DISCIPLINE SYLLABUS

1. PROGRAM DATA

1.1. Higher education institution	**University of Medicine and Pharmacy of Craiova**
1.2. Faculty	**Faculty of Dental Medicine**
1.3. Department	Department II
1.4. Field of study	Medicină dentară
1.5. Cycle of studies	Licență și master comasat
1.6. Study program	Medicină dentară (en)
1.7. Qualification awarded	Doctor medic stomatolog
1.8. Qualification level	Nivelul 7 CNC/ CEC(EQF)/ ISCED
1.9. Form of education	Full-time (on-site attendance)

2. DISCIPLINE INFORMATION

2.1. Name of the discipline				Anatomy and Embryology I – General and Regional Anatomy				
2.2. Course coordinator (lectures)				Associate Professor Dr. Andrei Osman				
2.3. Practical/laboratory coordinator(s)				Associate Professor Dr. Andrei Osman, Assistant professor Dr. Cristian Arsenie				
2.4. Year of Study	1	**2.5. Semester**	2	**2.6. Type of assessment**	CE (PA) SE (E/A)	**2.7. Discipline status**	**Category**	DF - disciplină fundamentală
							Status	DOB - obligatorie
2.8 Discipline code				MD1202				

3. TOTAL ESTIMATED WORKLOAD (HOURS / SEMESTER))

3.1.Weekly workload (hours)	Lecture hours (A) + Laboratory hours (B)	**3.2. Of which: Lecture**	2	**3.3. Laboratory**	3
3.4. Total hours according to the curriculum	2+3	**3.5. Of which: Lecture**	2x14 = 28	**3.6. Laboratory**	3x14 = 42
3.7. Additional academic activities (projects, research and guided academic activities, etc)					4
3.8. Examinations (assessment)					6
3.9. Total of academic hours					**80**
3.10. Hours attributed to individual study					
3.10.1 Study of textbooks, lecture notes, bibliography					30
3.10.2 Additional literature and electronic resources					10
3.10.3. Preparation for laboratories					10
3.10.4. Preparation of assignments / portfolios					4
3.10.5. Preparation for final examination					15
3.10.6. Other activities (consultations, student groups)					1
3.11. Total individual study hours					**70**
3.12. Total workload – hours per semester (total academic hours + hours attributed to individual study)					150
3.13. Number of credits (1 credit=30 hours)					5

4. PREREQUIREMENTS

4.1 Curriculum prerequisites	No prior university-level disciplines are required. Students are expected to possess basic knowledge of general biology and human biology, acquired during secondary education, including fundamental concepts related to: • cell and tissue organization • basic human body organization • major organ systems • elementary anatomical terminology and orientation concepts. This background provides the foundation for the study of general and regional human anatomy.
4.2 Competency prerequisites	Acquisition of the following basic knowledge and skills during secondary education: • Basic knowledge of biological and medical terminology acquired during secondary education • Basic spatial orientation and understanding of anatomical directions, planes and axes • Ability to recognize and interpret simple biological and anatomical diagrams • Basic understanding of the organization of the human body and major organ systems • Ability to use textbooks, atlases and other academic learning resources • Basic independent study and information-organizing skills • Ability to follow practical laboratory instructions and work systematically • Academic integrity and responsible use of educational resources

5. REQUIREMENTS

5.1. 1 for lecture activities	• Lectures are delivered in lecture halls (amphitheaters) equipped with multimedia projection. • Students must comply with university and faculty regulations, including academic integrity and professional conduct policies. • Punctuality is mandatory; late entry (more than 10 minutes) after the start of the lecture is not permitted. • Mobile phones must be switched off; recording (audio/video/photo) is not permitted without explicit approval from the lecturer. • Attendance is mandatory.
5.2. for practical/laboratory activities	• Practical sessions or laboratories are conducted in anatomy laboratories (dissection rooms) equipped with anatomical models, cadavers, dissection tools and imaging resources (monitors/TVs). The Anatomy Department is situated in Building A - lower ground floor. • Attendance is mandatory; students participate in assigned groups according to the official timetable. Late entry (more than 15 minutes) is not permitted and will be marked as absence. • Appropriate laboratory attire is required (white laboratory coats with long sleeves, protection gloves depending on the assignment); safety and hygiene rules must be observed and obeyed. Attending practical activities without a laboratory coat is not permitted and will be marked as absence. • Mobile phone use is not permitted; photography/recording of anatomical materials is prohibited without authorization. • Students must demonstrate respectful, professional behavior throughout laboratory activities. • Dissection, manipulation of dissection tools and manipulation of cadavers will only be carried out under the observance of a lecturer or laboratory attendant.

