.
	tympanicus, ganglion oticum
	Lymph nodes of the region
	Clinical Anatomy: Bell's palsy
	Literature: required and additional
	Title: UNIT 16: EPICRANIUM ET REGIO TEMPORALIS
	Short description:
	Epicranius (m. epicranius, m. temporalis, fascia temporalis, layers of
	the head, blood vessels and nerves of the head, head lymph nodes)
	Ear (external - ear, external auditory canal and eardrum, middle - walls,
XVI.	auditory ossicles, auditory tube; internal - bone and membrane
	labyrinth with parts, blood vessels and nerves of the ear)
	N. vestibulocochlearis
	Clinical anatomy: otitis media
	injury n. facialis
	Literature: required and additional
	Title: UNIT 17: REGIO ORBITALIS
	Short description:
	Orbit (bone element of the orbit and communication with the
	surrounding areas of the head)
	Eyeball (outer eyelid - sclera and cornea, middle eye layer - choroid,
	ciliar body and iris, inner eyelid - retina with optic nerve,
	optic apparatus of the eye – humor aqueosus, lens, vitreous)
	Motor apparatus of the eye
VVII	Blood vessels of the eye (a. and v. ophthalmica)
AVII.	Nerves and ganglia (n. opticus, n. oculomotorius, n. trochlearis, n.
	abducens, n. trigeminus, n. ophthalmicus with branches, ciliary
	ganglion, sympathetic plexus with a. ophthalmica)
	Protective and lacrimal apparatus of the eye (eyelid structure, m.
	orbicularis oculi, m. levator palpebrae sup., secretory and
	drainage lacrimal system)
	Clinical anatomy: paralytic strabismus
	miosis, mydriasis
	Literature: required and additional
	Title: UNIT 18: REGIO NASALIS, FOSSA
	INFRATEMPORALIS ET PTERYGOPALATINA
	Short description:
	Face (mimic muscles, motor and sensory innervation of the face, a. et
	v. facialis, venous communication, facial system and cavernous sinus)
	Fossa infratemporalis et pterygopalatina (bone confinement and
XVIII.	communication with surrounding areas of the head, ganglion
	pterygopalatinum, a. maxillaris, pterygoid venous plexus with
	communications)
	Temporomandibular joint
	Chewing muscles and chewing

	Nose (outer nose, nasal cavity, olfactory mucosa, a. et v. sphenopalatina, n. ophalctorius, n. maxillaris with branches) Paranasal sinuses (accommodation, openings of paranasal sinuses, vascularization and innervation) Clinical anatomy: neuralgia of trigeminal nerve epistaxis (locus Kisselbachi) sinusitis
	Literature: required and additional
VIV	Title: UNIT 19: REGIO ORALIS ET MENTALIS. TRIGONUM
ΑΙΑ.	SUBMANDIBULARE
	Short description:
	Suprahyoid muscles and platysma
	Oral cavity (lips, cheeks, gums and teeth, vestibule of the oral cavity,
	oral cavity in the narrow sense,
	tongue, a. et v. lingualis, ganglion submandibulare et sublinguale, n.
	mandibularis with branches,
	chorda tympani, hard and soft palate)
	Submandibular triangle (borders, submandibular and sublingual
	glands, n. mylohyoideus, submandibular lymph nodes)
	Clinical anatomy: tonsillectomy
	salivary gland stones
	Literature: required and additional
XX.	Title: UNIT 20: TRIGONUM CAROTICUM
	Short description:
	Muscles: m. sternocleidomastoideus and m. omohyoideus
	Cervical fascia
	Boundary of the carotic trigonum and lingual triangles
	Blood vessels: a. carotis communis, a. carotis externa et interna with
	branches, v. jugularis interna et externa,
	Nerves: n. glossopharyngeus, n. vagus, n. accessorius, n. hypoglossus,
	ansa n. hypoglossi,
	truncus sympathicus (general and cervical part)
	Pharynx
	Parapharyngeal space and communications with surrounding spaces
	Clinical anatomy: torticollis
	adenoidectomy
	Horner's syndrome
	palpation a. carotis communis
	Literature: required and additional
	IIIIE: UNII 21: IRIGONUM MUSCULARE EI FOSSA
	JUGULARIS
	Short description:
	Infrahyoid muscles and neck fascia
VVI	I hyroid and parathyroid glands
ллі.	Larynx
	I factica Diood vogoala, trumova brachio combaliana, vorga brachio combaliana
	biood vessels: truncus brachiocephancus, venae brachiocephancae, v.
