

SYLLABUS

BIO 212 - ANATOMY & PHYSIOLOGY II

Summer, July 13 – August 21, 2009

Lecture: CRN 50086; Section T6L; 8:00 - 12:00 M/W, Rm. E227

Lab: CRN 50087; Section T6A; 8:00 - 12:00 T/Th, Rm. A219/A216

Three Rivers Community College
Norwich, Connecticut 06360

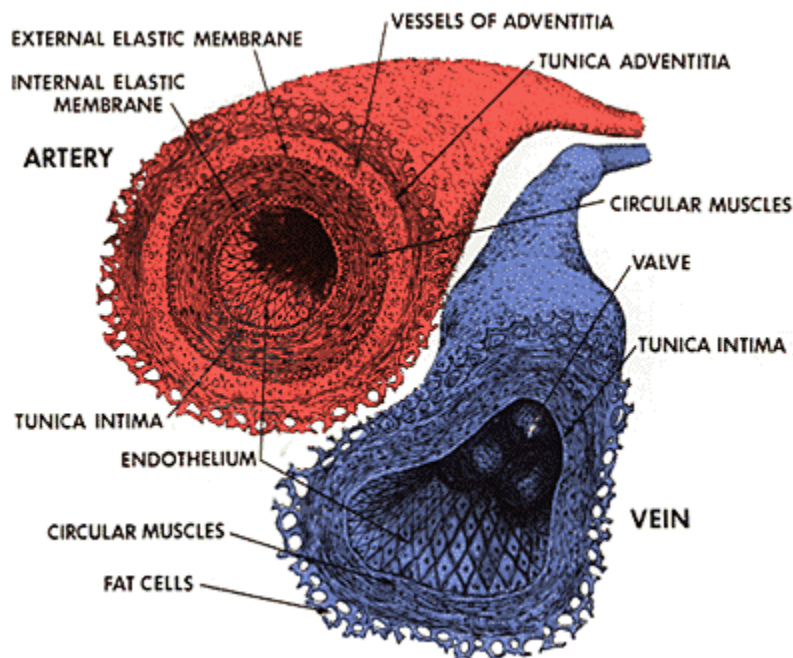
William "Kirk" Kirkpatrick, Professor

Office Phone: 383-5282

Cell Phone: 235-3690

e-mail: williamkirk01@comcast.net or
wkirkpatrick@trcc.commnet.edu

Office Hours: Before or after class or by appointment



COURSE: BIO 212 - Anatomy & Physiology II is the second semester of a two semester sequence. Biology 211 - Anatomy & Physiology I must be taken prior to this course and completed with a grade of C. This is especially important if transferring to a four-year institution with a major requiring a full academic year of anatomy and physiology or if the student is enrolled in Three River's nursing program. BIO 212 presents the students with a lecture/laboratory study of endocrinology, reproduction, hematology, cardiovascular, respiratory, digestive, excretory systems, and acid- base balance.

CREDIT: 4 credit hours consisting of 10 contact hours of lecture and 6 hours of laboratory per week for a 6 week summer session.

REQUIRED TEXTS:

Fundamentals of Anatomy and Physiology by Frederic Martini and Nath, 8th edition, Benjamin-Cummings Publishers. (with COURSE COMPASS)

Pictorial Anatomy of the Cat, by Stephen Gilbert, University of Washington Press, 1999.

RECOMMENDED TEXTS: (optional)

A Visual Analogy Guide to Human Physiology by Paul Krieger, Morton Publishing Company, 2008

Outline of Cat Anatomy with Reference to Human, by Stephen Gilbert, Univ. of Washington Press 2000, ISBN: 0-295-97818-x

The student is also expected to provide their own dissecting kit and gloves, which are available from the bookstore.