6. COMPETENCES

By completing this discipline, the student will develop the following professional and transversal competences, in accordance with the list of competences established by the National Qualifications Framework / European

Qualifications Framework (NQF/EQF), harmonized with the European ESCO framework and the ARACIS 2025 standards.	
6.1. Professional competences	C1. Identify and describe anatomical structures of the trunk and limbs relevant to the lecture and laboratory topics, using standard anatomical terminology. C2. Describe anatomical position, planes, axes, directional terms and regional relationships as applied to the trunk and limbs. C3. Correlate major anatomical structures with their basic functions, including posture, movement, locomotion, respiration and protection of thoracic, abdominal and pelvic organs. C4. Identify clinically relevant anatomical landmarks of the trunk and limbs, including osteological, muscular, vascular, nervous and surface landmarks. C5. Describe the main anatomical relationships within the thoracic, abdominal, pelvic and limb regions, including basic topographical and neurovascular relationships. C6. Interpret anatomical representations using models, atlases, schematic illustrations, cadaveric preparations and selected introductory imaging examples. C7. Acquire basic practical skills in anatomical dissection, including appropriate handling of basic dissection instruments and identification of anatomical structures in cadaveric material. C8. Acquire basic knowledge of the anatomical basis of medical imaging, including the orientation and recognition of major structures on selected radiographic, CT and MRI examples. C9. Apply foundational knowledge of general and regional anatomy to support subsequent study of head and neck anatomy, preclinical subjects and later clinical dental disciplines.
6.2. Transversal competences	CT1. Communicate anatomical information accurately in oral and written form. CT2. Work effectively in a team during laboratory activities, respecting academic rules. CT3. Demonstrate ethical behavior, academic integrity, and professional conduct. CT4. Engage in independent learning and self-directed study. CT5. Use constructive feedback to improve learning outcomes. CT6. Awareness of the need for lifelong learning; effective use of learning resources and techniques for personal and professional development. CT7. Effective use of information sources and communication resources for assisted professional training (Internet portals, specialized software applications, databases, online courses, etc.).

7. OBJECTIVES OF THE COURSE

7.1. General objective of the course:	To provide students with a solid anatomical foundation regarding the morphology, organization, and functional relationships of head and neck structures, especially those relevant to dentistry, as a prerequisite for subsequent preclinical and clinical training.
7.2. Specific objectives (SO):	SO1. Use standardized anatomical terminology to describe the structures and regions of the trunk and limbs. SO2. Identify the main osteological components of the vertebral column, thoracic cage, pectoral girdle, pelvic girdle, upper limb and lower limb, including major clinically relevant landmarks. SO3. Describe the organization, attachments and basic actions of the major muscle groups of the trunk and limbs. SO4. Understand the basic organization and functional relationships of the peripheral nervous system in the trunk and limbs, including major nerves and plexuses. SO5. Identify the main arterial, venous and lymphatic structures of the trunk and limbs and describe their main anatomical relationships. SO6. Recognize the anatomical basis of posture, locomotion, upper- and lower-limb movements and respiratory movements. SO7. Describe the basic regional and topographical anatomy of the thorax, abdomen, pelvis, upper limb and lower limb.

	SO8. Identify major surface anatomical landmarks and relate them to underlying osteological, muscular, vascular and nervous structures. SO9. Interpret basic anatomical representations, including atlases, models, schematic drawings, cadaveric preparations and selected medical imaging examples. SO10. Develop basic practical skills in anatomical dissection and the appropriate handling of standard dissection instruments. SO11. Integrate anatomical knowledge of the trunk and limbs as a foundation for subsequent study of head and neck anatomy and later preclinical and clinical dental disciplines.