	Juguians amerior
	I ymph of the head and neek

	Clinical anatomy: tracheotomy, conicotomy
	paresis of the vocal cords
	Literature: required and additional
	Title: UNIT 22: REGIO CERVICALIS LATERALIS
	Short description:
	Muscles: m. trapezius, mm. scaleni, m. splenius capitis, m. levator
	scapulae
	Fossa supraclavicularis major et minor
VVII	Scalene apertures (borders, contents)
ΑΛΠ.	Blood vessels: a. et v. subclavia with branches, venous angle
	Nerves: n. phrenicus, plexus cervicalis, plexus brachialis (generally and
	also branches of fasciculus)
	Clinical anatomy: upper thoracic orifice syndrome
	Erb and Klumpke's paralysis
	Literature: required and additional
	Title: UNIT 23: REGIO PECTORALIS ET FOSSA AXILLARIS
	Short description:
	Muscles: pectoralis major, serratus anterior, latisimus dorsi, teres
	major, subscapularis, triceps brachii, subclavius, deltoideus
	Clavipectorial triangle, axillary concavity, axillary openings (borders)
******	Blood vessels: a. et v. axillaris with branches, v. cephalica
XXIII.	Plexus brachialis (n. dorsalis scapulae, n. thoracicus longus, n.
	suprascapularis, n. axillaris, n. thoracodorsalis, n. subscapularis)
	Lymph region
	Breast
	Clinical anatomy: lymphatic metastasis of breast cancer
	Literature: required and additional
	Title: UNIT 24: TOPOGRAPHIC ANATOMY OF THE ARM
	Short description:
	Shoulder muscles (m. supraspinatus, m. infraspinatus, m.
	subscapularis, m. teres major et minor, m. deltoideus)
	Muscles that connect the trunk to the shoulder girdle (m. trapezius, m.
	latissimus dorsi)
	Chest muscles that move the upper limb (m. serratus anterior, m.
	pectoralis major, pectoralis minor)
XXIV.	Arm muscles (m. biceps brachii, m. coracobrachialis, m. brachialis, m.
	triceps brachii)
	Arm fascia
	Grooves and canals of the arm and elbow region
	Blood vessels: a. et v. brachialis, a. cubitalis
	Nerves: n. musculocutaneus, n. radialis, sensory innervation of the arm
	Lymph of the hand
	Clinical anatomy: tendon rupture of m. bicipitis brachii
	palpation of the a. brachialis
	venipuncture
	Literature: required and additional
	Title: UNIT 25: TOPOGRAPHIC ANATOMY OF THE
VVU	
ΛΛΥ.	FOREARMS AND HANDS

	Forearm muscles
	The hand muscles according to groups
	Forearm fascia, retinaculum flexorum
	Forearm grooves and canals, carpal tunnels, Guyon's canal
	Blood vessels: a. et v. radialis, a. et v. ulnaris, arcus palmaris
	superficialis et profundus, superficial veins of the hands
	Nerves: n. medianus, n. ulnaris, sensitive innervation of the forearm
	and hand
	Clinical anatomy: tennis elbow
	palpation and puncture a. radialis
	preacher's hand, monkey's fist, claw-like fist
	carpal tunnel syndrome
	Literature: required and additional
	Title: UNIT 26: TOPOGRAPHIC ANATOMY OF THE
	THORAX
	Short description:
	Thoracic wall muscles (mm. intercostales, mm. subcostales, m.