GENERAL COURSE OBJECTIVES:

1. Provide students with a transferable laboratory science to satisfy the science requirements of Three River's LAS or GS Associate Degree.
2. To fulfill pre-requisite and co-requisite anatomy and physiology requirements for Three River's Nursing program, pre-dental hygiene and other nursing/allied health programs either here or at other institutions.
3. Provide students with an undergraduate level study of human body systems.
4. Provide students with a foundation for study of the medical, biological, or physical sciences.
5. Provide students with critical thinking and problem solving skills.
6. Demonstrate the biological sciences and how they relate to other disciplines.
7. Illustrate the interdependence of all life forms operating on natural laws with the physical environment.
8. Encourage not only awareness of the student's natural uniqueness but also their role as an interrelated biological organism of this planet.

CLASS ATTENDANCE:

Attendance of class is required. Attendance is taken. Absences can be very detrimental due to the nature of the material. An explanation of all absences is very much appreciated, especially if presented in advance when possible. It is the student's responsibility to obtain materials and notes for any classes that they miss.

METHODS OF STUDENT EVALUATION; GRADING POLICIES

- A. The student's grade for the course represents their ability to master course objectives, attitude, rate of improvement, proficiency, and knowledge of course material.
- B. Final letter grades are determined by converting accumulated points into a percentage score using the following formula:

$$\text{percentage score} = \frac{\text{number of points you have accumulated on exams}}{\text{total number of points possible}} \times 100$$

- C. Points are obtained by the following methods of evaluation:
1. **Quizzes:** Three quizzes worth 30 points each will be given on scheduled Fridays on-line on the Course Compass website www.coursecompass.com. Their content and times available will be announced in the announcement section of Course Compass and by email. Each will consist of 30 multiple choice questions worth two points each.
 2. **Major Exams:** Two major exams of 100 points each will be given. Each will evaluate the student's knowledge over material given since the last major exam. They will consist of 50 multiple choice questions worth two points each.
 3. **Final Exam:** A comprehensive final exam will be given on the last day of class. It will consist of 75 questions at 2 points each and worth 150 points. Fifty of the questions will cover material presented since the last major exam.
 4. **On-line Assignments through Course Compass:** The following required homework assignments will be done with your computer on Course Compass:
 - (a.) Anatomy of circulation and blood flow. 25 points. Details are in the lecture unit 4 learning folder in the assignment section of course compass.
 - (b.) Interactive Physiology Immune System. 20 points. Details are in the lecture unit 1 learning folder in the assignment section of course compass.
 - (c.) Interactive Physiology Digestive System. 20 points. Details are in the lecture unit 8 learning folder in the assignment section of course compass.
 5. **Extra Credit:** There will usually be extra credit questions attached to the major exams. These will be essay questions having variable point value. In addition, extra points may be given from learning modules on the Interactive Physiology CD that comes with your textbook. Details will be within the learning folders in the Assignment section of Course Compass.
 6. **Practical exams:** Two 45-point lab identification exams over the dissection of the internal anatomy of the cat will be given. Lab practical exam #1 will be over the digestive and urogenital system chapters of lab unit II objectives and

lab practical exam #2 will be over circulatory and nervous system chapters of lab unit II and also heart lab unit III-A objectives.

7. Lab reports: The following written reports will be required: cardiac anatomy (15 points), cardiovascular physiology (15 points), pulmonary function (15 points), and renal regulation of osmolarity (25 points).
8. Lab quiz: A 30 point lab quiz over the hematology lab exercise will be given.

D. Percentage contribution of each evaluation process to the overall lecture/lab score and to the overall grade:

1. Major exams (2): 15% each
2. Final exam: 23%
3. On-line quizzes (3): 4.5% each
4. Lab practical exams (2): 7% each
5. Cardiac anatomy lab report: 2.3%
6. Cardiophysiology lab report: 2.3%
7. Pulmonary function lab report: 2.3%
8. Renal regulation of osmolarity lab report: 4%
9. Lab quiz over hematology: 4.5%

E. Exam and quiz questions for lecture and/or laboratory material may consist of multiple choice, true/false, fill in the blank, matching, identification, or essay questions. Some questions might be reserved as an extra credit option.