8. LEARNING OUTCOMES

8.1. Knowledge (K)	The student identifies, defines, describes, and appropriately correlates the fundamental scientific concepts underlying human anatomy, with relevance to dental medicine, concerning the general organization of the healthy human body. These include the macroscopic organization of the human body, anatomical regions, musculoskeletal structures, major neurovascular elements, and the fundamental topographical and functional relationships of the trunk and limbs. Upon completion of the course Anatomy and Embryology I, the student will be able to: ● K1. Describe the general organization of the human body and the main anatomical regions of the trunk and limbs. ● K2. Describe the osteological, articular, and muscular structures of the vertebral column, thoracic cage, pectoral and pelvic girdles, upper limbs, and lower limbs. ● K3. Explain the main topographical and functional relationships between bones, joints, muscles, vessels, and nerves of the trunk and limbs. ● K4. Describe the organization and distribution of the main peripheral nerves, arterial vessels, veins, and lymphatic structures of the trunk and limbs. ● K5. Explain the anatomical basis of posture, locomotion, limb movements, and respiratory movements. ● K6. Use standard international anatomical nomenclature appropriately, including anatomical position, directional terms, planes, and axes. ● K7. Recognize major anatomical structures and relationships on anatomical models, cadaveric preparations, schematic representations, and selected basic imaging examples. ● K8. Correlate anatomical knowledge of the trunk and limbs with subsequent study of head and neck anatomy and later preclinical and clinical dental disciplines.
8.2. Skills (S)	The student demonstrates responsibility and autonomy in applying and appropriately using fundamental scientific approaches relevant to human anatomy, in order to understand, identify, and interpret the structural and topographical organization of the healthy human body. Upon completion of the course Anatomy and Embryology I, the student will demonstrate the ability to: · S1. Identify anatomical structures of the trunk and limbs on models, cadaveric preparations, atlases, schematic representations, and selected imaging examples. · S2. Recognize and describe spatial and topographical relationships between anatomical structures of the trunk and limbs. · S3. Apply anatomical position, planes, axes, directional terms, and standardized anatomical terminology when describing anatomical structures and relationships. · S4. Identify major bones, joints, muscle groups, and clinically relevant surface landmarks of the trunk and limbs. · S5. Recognize and describe major neurovascular structures, peripheral nerves, plexuses, and basic motor and sensory territories of the trunk and limbs. · S6. Correlate anatomical structures with basic functions, including posture, locomotion, limb movements, and respiratory movements. · S7. Interpret basic anatomical diagrams and selected radiological images in an educational context. · S8. Perform basic anatomical dissection procedures and appropriately handle standard dissection instruments under supervision. · S9. Apply acquired anatomical knowledge and practical skills as a foundation for subsequent study of head and neck anatomy and later preclinical and clinical dental disciplines.

8.3. Responsibility and autonomy (R&A)	The student demonstrates responsibility and autonomy in applying, analyzing, and appropriately adapting basic scientific methods relevant to human anatomy and embryology, in order to understand, interpret, and integrate fundamental concepts related to the structural organization of the human body. Upon completion of the course Anatomy and Embryology I, the student will demonstrate: ● R&A1. Take responsibility for independent learning and preparation. ● R&A2. Work responsibly within a student group during laboratory activities. ● R&A3. Demonstrate professional conduct, academic integrity, and respect for anatomical materials. ● R&A4. Recognize the importance of anatomy knowledge for lifelong learning and professional development.

9. CONTENTS AND ORGANIZATION OF TEACHING–LEARNING ACTIVITIES

9.1. Lecture	Allocated time (hours)	Teaching methods	Notes
1. Introduction to the Study of Anatomy – the role of anatomy and embryology in medical education; anatomical terminology, axes, and planes. Introduction to Osteology – general concepts.	2 hours /week	• Interactive lecture; • multimedia presentation; • use of anatomical atlases and osteological models (anatomical specimens, 3D-printed models, or plastinated preparations).	Emphasize spatial orientation and standard anatomical terminology; anticipate initial difficulties with three-dimensional visualization. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the subject topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures.
2. Developmental Anatomy: Stages of Development. Gametogenesis.	2 hours /week	• Interactive lecture; • multimedia presentation; use of anatomical atlases and osteological models (anatomical specimens, 3D-printed models, or plastinated preparations). • guided discussion	Emphasize spatial orientation and standard anatomical terminology. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students' understanding of the taught material.
3. Embryology: formation of the blastocyst, bilaminar embryonic disc, and trilaminar embryonic disc.	2 hours /week	• Systematic lecture; • explanatory diagrams; • didactic animations.	Abstract content; use frequent summaries and structured recaps to consolidate key concepts. Make use of atlas images. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the subject topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical and embryological structures.
4. Embryology: formation of the embryo and development of the organ primordia; fetal	2 hours /week	• Systematic lecture; • explanatory diagrams; • didactic animations.	Abstract content; use frequent summaries and structured recaps to consolidate key concepts. Make use of atlas images.