	transversus thoracis, mm. levatores costarum)
	Intercostal spaces
	Diaphragm
	Breathing mechanics
	Blood vessels: aa. et vy. intercostales
	Nerves: nn. intercostales. n. phrenicus
	Orientation lines on the chest wall
	Thoracic organs and spaces
	Trachea and principal bronchi
	Lungs (accommodation, lobes, hilus, functional and nutritional blood
	flow. lymph)
	Pleura (borders, pleural sinuses)
1/1/1/	Mediastinum
AAVI.	Esophagus
	Thymus
	Thoracic lymphatic system
	Blood vessels: aorta, branches of the aortic arch, thoracic aorta and
	branches, truncus
	Pulmonalis, superior vena cava, brachiocephalic vein, azygos vein,
	hemiazygos vein
	Nerves: n. vagus, n. phrenicus, truncus sympathicus, n. splanchnicus
	major et minor)
	Projections of thoracic cavity organs
	Clinical anatomy: chest wall malformations
	pleural effusion and puncture
	intercostal nerve block
	lung tip tumor (symptoms)
	phrenic paresis
	physiological narrowing of the esophagus
	Literature: required and additional
XXVII.	Title: UNIT 27: FRONT ABDOMINAL WALL AND INGUINAL
	CANAL
	Short description:

	Abdominal wall muscles: rectus abdominis, obliquus externus
	abdominis obliquus internus abdominis transversus abdominis
	nvramidalis
	Abdominal mussla fassia fassia transvarsalia flat abdominal mussla
	Aduominar muscle rascia, rascia transversans, nat aduominar muscle
	sneath (layers, contents),
	white line, lig. inguinale
	Weak points of the anterior abdominal wall
	Blood vessels, nerves and lymph of the anterior abdominal wall
	Orientation lines on the anterior abdominal wall, division into
	quadrants, projections of organs on the anterior abdominal wall
	Regio umbilicalis, folds of the peritoneum of the anterior abdominal
	wall
	Inguinal region
	Canalis inquinalis: walls superficial and deep ring contents spermatic
	bundle
	differences between man and woman, testicular lowering
	Clinical anatomy: inguinal hernias (difference between direct and
	indirect hernias)
	abdominal incisions
	Literature: required and additional
	Title: UNIT 28: PERITONEUM ET MESENTERIUM
	Short description: Development and position of peritoneum and
	mesenterv
	Recesses fossae and folds of the abdomen
XXVIII.	Division of the abdominal and peritoneal cavity
	Relationships of the peritoneum and abdominal organs
	Clinical anatomy: an approach to the bursa omentalis
	Literatures required and additional
	Enterature: required and additional
	ABDOMINAL CAVITY
	Short description:
	Short description.
	Duodenum
	Spieen
	Pancreas
	Liver and bile ducts, gallbladder
	Jejunum and ileum
	Cecum and appendix
VVIV	Large intestine (ascending, transverse, descending, sigmoid, rectum,
XXIX.	anal canal)
	Differences in the structure between the jelunum and ileum and
	between the small and large intestine
	Blood vessels: abdominal aorta with branches, inferior vena cava.
	portal circulatory system and its connection to other systems, the cavo-
	caval shunt
	Nerves: plexus coeliacus splanchnic perves pars abdominalis
	systematic sympathici
	Abdominal lymph
	Autominiar lymph
	Clinical anatomy: diaphragmatic hernia
	gallstones (transmitted pain) and obstructive jaundice (differential)

	diagnosis)
	percutaneous liver biopsy
	transmitted pain in appendicitis
	Meckel's diverticulum
	hemorrhoids
	Literature: required and additional
	Title: UNIT 30: TOPOGRAPHIC ANATOMY OF THE BACK
	Short description:
XXX.	Associated back muscles (m. trapezius, m. levator scapulae, m.
	rhomboideus majior et minor, m. serratus posterior superior et inferior)
	Original back muscles: (lateral group and medial group)
	Muscles of the neck: m. longus capitis, m. longus colli, mm.