F. Absence on examination days:

Students must take exams as scheduled.

G. Final letter grades for the course are determined by the following steps:

1. Convert your total accumulated points into a percentage score (see above).
- * *2. The final course grade is determined from the overall course percentage score related to the following percentage scale:

100% = A+*	78 - 79% = C+	*A+ cannot be reported to the registrar's office as an official grade
93 - 99% = A	73 - 77% = C	
90 - 92% = A-	70 - 72% = C-	
88 - 89% = B+	68 - 69% = D+	
83 - 87% = B	60 - 67% = D	
80 - 82% = B-	0 - 59% = F	

**The instructor reserves the right to use subjective evaluation, especially in cases where the final percentage score is on a borderline between grades.

PROCEDURE FOR DROPPING COURSE(S):

A student who finds it necessary to discontinue a course must complete a withdrawal form obtained from the Registrar's Office. Students may withdraw up to **Aug. 14th** in order to withdraw and receive a "W" grade for the course. Students who do not withdraw but stop attending will be assigned a "F" grade, signifying failure and no credit. F grades count as courses attempted and may adversely affect the good standing status of the student receiving the grade.

ACADEMIC INTEGRITY AT THREE RIVERS

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor (p. 17, TRCC Student Handbook)

The professor for this course has the right to confront a student if there is suspicion of dishonesty as described in the section titled Definitions of Academic Dishonesty, p. 15-16 of the TRCC Student Handbook. Upon the outcome of that confrontation, the Professor has the right to assign a 0 or F grade to that assignment/exam/evaluation or in severe cases, assign an F grade for the course. In any case, the Academic Dean will be notified in writing of the incident and a record of the incident will be in file in the Academic Dean's Office. (See pp. 16-17 of the TRCC Student Handbook)

DISABILITIES:

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Services at 383-5240. To avoid any delay in the receipt of accommodations, you should contact the counselor as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor.

REVISIONS TO THE SYLLABUS

The instructor reserves the right to revise the academic schedule, objectives, and/or topical outline contained in this syllabus

SPECIFIC OBJECTIVES FOR THE LECTURE PORTION OF THE COURSE

The following lecture learning units are within corresponding folders within the Assignment Section of Course Compass. Additional learning aids are also within those folders such as: reading assignments, dates, testing, computer programs within the lab, on-line learning aids from the textbook publisher, class notes and handouts, Internet links, and practice exam questions.

- I. **Endocrinology**: study of control by endocrine glands
Upon completion of a study of the endocrine system, the student should be able to correctly answer questions concerning the following:
- A. Describe the basic overall makeup of the endocrine system.
1. List and describe methods of intercellular communication [Martini and Nath, table 18-1, p. 605 (8th ed.)]
 2. Define the following:

exocrine gland	feedback regulation
endocrine gland	tropic hormone
hormone	target cells
 3. Describe the chemical structure groups hormones may be divided into: amino acid derivatives, peptides, lipid derivatives (Martini and Nath fig. 18-2 p. 608 of 8th ed).
 4. Describe proposed mechanisms in which hormones initiate responses from target organ cells by discussing lipid solubility, receptor, G-protein, adenylyl cyclase, cyclic AMP, protein kinases, phospholipase C, Ca⁺⁺ (Martini and Nath fig. 18-3 and 18-4, p. 610-612 of 8th ed).
 - *5. Define prostaglandins and leukotrienes (p. 607 of 8th ed).
 6. List the names and locations of the major endocrine glands (Martini and Nath fig. 18-1, p. 607 of 8th ed)
- B. Describe the anatomy and physiology of the pituitary gland.
1. Describe the anatomy of the pituitary and its relationship to the hypothalamus of the brain using the following terms:

sella turcica	infundibulum	median eminence
adenohypophysis	releasing and inhibiting factors	posterior pituitary
anterior pituitary	hypophyseal portal system	neurohypophysis
 2. Describe the function and feedback control of the following adenohypophyseal hormones:

a. growth hormone (somatotropin)	d. thyroid stimulating hormone
b. gonadotropic hormones	e. adrenocorticotropic hormone
1) follicular stimulating hormone	*f. melanocyte stimulating hormone
2) luteinizing hormone	(p. 617-618 of 8 th ed)
c. prolactin (lactogenic hormone)	
 3. In reference to growth hormone, define somatomedins, glucose-sparing effect, and diabetogenic effect.