membranes and placenta.			Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the subject topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical and embryological structures.
5. Embryology: basic concepts regarding the development of the skeletal, articular, and muscular systems. Introduction to Myology: muscle structure, classification criteria, and muscle classification.	2 hours /week	• Interactive lecture; • multimedia presentation; • use of anatomical atlases and osteological models (anatomical specimens, 3D-printed models, or plastinated preparations). • demonstration on models and radiologic images.	Emphasize spatial orientation and standard anatomical terminology. Content-dense session; require clear structure and explicit separation of key concepts; extensive atlas-based multi-plane imagery is recommended. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students' understanding of the taught material.
6. Muscles of the Thorax and Abdomen; Abdominal Aponeuroses and the Rectus Sheath. Inguinal Canal. Vascular Supply of the Trunk.	2 hours /week	• Systematic lecture; • Functional diagrams; • clinical correlations.	Emphasize spatial orientation and standard anatomical terminology. Focus on functional organization and pathways rather than excessive memorization of detailed nomenclature. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students' understanding of the taught material.
7. The Axilla. Vascular and Lymphatic Networks of the Axillary Region.	2 hours /week	• Interactive lecture; • Functional diagrams; • use of anatomical atlases and images. • demonstration on models and radiologic images • guided discussion • clinical correlations.	Emphasize spatial orientation and standard anatomical terminology. Core topic for dentistry; emphasize course, branches, and function (sensory/motor/parasympathetic components). Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students'

			understanding of the taught material.
8. Sensory and Motor Innervation Territories of the Trunk and Upper Limbs. Brachial Plexus.	2 hours /week	• Interactive lecture; • Multimedia presentation; • use of anatomical atlases and images. • guided discusión • clinical correlations.	Emphasize spatial orientation and standard anatomical terminology. High clinical relevance; use dental examples; serves as a transition toward applied/clinical-style teaching. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students' understanding of the taught material.
9. Sensory and Motor Innervation Territories of the Lower Limbs. Lumbar and Sacral Plexuses.	2 hours /week	• systematic lecture; • Functional diagrams; • use of anatomical atlases and images. • guided discussion	Emphasize spatial orientation and standard anatomical terminology. High memorization load due to terminology; use synthesis charts, comparative tables, and repeated landmarking. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students' understanding of the taught material.
10. Introduction to the Study of Joints: classification criteria, structure, and types of joint movement. Joints of the Skull and Cranial Sutures. Craniovertebral Joints and Joints of the Vertebral Column. Movements of the Head and Trunk.	2 hours /week	• systematic lecture; • Functional diagrams; • use of anatomical atlases and images. • guided discussion	Emphasize spatial orientation and standard anatomical terminology. Emphasize function and biomechanics; strong clinical linkage to TMJ dysfunction—case-based teaching is recommended. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students' understanding of the taught material.
11. Abdominopelvic Viscera. Digestive System: basic embryology and	2 hours /week	• Interactive lecture; • Functional diagrams; • use of anatomical atlases and images.	Emphasize spatial orientation and standard anatomical terminology. Highlight anatomical relationships and sinus drainage pathways;

functional and clinical anatomy of the gastrointestinal tract.		• demonstration on models and radiologic images • guided discussion • clinical correlations.	functional anatomy is typically easier to grasp than fine structural detail—use diagrams and CT planes. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students' understanding of the taught material.
12. Abdominal Cavity: subdivisions and organization. Peritoneal Cavity and Peritoneum. Retroperitoneal Space. Vascular Supply of the Abdominal Viscera.	2 hours /week	• Systematic lecture; • Functional diagrams; • use of anatomical atlases and images. • demonstration on models and radiologic images • clinical correlations.	Emphasize spatial orientation and standard anatomical terminology. Essential for clinical orientation; teach through surface landmarks, layered anatomy, and scenarios relevant to dental procedures. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students' understanding of the taught material.
13. Respiratory System: basic embryology and functional anatomy of the lungs. Pleura. Larynx. Trachea. Mediastinum.	2 hours /week	• Systematic and interactive lecture; • Functional diagrams; • use of anatomical atlases and images. • demonstration on models and radiologic images • clinical correlations.	Emphasize spatial orientation and standard anatomical terminology. Serves as consolidation and exam preparation; use integrative clinical problems and structured revision of high-yield pathways. Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students' understanding of the taught material.
14. Development of the Cardiovascular System. Fetal Circulation. Functional Anatomy of the Heart. Pericardium. Great Vessels of the Thorax.	2 hours /week	• Systematic lecture; • use of anatomical atlases and images. • demonstration on radiologic images • clinical correlations.	Emphasize spatial orientation and standard anatomical terminology. High clinical impact; prioritize clear spatial explanations of fascial planes and infection pathways; use diagrams and clinical imaging examples.