	suboccipitales
	Back and neck fascia
	Superficial anatomy of the back
	Vascularization and innervation of the back (branches of cerebral
	nerves)
	Clinical anatomy: lumbar puncture
	Literature: required and additional
	Title: UNIT 31: TOPOGRAPHIC ANATOMY OF THE
	RETROPERITONEUM
	Short description:
	Muscles: quadratus lumborum iliopsoas, psoas minor
	Blood vessels: aa lumbales vy lumbales v lumbalis ascendens
	Nerves: n subcostalis plexus lumbalis (anterior branches of spinal
XXXI.	nerves L1 L2 L3 L4)
	Kidneys
	Adrenal glands
	Urinary tract
	Clinical anatomy: kidney stones (transmitted pain, narrowing of the
	urethra)
	Literature: required and additional
	Title: UNIT 32: TOPOGRAPHIC ANATOMY OF THE FEMALE
	LESSER PELVIS
XXXII.	Short description:
	Pelvic floor muscles (diaphragma pelvis et urogenitale)
	Trigonum urogenitale, fascia and spaces surrounding the anal canal
	Bladder
	Female urethra
	Female genital organs: ovary, fallopian tube, uterus, vagina, external
	genitalia
	Blood vessels: a. et v. iliaca comunis, a. et v. iliaca interna with
	branches, a. et v. iliaca externa,
	a. et v. testicularis s. ovarica
	Nerves: plexus pudendus, pars pelvina et sacralis systematis
	parasympatici
	Peritoneal female invaginations
	Clinical anatomy: suprapubic puncture and catheterization of the
	bladder
	vaginal examination

	episiotomy
	pudendal block
	Literature: required and additional
	Title: UNIT 33: TOPOGRAPHIC ANATOMY OF THE MALE
XXXIII.	LESSER PELVIS
	Short description:
	Male urethra
	Male genital organs: testis enididymis vas deferens seminal vesicles
	prostate gland bulbourethral glands external genitalia
	Peritoneal cavities in men
	Clinical anatomy: digitorectal examination (structures available for
	nalpation)
	testicular torsion variancele of the testis
	vesestomy (access point lighture structure segment)
	Literatures required and additional
	Literature: required and additional
	Intie: UNIT 34: TOPOGRAPHIC ANATOMY OF THE THIGH
	Short description:
	Posterior pelvic muscles (gluteal muscles and rotators in the hip joint)
	Muscles (anterior, medial and posterior group) and thigh fascia
	Foramen suprapiriforme et infrapiriforme
	Gluteal region
	Foramen ischiadicum majus et minus
XXXIV	Fossa ischiorectalis
	Regions of thigh (femoral trigonum, femoral canal, adductor canal)
	Blood vessels: a. et v. femoralis with branches
	Nerves: n. femoralis, n. obturator, n. ischiadicus
	Sensory innervation of the thigh
	Clinical anatomy: puncture of the a. and v. femoralis
	femoral hernia (differentiation of swellings in the femoral triangle)
	intramuscular injections in gluteal region
	Literature: required and additional
	Title: UNIT 35: TOPOGRAPHIC ANATOMY OF THE LEG
	AND FOOT
	Short description:
	Leg muscles (anterior, lateral and posterior group)
	Foot muscles in groups
	Fossa poplitea
	Anterior and posterior leg region
	Pes - canalis tarsalis, dorsum et planta
<b>1/1/1/1</b> /	Blood vessels: a. et. v. poplitea, a. tibialis anterior, a. tibialis posterior.
XXXV.	a. dorsalis pedis, deep and superficial venous system of the leg)
	Nerves: n. fibularis, n. tibialis, n. plantaris med. et lat.
	Sensory innervation of the leg and foot
	Lymph of the leg and foot
	Clinical anatomy: Achilles tendon rupture
	pes planus, halux valgus
	varicose veins and venous thrombosis
	Stennage gait
	Literature: required and additional
	Enterature, required and additional