***will not be covered in class**

4. Describe the function and feedback control (if any) of the following neurohypophyseal hormones:
 - a. oxytocin
 - b. anti-diuretic hormone (vasopressin)
 - c. Define: paraventricular and supraoptic nucleus, milk-let-down reflex, antidiuresis, osmoreceptors, and hypothalamic-hypophyseal nerve tract
5. Know the normal plasma osmolarity level in milliosmols per liter
- *6. Define:

dwarfism	diabetes insipidus	Cushing's disease
giantism	acromegaly	
- C. Describe the anatomy and physiology of the thyroid gland.
 1. State the location of the gland.
 2. Describe the anatomy of the gland by discussing lateral lobes, pyramidal lobe, isthmus, follicles, follicular and parafollicular cells.
 3. Discuss the functions and feedback control of thyroxin (T4), triiodothyronine (T3), and calcitonin.
 - *4. Describe the chemical formation of T3 and T4 (Martini and Nath fig. 18-11, p. 622 of 8th ed).
 - *5. Define:

hypo-hyperthyroidism	exophthalmos
Grave's disease (thyrotoxicosis)	thyroglobulin
myxedema	radioactive iodine uptake
cretinism	goiter
thyroid storm	
protein-bound iodine (thyroxin-binding globulin)	
- D. Describe the anatomy and physiology of the parathyroid glands.
 1. Discuss the function of the feedback regulation of parathormone.
 - *2. Define hypo-hyperparathyroidism, hypo-hypercalcemia and state the abnormalities that result.
 3. Know what the normal blood calcium ion concentration is.
- E. Describe the adrenal (suprarenal) glands.
 1. Describe the anatomy and physiology of the adrenal cortex.
 - a. Describe the location of the gland and state the cellular layers (zonas) from superficial to deep and list which hormone groups are secreted by each.
 - b. Describe the function and feedback regulation of aldosterone by describing the renin-angiotensin pathway.
 - c. Know the normal blood sodium and potassium ion level
 - d. State secretion site, function of, and control of natriuretic hormone.
 - e. List the three major glucocorticoids, stating which is most abundant.
 - f. List functions of and describe the feedback control of glucocorticoids. Be sure to relate stress and chronic inflammation to the above.
 - g. Define:

*hypo-hyponatremia	mineralcorticoid
*hypo-hyperkalemia	glucocorticoids
*Addison's disease	gluconeogenesis
*Cushing's disease	gonadocorticoids
*virilism	adrenocorticoids
*gynecomastia	

***will not be covered in class**

2. Describe the suprarenal medulla (adrenal medulla).
 - a. List the functions of epinephrine and norepinephrine.
 - b. Define glycogenolysis, chromaffin cells, and sympathomimetic.
 - c. Discuss the relationship between the adrenal medulla and the sympathetic nervous system.
 - H. Be able to discuss the endocrine functions of the Islets of Langerhans of the pancreas.
 1. List the functions of insulin and glucagon and the type of cells that secrete them.
 2. Describe the feedback control between insulin, glucagon, and blood glucose levels.
 3. Be able to state what the normal blood glucose level is and the primary reason for its regulation.
 4. Define:

alpha, beta cells	ketosis	hypo-hyperglycemia
diabetes mellitus I, II	acetic acid	glucosuria
glycogenesis	acetoacetic acid	ketones
glycogenolysis	acetone	ketonuria
acidosis	hyperinsulinism	polyuria
 - F. Discuss the endocrine functions of the testes. (p. 637 of 8th ed.)
 1. List the functions of testosterone and inhibin.
 2. Discuss the relationship of testosterone, FSH, and ICSH on spermatogenesis.
 3. Define spermatogenesis, spermatogonia, interstitial cells of Leydig, and sustentacular cells.
 - G. Discuss the endocrine function of the ovaries. (p. 637 of 8th ed.)
 1. List the functions and site of production of estrogens and inhibin.
 2. List the functions and site of production of progesterone.
 - *H. Briefly describe the function of the hormone, melatonin, secreted by the pineal gland. (p. 630-631 of 8th ed.)
 - *I. Describe the function of the hormones, leptin and resistin, secreted by adipose. (p. 638 of 8th ed.)
 - *J. Describe the involvement of hormones with stress by discussing the alarm, resistance, and exhaustion phase. (pp. 640-642 of 8th ed.)
 - *K. Be aware of the affect of hormones on behavior. (p. 642 of 8th ed.)
 - *L. Be aware pf the affects of hormones and athletic performance. (p. 643 of 8th ed.)
- II. **Reproductive system:** Upon completion of a study of the reproductive system, the student should be able to correctly answer questions concerning the following:
- A. Describe the male reproductive system.
 1. Briefly describe the descent of the testes by defining the inguinal canal, spermatic cord, tunica vaginalis, gubernaculum, and cryptorchidism.
 2. Define spermatic cord and be able to list its contents.
 3. Describe the function of the scrotum by defining dartos and cremaster muscles.

***will not be covered in class**

4. Describe the structure and function of the testes and associated structures by defining:
- | | | |
|------------------------------|-------------------------|-----------------|
| tunica albuginea | sustentacular cells | testes |
| spermatogonia | tunica vaginalis | spermatogenesis |
| lobules | rete testes | spermatozoa |
| testosterone | seminiferous tubules | FSH |
| interstitial cells of Leydig | ICSH | meiosis |
| primary spermatocytes | secondary spermatocytes | spermatids |
5. State parts and function of the epididymis, vas deferens, seminal vesicles, ejaculatory ducts, prostate gland, and bulbourethral glands.
4. Describe the anatomy of the penis and urethra by defining: prostatic, membranous, and penile urethra; corpora cavernosa, corpora spongiosum, glans, and prepuce.
5. Describe the composition of semen.
- B. Describe the anatomy of the female reproductive system.
1. Describe the location and structure of the ovary.
- Organize the ovary into its layers using the following terms: tunica albuginea, stroma (cortex and medulla).
 - Define oogenesis and differentiate between oogonium, primary oocyte, secondary oocyte, ovum, first and second polar body.
 - Define follicles and differentiate between primordial, primary, secondary (growing), tertiary (mature or Graafian) follicles, follicular cells (thecal and granulosa).
 - Define ovulation and corona radiata
 - Define corpus luteum and corpus albicans.
2. State the purpose and location of parts (infundibulum, fimbriae, ampulla, and isthmus) of the fallopian tubes.
3. Locate and define the following parts of the uterus:
- | | |
|----------------------|----------------------|
| fundus | external cervical os |
| body | cervical canal |
| cervix | serosa |
| isthmus | myometrium |
| internal cervical os | endometrium |
- *4. Define anteflexion and retroflexion (p. 1065 in 8th ed.)
- *5. Briefly describe the overall structure of the vagina and define Bartholin's glands (p. 1070-1071 of 8th ed.).
- *C Briefly describe the support for the female reproductive tract by defining: ovarian ligament, suspensory ligament, broad ligament (divided into mesovarium, mesosalpinx), uterosacral ligament, and round ligament.
- D. Describe the female sexual cycle (menstrual).
- State the purpose of the cycle.
 - List hormones involved in the regulation of the cycle.
 - Relate pituitary hormones, feedback regulation, and causes to the cyclic changes in ovarian and uterine structures. (link with objectives 4 and 5 below)
 - Describe the ovarian cycle by defining follicular phase, ovulation, luteal phase
 - Describe the uterine cycle by defining the menses, proliferative and secretory phase.