			Formative assessment is conducted throughout the lecture through short evaluation activities adapted to the topic, such as 3-5 multiple-choice questions, identification and labeling of anatomical structures, and short structured questions, in order to verify students' understanding of the taught material.
Total	Total hours per semester = 28		

Mandatory Bibliography

1. Osman A. et al – General Anatomy and Embriology of the Trunk and Limbs, Editura Medicală Universitară Craiova, 2026 (in press)
2. Drake R.L., Vogl W., Mitchell A.W.M. – Gray's Anatomy for Students, Elsevier, 2020 or newer
3. Netter F.H. – Atlas of Human Anatomy, Elsevier, 2020 or newer

Optional Bibliography

1. Standring S. – Gray's Anatomy: The Anatomical Basis of Clinical Practice, Elsevier
2. Moore K.L., Dalley A.F., Agur A.M.R. – Clinically Oriented Anatomy, Lippincott Williams & Wilkins

9.2. PRACTICAL SESSIONS	Allocated time (hours)	Teaching methods and continuous assessment	Practical activities performed by students
1. Occupational Safety Rules in the Dissection Laboratory. Skeleton of the Trunk: vertebral column as a whole, typical vertebra, regional and special characteristics of vertebrae, sacrum, and coccyx. Pectoral Girdle: clavicle and scapula. Ribs. Sternum.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Direct observation and formative feedback	Students carry out an assisted identification and examination activity, working individually and in small teams, using osteological specimens, anatomical models, atlases, and structured observation tasks. Students identify the vertebrae, recognize typicl landmarks and norms, and apply correct anatomical terminology. Competences developed: C1, C2, C4, C5; CT2, CT5, CT6.
2. Skeleton of the Upper Limb. Bony Pelvis.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations - Guided explanation - Assisted learning through anatomical atlas - Direct observation and formative feedback	Students perform an assisted identification and descriptive analysis activity, working individually and in pairs, using skull specimens, anatomical models, atlases, and guided worksheets. Students identify upper limb bones, describe the anatomical elements of the bony pelvis, and correlate bony landmarks with function. Competences developed: C1, C3, C4, C5; CT1, CT2, CT5.
3. Skeleton of the Lower Limb. Introduction to Myology. Dissection of the Back Muscles.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations - Guided explanation	Students engage in an assisted examination and functional correlation activity, working in small teams, using bones, anatomical models, atlases, anatomical preparations (osteological specimens) and guided questioning. Students identify lower limb landmarks,

		- Learning assisted by anatomical atlas - Direct observation and formative feedback - Continuous assessment through oral questions	articular surfaces, and muscle attachment sites. Competences developed: C1, C3, C4, C8; CT2, CT5, CT6.
4. Dissection of the Muscles of the Nuchal Region. Dissection of the Anterolateral Thoracic Wall: pectoral muscles, serratus anterior, mammary gland, and intercostal space.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations - Guided explanation -Learning assisted by anatomical atlas - Direct observation and formative feedback - Continuous assessment through oral questions	Students carry out an assisted identification and spatial orientation activity, working individually and in teams, using skull base specimens, anatomical models, atlases, anatomical preparations (osteological specimens) and schematic diagrams. Competences developed: C1, C2, C4, C5; CT2, CT5, CT6.
5. Dissection of the Axilla: walls of the axilla, brachial plexus, axillary artery and its branches, axillary vein, and axillary lymph node groups. Anterior Compartment of the Arm: muscles, vessels, and nerves.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Assisted learning through anatomical atlas -Direct observation and formative feedback -Continuous assessment through oral questions -Assessment through practical identification	Students perform an assisted identification and relational analysis activity, working in teams, using osteological specimens, anatomical models, atlases, anatomical preparations (osteological specimens) and structured observation tasks. Competences developed: C1, C4, C5, C8; CT2, CT5, CT6.
6. Anterior Regions of the Forearm and Hand: muscles, vessels, and nerves. Scapular Region and Posterior Regions of the Arm, Forearm, and Hand: muscles, vessels, and nerves.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Assisted learning through anatomical atlas -Demonstration and analysis of radiology images (CT and/or MRI) -Direct observation and formative feedback -Continuous assessment through oral questions	Students engage in an individual and assisted examination activity, using anatomical models, atlases, anatomical preparations (osteological specimens) and radiological images (CT/MRI). Students identify nasal and sinus structures and correlate anatomy with drainage and ventilation pathways. Competences developed: C1, C3, C5, C7; CT3, CT5, CT6.

