



UNIVERSIDADE DE LISBOA
Faculdade de Medicina Veterinária

Descriptive Anatomy

Curricular Year: 1st

Duration: 1st Semester

Credits: 10 ECTS

Teachers: Graça Maria Alexandre Pires (CCP and R); Fernando da Costa Ferreira; Ilda Rosa; João Martins Afonso; Luís Mendes Jorge; Maria João Fradinho.

Contact Hours: 125H Total.

56H Lectures; 68H Practical and laboratory teaching; 1H Tutorial orientation.

Learning objectives:

The design of a curricular content by objectives is based on the acquisition of knowledge and fulfillment of specific tasks, for which the trainee becomes qualified at the end of the training period. The focus of the Descriptive Anatomy course is based on an early connection of anatomical principles with clinical and other contents, such as health inspection, pathology, physiotherapy, or animal breeding, among other fields of knowledge. In this line of purposes, the Descriptive Anatomy Curricular Unit aims to prepare the trainee in the understanding of the existence of diversified anatomical patterns that translate different physical aptitudes into different animals. Overall, this course focuses on learning about the apparatus and systems of the animal body and its inherent functionality.

Program contents:

Anatomical Symmetry, Anatomical Laws and Principles. Notions of osteogenesis, bone classification and articular and non-articular bone accidents, axial skeleton with head and appendicular, in mammals, birds and fish. Typology of joints. Myologic structures responsible for locomotion and movement; classification of muscles, muscle adnexa, fascia, tendons, aponeurosis, muscle groups and their function. Morphology and general splanchnology in birds and fishes. Circulatory system, heart, lymphatic system, lymph and lymphatic organs, larger lymphatic vessels, lymph nodes, lymphatic centers. Endocrine system. Digestive, respiratory, urinary, genital systems. Skin and its appendages and modifications. Sense organs-part I- skin, olfactory, labyrinthic, auditory, gustatory. Seeking to relate structure to function, it is intended that trainees understand and be able to mentally and progressively carry out the three-dimensional construction of the body. Outer anatomy in domestic animals.

Bibliography:

Dyce, K.M., Sack, W.O., Wensing, C.J.G. (1987). Textbook on Veterinary Anatomy. Ed: Guanabara. 5th edition, 2019

König, H. E. Anatomy of Domestic Animals

Text and Color Atlas (7th Edition), Ed: Artmed Editora, ISBN 9786558820222

Sisson and Grossman (1975). Anatomy of Domestic Animals - Vol I, 5th edition, Getty Ed. Interamerica.

Sisson and Grossman (1975). Anatomy of Domestic Animals - Vol II, 5th edition, Getty Ed. Interamerica.



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Afonso J, Ferreira F, Mendes-Jorge L, Alexandre-Pires G, 2010*. Guide to Veterinary Osteology*
All authors have contributed equally to this document. ppa- FMV- UTL

Afonso, J, Ferreira, F, Mendes-Jorge, L, Alexandre-Pires, G*_ ppa- FMV, 2012 - Apparatus and systems in domestic animals. * All authors have contributed equally to this document. ppa-FMV- UTL

Afonso J, Ferreira F, Mendes-Jorge L, Marques P & Alexandre-Pires G*, 2015. Lessons in Anatomical Propaedeutic.

* All authors have contributed equally to this document. ppa- FMV- UTL

Assessment:

Assessment of the theoretical component of learning:

The assessment of the theoretical component will be accomplished through a written examination including short answer / closed ended questions, multiple-choice questions (MCQ), true and false, missing words / incomplete sentences and constructed-response questions (CRQs) or open-ended questions.

Works over various anatomical concepts will be carried on, without manipulation of animals or organs.

Assessment of the practical component of learning:

Can occur according to distinct aspects agreed at the beginning of learning process, namely:

- a) Preparation of individual/group reports on the focus subjects of learning.
- b) In a final written exam in which students identify particularized anatomical structures, its inherent function, location and relations in a loco-regional and systemic context.
- c) Identification of anatomical structures by dissection or in dissected specimens.

The assessment of students is also an important tool that allows translating the effectiveness of the teaching-learning methodologies used, allowing the appropriate adjustments to be made in the teaching methodologies and assessment of knowledge and skills.

The final classification is obtained using the formula.

$CF = 0.5T (0.8 \text{ exam} + \text{Group work}^*) + 0.5P (0.2R + 0.8 \text{ SE})$ or $0.5P (0.5EFE + 0.5SE)$

Without group work in the theoretical component, then $CF = 0.5T + 0.5P (0.2R + 0.8 \text{ EP})$ or $0.5P (0.5EE + 0.5EP)$

CF= Final classification; T= theoretic evaluation; P= practical evaluation; R=reports; EE=written exam; EP=practical exam