***will not be covered in class**

6. Describe the hormonal and structural changes in the cycle caused by fertilization. Describe the role of human chorionic gonadotropin.
- *7. Define: menstruation, menarche, and menopause.
- *E. Briefly describe fertilization and development by defining the following: fertilization, gestation, trimesters, cleavage, implantation, morula, blastocyst (with inner cell mass and trophoblast cells), gastrula (gastrulation), germ layers (ectoderm, mesoderm, and endoderm), placenta, extraembryonic membranes, embryo, fetus (pp. 1086-1095 of 8th ed.)
- *F. Briefly describe the chorion, amnion, the basic structure of the placenta, and placental circulation. (1095-1098 of 8th ed.)

III. **Cardiology:** study of the heart

Upon completion of a study of the heart, the student should be able to correctly answer questions concerning the following subject matter.

- A. Describe the general path of circulation.
 1. Define: heart, arteries, arterioles, capillaries, veinules, veins, systemic and pulmonary circulation.
 - *2. Compare the tissue structure of the different types of vessels. (pp. 720-729)
- B. Be able to describe the anatomy of the heart using the following terms:

mediastinum	interventricular septum
pericardium (parietal & visceral)	atrial-ventricular septum
epicardium	apex
myocardium	base
endocardium	pulmonary trunk
right & left atria	aorta
right & left ventricle	vena cavae
interatrial septum	pulmonary arteries and veins
right & left AV valves	foramen ovale
aortic & pulmonary semilunar valves	ductus arteriosus
bicuspid & tricuspid valves	fossa ovalis
mitral valve	ligamentum arteriosum
coronary arteries (and major branches)	papillary muscle
coronary sinus	chordae tendinae
- C. Trace the path of blood through the heart, naming chambers, valves, and major vessels (aorta & vena cavae) of the systemic and pulmonary circulation.
- D. Describe how the heart muscle itself received nourishment by being able to trace the path of blood through the coronary circulation. Be able to do this by diagramming the following vessels: left and right coronary artery, anterior and posterior descending arteries, circumflex and marginal arteries, coronary veins, and coronary sinus.
- E. Discuss the electrophysiology of the heart.
 1. Describe the electrical properties of cardiac muscle, using the following terms: working cells, pacemaker cells, automaticity, fast and slow channels, and plateau

***will not be covered in class**

2. Describe the location of conducting structures and trace the path of the electrical activity using the following terms:

SA node	Purkinje system
atrial myocardium	ventricular myocardium
AV node	resting & threshold potentials
AV bundle (of His)	refractory periods
Rt. and left bundle branches	AV delay
 3. State why the SA node is the pacemaker.
 4. State the purpose of the electrical conduction system described in objectives 2 and 3 above.
 5. State why cardiac muscle will not go into tetanic contraction.
 6. Define ectopic pacemaker. State what happens if the SA node is not the pacemaker and how the heart rate is affected by ectopic pacemakers.
 7. Define heart block and ventricular escape.
 8. In reference to the ECG, define:

p-wave	QRS interval
QRS complex	QT interval
t-wave	Eithoven's triangle
p-r interval	Eithoven's standard leads
s-t segment	
- F. Describe the cardiac cycle and the pumping action of the heart.
1. Define systole and diastole.
 2. Describe the pumping action of the atria and discuss the causes of the A, C, and V waves on the atrial pressure curve.
 3. Describe the pumping action of the ventricles using:

period of rapid fill	period of isovolumetric relaxation
dicrotic notch	period of isometric (isovolumetric contraction)
period of ejection	afterload
 4. State the cause of valvular opening and closing.
 5. List the names and causes of the four heart sounds.
- G. Discuss cardiac volumes
1. Define: end diastolic volume and state its normal amounts
 - a. Define filling time, venous return and describe how they, along with the size of the heart affect end diastolic volume.
 - b. Define cardiac reserve.
 - c. Be able to calculate maximum heart rate, and relate it to filling time.
 2. Define end diastolic volume and state its normal amounts.
 3. Define stroke volume output and state its normal amounts
 - a. If given EDV and ESV, be able to calculate stroke volume.
 - b. Define preload, Starling's law, contractility, positive and negative inotropic agents, and afterload and describe how they affect stroke volume.
 4. Define cardiac output and state its normal amounts.
 5. If given stroke volume and heart rate, be able to calculate cardiac output.
- H. Discuss mechanisms that control cardiac output.
1. Discuss factors that affect cardiac output by affecting venous return (intrinsic autoregulation flowchart)
 2. Discuss reflex control by the autonomic nervous system using such terms as:

parasympathetic stimulation	cardioaccelerator	chemoreceptors
sympathetic stimulation	cardioinhibitor	glossopharyngeal nerve

vagus nerves	norepinephrine	carotid sinus
greater cardiac nerves	acetylcholine	cardiac center
baroreceptors	tachycardia	bradycardia

*G. Define the following:

ischemia	mitral valve prolapse	valvular insufficiency
angina pectoris	heart block	valvular stenosis
myocardial infarction	flutter	fibrillation
murmur	premature ventricular contraction (PVC)	
myocarditis	endocarditis	balloon angioplasty
cardiac arrhythmias	cardiac tamponade	coronary thrombosis
electrocardiogram	congestive heart failure	

*IV. **Anatomy of the Circulatory System:**

Upon completion of a study of the anatomy of the circulation system, the student should be able to correctly answer questions concerning the following subject matter.

A. State the origin, general location, and destination of the following major arteries:

aortic arch	left gastric	pericardial
ascending aorta	hepatic	bronchial
thoracic aorta	splenic	esophageal
abdominal aorta	superior mesenteric	renal
coronary	inferior mesenteric	testicular or ovarian
brachiocephalic	suprarenal	common iliac
common carotid	basilar	internal iliac
external carotid	Circle of Willis	external iliac
internal carotid	thyrocervical trunk	femoral
subclavian	internal thoracic	popliteal
vertebral	axillary	anterior tibial
intercostal	brachial	posterior tibial
phrenic	ulnar	
celiac	radial	

B. State the structures drained, general location, and destination of the following major veins:

cephalic	brachiocephalic	hepatic
external jugular	internal iliac	suprarenal
internal jugular	anterior tibial	renal
basilar	posterior tibial	testicular or ovarian
ulnar	great saphenous	inferior vena cava
radial	inferior mesenteric	common iliac
axillary	portal (hepatic)	small saphenous
brachial	hepatic portal system	popliteal
subclavian	superior mesenteric	femoral
pericardial	superior vena cava	external iliac
azygos	gastric and splenic	

V. **Physiology of Circulation:**

Upon completion of a study of circulatory physiology, the student should be able to correctly answer questions concerning the following:

- A. Be able to describe the percentage of blood volume distribution within the different blood vessels

***will not be covered in class**

- B. Discuss blood flow rates (perfusion) to different body structures at rest and at exercise.
1. Correlate with metabolic rates and needs for oxygen and nutrients.
 2. Correlate with changing diameters of the blood vessels affecting perfusion rates.
- C. Describe the physical factors causing blood flow.
1. State the importance of blood flow (perfusion).
 2. Describe the causes of blood flow.
 - a. Discuss the relationship of pressure gradients, elasticity of arteries and perfusion.
 - b. Describe the relationship of resistance to perfusion by discussing viscosity and tube geometry.
- D. Contrast blood flow in arteries, arterioles, capillaries, veinules, and veins according to resistance, construction, innervation, and velocity.
- E. Discuss arterial blood pressure.
1. Define pulse and pulse pressure.
 2. Define and be able to calculate mean blood pressure.
 3. Derive an equation for mean arterial pressure from the equation for perfusion.
 4. List factors that may alter arterial pressure by affecting cardiac output.
 5. Discuss factors affecting blood volume.
 6. Discuss factors which may affect arterial pressure by affecting peripheral resistance.
 - a. Describe the vasomotor reflex
 - b. Correlate blood volume and viscosity to blood pressure