		-Assessment through practical identification	
7. Dissection of the Anterolateral Abdominal Wall. Inguinal Canal. Anterior Regions of the Thigh and Leg and Dorsum of the Foot: muscles, vessels, and nerves. Midterm evaluation.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Assisted learning through anatomical atlas -Demonstration and analysis of radiology images (CT and/or MRI) -Direct observation and formative feedback -Continuous assessment through oral questions -Assessment through practical identification	Students carry out an assisted identification and interpretation activity, working in teams, using models, atlases, anatomical preparations and radiological images. Students recognize spinal cord, meninges, and major central nervous system components. Competences developed: C1, C5, C7, C8; CT2, CT5, CT6.
8. Gluteal Region, Posterior Compartment of the Thigh, and Popliteal Region: muscles, vessels, and nerves. Posterior Region of the Leg and Sole of the Foot: muscles, vessels, and nerves.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Assisted learning through anatomical atlas -Demonstration and analysis of radiology images (CT and/or MRI) -Direct observation and formative feedback -Continuous assessment through oral questions -Assessment through practical identification	Students perform an assisted examination and localization activity, working individually and in pairs, using brain models, atlases, anatomical preparations and imaging examples. Students identify brainstem structures and the apparent origin of cranial nerves. Competences developed: C1, C4, C5, C7; CT2, CT5, CT6.
9. The Trunk as a Whole: boundaries, surface orientation lines, and anatomical landmarks. Walls of the trunk. Regional subdivisions. Abdominal Cavity: subdivisions. Peritoneum: description, reflections and continuity, and peritoneal formations.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Assisted learning through anatomical atlas -Demonstration and analysis of radiology images (CT and/or MRI)	Students engage in an assisted identification and spatial interpretation activity, working in teams, using models, atlases, anatomical preparations and imaging-based schematics. Students identify hemispheres, ventricular system, and basal nuclei. Competences developed: C1, C5, C7, C8; CT2, CT5, CT6.

		-Direct observation and formative feedback -Continuous assessment through oral questions -Assessment through practical identification	
10. Peritoneal Cavity – Supramesocolic Compartment: contents, including the stomach, spleen, and liver. Omental Bursa. Peritoneal Cavity – Inframesocolic Compartment.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Assisted learning through anatomical atlas -Direct observation and formative feedback -Continuous assessment through oral questions -Assessment through practical identification	Students perform an assisted identification and examination activity, working individually and in teams, using anatomical models, atlases, anatomical preparations and vascular schemes. Students identify meninges, arteries, veins, and venous sinuses. Competences developed: C1, C4, C5, C8; CT2, CT5, CT6.
11. Retroperitoneal Space: contents, including the kidneys and suprarenal glands. Ureters, pancreas, and lumbar plexus. Aorta and inferior vena cava.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Assisted learning through anatomical atlas -Demonstration and analysis of radiology images (CT and/or MRI) -Direct observation and formative feedback -Continuous assessment through oral questions -Assessment through practical identification	Students carry out an assisted identification and functional correlation activity, working in teams, using models, atlases, cadavers and imaging examples. Competences developed: C1, C3, C4, C8; CT2, CT5, CT6.
12. Male Subperitoneal Pelvic Space: contents, including the urinary bladder, rectum, prostate, and seminal vesicles. Female Subperitoneal Pelvic Space: contents, including the urinary bladder, rectum, uterus, and broad ligaments.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Assisted learning through anatomical atlas -Direct observation and formative feedback	Students engage in an assisted examination and localization activity, working individually and in teams, using models, cadavers, atlases, and schematic diagrams. Competences developed: C1, C4, C5, C8; CT2, CT5, CT6.

