



## Information about the subject

**Degree:** Bachelor of Sciences of Physical Activity and Sport

**Faculty:** Faculty of Physical Activity and Sport Sciences

**Code:** 281101 **Name:** Human Anatomy

**Credits:** 9,00 **ECTS** **Year:** 1 **Semester:** 1/2

**Module:** 1) Basic Training Module

**Subject Matter:** Biological and Mechanical Foundations of Human Motor Skills **Type:** Basic

Formation

**Field of knowledge:** Health Sciences

**Department:** Basic Sciences and Cross-disciplinary Subjects

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### 1) Basic Training Module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Biological and Mechanical Foundations of Human Motor Skills	36,00	Biochemistry and Human Physiology	9,00	1/2
		Biomechanics of Physical Activity	6,00	2/1
		Human Anatomy	9,00	1/2
		Kinesiology	6,00	2/1
		Physiology of Exercise	6,00	2/1
Behavioral and social foundations of human motor skills.	24,00	History and Sociology of Physical Activity and Sport	6,00	1/2
		Sport Psychology	6,00	1/2
		Statistics and Data Processing	6,00	2/2
		Technology Applied to Physical Activity and Sport	6,00	1/1



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Identify and distinguish the different components of the musculoskeletal system and other body systems involved in physical exercise.
- R2 Critically contrast resources and information sources (in both Spanish and English) that allow understanding of the composition of the human body and its movements.
- R3 Identify the correct structure of body components that enable a healthy state.



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3	50,00%	Written and/or practical tests.
R1, R2, R3	20,00%	Individual or Group Work / Project.
R1, R2, R3	30,00%	Exercises and Practices in the Classroom.

### Observations

- The student may keep the assessment instruments passed during the 3 years following the first enrolment.
- The subject may be subject to eliminatory mid-term exams. These will consist of 50 multiple-choice questions, with four answer options, only one of which is true.
- If the student does not take the midterm or fails both midterms, he/she will have an exam of 70 multiple-choice questions, with four answer options, only one of which is true.
- It is necessary to obtain 45% in all the instruments to pass the subject. The resulting mark for all the instruments must be equal to or higher than 50%. If this criterion is not met, the student will be graded with a maximum of 4.5 in this exam session.
- Attendance at 80% of the sessions is compulsory in order to be able to present the group work.
- This subject is NOT eligible for single assessment according to article 10.3 of the GENERAL RULES FOR ASSESSMENT AND GRADING OF OFFICIAL COURSES AND UCV's OWN DEGREES.

The detailed explanation (procedure of the tasks) as well as the evaluation instruments (cards or rubrics) of each section will be published on the platform of each group at the student's disposal.



## Use of Artificial Intelligence Tools in the CAFD Degree Program

Use of Artificial Intelligence tools in the CAFD degree program In the Bachelor's Degree in Physical Activity and Sports Sciences (CAFD), the use of Artificial Intelligence (AI) tools is permitted in a complementary and responsible manner, as long as it contributes to active learning, the development of critical thinking, and the improvement of students' professional skills. Under no circumstances should AI replace personal effort, direct practice, or independent reflection, which are fundamental pillars of this degree program.

### Permitted Uses of AI:

- Obtaining alternative explanations of theoretical or methodological concepts.
- Generating outlines, concept maps, or summaries to support study.
- Simulating interviews, questionnaires, or training sessions as part of methodological or research practices.
- Receiving feedback on report writing, provided that the original content is the student's own.
- Supporting the search for bibliography or scientific references, always contrasting with reliable and real academic sources, and respecting the CAFD regulations for the presentation of university work.

### Prohibited Uses of AI:

- Writing complete sections of academic papers, classroom exercises and practices, internship reports, journals, or portfolios, as well as the Final Degree Project.
- Formulating hypotheses, objectives, or conclusions for academic work.
- Replacing qualitative or quantitative data analysis with automated tools without human validation.
- Creating videos, presentations, or avatars with AI as a substitute for the student's oral or practical presentation.
- Obtaining automatic answers to tests, rubrics, or assessable activities through the use of AI.

### Citation and Attribution Guidelines:

- Any use of AI tools must be explicitly acknowledged in the submitted document (e.g., in a footnote or appendix).
- The name of the tool, the purpose of use (e.g., grammatical review, organization of ideas, interview simulation), and where it was used in the work must be indicated.
- Responsible use of AI will be evaluated within the framework of originality, academic honesty, and digital competence.

### Additional recommendations:

Students are encouraged to combine the use of AI with traditional methods (manual problem solving, practical session design, direct observation, etc.) to ensure the comprehensive development of their skills.



If there are any doubts about the permitted use of AI in a specific activity, students should consult the faculty responsible for the course.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Attendance at practices.
- M2 Resolution of problems and cases.
- M3 Discussion in small groups.
- M4 Practical laboratories.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.



### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M3, M5, M7	R1, R3	66,00	2,64
PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M6, M7	R1, R2, R3	20,00	0,80
EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M2, M7	R1, R2, R3	4,00	0,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring. M2, M7	R1, R2, R3	20,00	0,80
SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces. M2	R1, R2, R3	115,00	4,60
<b>TOTAL</b>		<b>135,00</b>	<b>5,40</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1	Introduction to Human Anatomy: Basic Concepts
2	Composition of the human body: Levels of organisation
3	Anatomy of the nervous system
4	Anatomy of the circulatory and cardiovascular system
5	Anatomy of the lymphatic system
6	Anatomy of the respiratory system
7	Anatomy of the digestive system
8	Anatomy of the renal system
9	Anatomy of the sense organs
10	Anatomy of the locomotor system: Bones, joints and muscles



Temporary organization of learning:

Block of content	Number of sessions	Hours
1	2,00	4,00
2	3,00	6,00
3	2,00	4,00
4	4,00	8,00
5	2,00	4,00
6	2,00	4,00
7	2,00	4,00
8	2,00	4,00
9	1,00	2,00
10	25,00	50,00



## References

Calais-Germain, B. (2004). *Anatomía para el movimiento. Tomo I. Introducción al análisis de las técnicas posturales.* (2<sup>a</sup> ed.). La liebre de marzo

Calais-Germain, B. y Lamotte, A. (2011). *Anatomía para el movimiento. Tomo II. Bases de ejercicios.* (2<sup>a</sup> ed.). La liebre de marzo

Drake, R. (2020). *Gray. Anatomía para estudiantes.* Elsevier

Hall, S. y Stephens, J. (2020). *Lo esencial en Anatomía y Fisiología.* Elsevier Hansen, J.T. (2019). *Netter. Cuaderno de Anatomía para colorear.* Elsevier Netter, F.H. (2019). *Atlas de Anatomía Humana.* Elsevier

Norton, K. y Olds, T. (Eds.). (1996). *Antropometria.* Biosystem Servicio Educativo. <https://g-se.com/antropometria-bp-T57cfb26f7c870>

Tortora, G.J. y Derrickson, B. (2017). *Principios de Anatomía y Fisiología* (15<sup>a</sup> ed.). Editorial Médica Panamericana