		-Continuous assessment through oral questions -Assessment through practical identification	
13. Thoracic Cavity: subdivisions. Pleuropulmonary Regions. Lungs: external morphology.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Assisted learning through anatomical atlas -Demonstration and analysis of radiology images (CT and/or MRI) -Direct observation and formative feedback -Continuous assessment through oral questions -Assessment through practical identification	Students perform an assisted identification and functional interpretation activity, working in teams, using models, atlases, cadavers and anatomical preparations and imaging examples. Competences developed: C1, C3, C4, C8; CT2, CT5, CT6.
14. Heart: external and internal morphology. Pericardium. Great Vessels at the Base of the Heart.	3 hours / week	-Practical demonstration on anatomical models / anatomical preparations -Guided explanation -Assisted learning through anatomical atlas -Demonstration and analysis of radiology images (CT and/or MRI) -Direct observation and formative feedback -Continuous assessment through oral questions -Assessment through practical identification	Students carry out an assisted examination and correlation activity, working in teams, using models, atlases, anatomical preparation and radiological images. Competences developed: C1, C3, C5, C7, C8; CT2, CT5, CT6.
Total	Total hours per semester = 42 hours		

Mandatory Bibliography

1. Osman A. et al – General Anatomy and Embriology of the Trunk and Limbs, Editura Medicală Universitară Craiova, 2026 (in press)
2. Drake R.L., Vogl W., Mitchell A.W.M. – Gray's Anatomy for Students, Elsevier, 2020 or newer
3. Netter F.H. – Atlas of Human Anatomy, Elsevier, 2020 or newer

Optional Bibliography

1.	Standring S. – Gray's Anatomy: The Anatomical Basis of Clinical Practice, Elsevier
2.	Moore K.L., Dalley A.F., Agur A.M.R. – Clinically Oriented Anatomy, Lippincott Williams & Wilkins

10. CORRELATION OF CONTENT, OBJECTIVES AND EXPECTED LEARNING OUTCOMES WITH STAKEHOLDER EXPECTATIONS

- The course content is correlated with the competences, objectives, and learning outcomes defined in Sections 6–8. Lectures primarily support knowledge acquisition, while practical sessions develop identification skills, spatial orientation, and applied anatomical reasoning in accordance with EQF Level 6 expectations. Students are also introduced to clinical oriented activities such as the handling or basic surgery tools and ability to recognize and interpret basic medical imagery regarding anatomical regions and orientation.

11. RECOVERY PROGRAMMES AND LEARNING MOTIVATION SUPPORT

11.1 Recovery programs					
Activity type	**Maximum number of absences that can be recovered**	**Location**	**Period**	**Responsible staff**	**Topics / content scheduling**
Absence recovery	Up to **3** practical sessions / semester (according to faculty regulations)	Anatomy laboratory	Last 2 weeks of each semester (designated recovery days)	Course teaching staff (responsible lecturer / practical instructors)	Recoveries cover the exact laboratory topic(s) missed; anatomical identification tasks and short practical quiz
Additional guidance	-	Anatomy laboratory	During the semester – (designated day)	Course teaching staff (responsible lecturer / practical instructors)	Upon student request
Support programme for underprepared students	Individualized, based on continuous assessment results	Anatomy laboratory / department assigned rooms	During the semester – (designated day)	Course teaching staff (responsible lecturer / practical instructors)	Targeted revision (key landmarks, terminology); guided self-study plan; the revision is carried out in accordance to assessment results.
11.2. Learning motivation support programs					
	Student scientific group / themes		**Location**	**Period**	**Responsible staff**
Student scientific group	Mini-projects: anatomical posters, short literature summaries, imaging-based anatomy cases		Anatomy Department	Monthly (or as announced)	Course teaching staff
Scientific projects					
Workshops					
Student Competitions					
Other activities					

*Additional clarification: Recoveries and motivation-support activities are provided to ensure equitable learning opportunities, including structured recovery sessions, targeted support for underprepared students, and voluntary student scientific group activities focused on applied head and neck anatomy. Additional guidance is available per student request. Underprepared students are selected by responsible staff during lectures and laboratories based on constant evaluation by teaching staff. A student scientific group can be organized by teaching staff upon student request. Scientific projects, Workshops, Student Competitions may be demanded by students or organized by student organizations from our university. Responsible teaching staff may organize workshops or other activities under the tutelage of local university-recognized student organizations.

12. ASSESSMENT

Activity type	**12.1. Assessment criteria**	**12.2. Targeted learning outcomes**	**12.3. Assessment methods**	**12.4. Weight in final grade**

12.5. Lectures	Accuracy and completeness of theoretical knowledge; correct terminology; ability to explain relationships and functions relevant to anatomy and embriology.	K1–K6; S1–S6 (foundation for applied learning)	Final written examination (S or MCQs and/or short structured questions), based on lecture content.	40%
12.6. Practical/Laboratory work	Correct identification of anatomical structures; spatial orientation; appropriate terminology.	S1–S6; R&A1–R&A4	Practical identification tasks and oral questioning) and/or practical station-based test.	50%
12.7. Semester activity	Attendance and engagement; completion of assigned tasks.	R&A1–R&A4; CT1–CT7	Recorded participation and formative feedback; short quizzes where applicable.	10%
12.8. Minimal standard	The minimum performance standard for obtaining a passing grade (minimum grade 5) requires the student to demonstrate a satisfactory level of the competences defined in the learning outcomes, by achieving at least 50% of the total score assigned to the assessed activities in lectures, practical/laboratory work, and semester activity. To obtain the minimum passing grade, the student demonstrates and is evaluated based on the development of the following abilities: · identify and correctly name the main anatomical structures of the trunk and limbs studied during the semester, including major bones, joints, muscles, vessels, nerves, and viscera, on anatomical models, atlases, cadaveric material, or schematic representations; · use standard anatomical terminology correctly, including anatomical position, directional terms, axes, and planes; · describe, at a fundamental level, the main stages of early human development and the basic embryological development of the musculoskeletal, digestive, respiratory, and cardiovascular systems covered during the semester; · recognize the general organization and basic topographical relationships of the trunk and limbs, including the major regions, compartments, neurovascular pathways, thoracic cavity, abdominal cavity, retroperitoneal space, and pelvic regions; · recognize the anatomical basis of basic movements of the trunk and limbs and identify the principal muscles, joints, and nerves involved; · identify major anatomical structures and relationships on selected introductory medical imaging examples; · demonstrate appropriate professional conduct during practical activities, including compliance with laboratory safety rules, respectful handling of anatomical material, responsible participation in group activities, appropriate use of dissection instruments, and adherence to academic integrity standards.			
12.9. Promotion criteria	To be considered promoted in the discipline Anatomy and Embryology I, the student must cumulatively meet the following conditions: · successfully pass the final theoretical assessment, based on the lecture content, consisting of a written examination (multiple-choice or single-choice questions and/or short structured questions), by obtaining at least the minimum passing grade of 5/10 or 50% of the total available points;			

	· successfully pass the practical/laboratory assessment by correctly identifying the required anatomical structures of the trunk and limbs, demonstrating adequate spatial orientation, and appropriately using standard anatomical terminology, with a minimum passing grade of 5/10 or 50% of the total available points; · demonstrate a satisfactory understanding of the basic embryological concepts and developmental processes covered during the semester; · fulfill the minimum requirements of practical activities, including active participation, correct completion of assigned anatomical identification, dissection, orientation, and interpretation tasks during laboratory sessions, and compliance with instructions provided by the teaching staff; · have mandatory attendance at practical/laboratory sessions, with any absences recovered in full, in accordance with faculty regulations and within the maximum number of recoverable absences allowed (no more than three); · obtain an overall final grade of at least 5 (five), calculated according to the weighting of each assessment component specified in Section 12 (lectures, practical/laboratory work, and semester activity); · comply with university regulations regarding academic conduct, professional behavior, laboratory safety, respectful handling of anatomical material, and academic integrity, and not be involved in any form of examination fraud or misconduct. In determining the final grade, higher examination scores and consistent, documented engagement throughout the semester—reflected by active participation in practical sessions, appropriate performance in anatomical identification and dissection activities, adherence to discipline and laboratory guidelines, responsiveness to teaching staff feedback, and satisfactory performance in continuous assessments—will result in a proportionally higher final grade and total score, in accordance with the weighting of assessment components specified in Section 12. Failure to meet any of the above conditions results in non-promotion of the discipline.

Date approved in the Department:

Head of Department,

Study Program Coordinator,
Professor Dr. Adrian CAMEN

Course Coordinator,
Associate Professor Dr. Andrei OSMAN