VI. **Hematology:** study of blood

Upon completion of a study of blood, the student should be able to correctly answer questions concerning the following:

- *A. List and describe the major functions of blood. (p. 640 of 7th ed. or p. 651 of 8th ed.)
- B. Discuss the composition and functions of the major components parts of blood.
1. State the quantity and the percentage of body weight made up of blood.
 - a. Define and state normal hematocrit value.
 - b. Define hypo- and hypervolemia.
 2. Describe the shape, size, life span, normal RBC count, and functions of the erythrocytes.
 3. Describe the leukocytes.
 - a. State normal WBC and differential WBC count values.
 - b. Organize leukocytes into granulocytes verses agranulocytes.
 - c. Describe the anatomy, function, and site of production of neutrophils, eosinophils, basophil, monocytes, and lymphocytes.
 - d. List and describe the properties of WBC, such as amoeboid movement, margination, diapedesis, chemotaxis, phagocytosis.
 - e. In relation to WBCs, define the following:

PMN	*antigen-antibody complex	
poly	antigen	memory T-cells
bands	antibody	*tissue typing
cytotoxic T-cells	juvs	helper T-cells

***will not be covered in class**

- | | | |
|------------------------|--------------------|-------------------|
| B, T, & NK-lymphocytes | segs | fixed macrophages |
| plasma cells | suppressor T-cells | free macrophages |
4. State normal numbers, site of production, and function of the platelets.
 5. Be able to describe plasma.
 - a. State the volume and percentage of blood composed of plasma.
 - b. List the major chemical components of plasma.
 - c. List, describe the function, and state production site of the major plasma proteins: albumen, globulins, and fibrinogen.
 6. Describe hemoglobin.
 - a. State the normal quantity of hemoglobin.
 - b. Discuss the effect of age on hemoglobin production.
 - c. List different forms of hemoglobin.
 - d. State the major functions of hemoglobin.
 - e. Describe the chemical structure of the hemoglobin molecule.
- C. Describe the process of hematopoiesis.
1. Discuss the mesoblastic, hepatic, and myeloid stage of hematopoiesis.
 2. List and discuss the sequence of erythropoiesis using the following: stem cell, hemocytoblast, proerythroblasts, erythroblast, normoblast, and reticulocyte.
 3. List nutrients needed for adequate RBC formation and discuss the relationship between vitamin B12, intrinsic factor, and pernicious anemia.
 4. Describe the role of erythropoietin.
 5. In reference to iron metabolism, define: ferrous versus ferric iron, transferrin, apoferritin, ferritin, and hemosiderin.
- D. Describe the process involved in the destruction of old erythrocytes.
1. State the major organs where old RBCs are destroyed.
 2. Describe the sequence involved in the breakdown of hemoglobin using the following terms:

heme	bilirubin	stercobilin
globin	urobilinogen	liver
iron	urobilin	kidney
biliverdin	urochrome	jaundice
 3. Describe the anatomy of the biliary tract.
- * E. Describe the processes that protect us from infection (immunity and inflammation).
1. Define immunity. p. 777 (8th ed.)
 2. Organize lymphocytes into their specific varieties and briefly state the function of each. pp. 780-782 (8th ed)
 3. List and know the basic location of lymphoid tissues such as: lymphoid nodules, tonsils, lymph nodes, thymus, and spleen. pp. 783-788 (8th ed.)
 4. Describe nonspecific defenses against disease.
 - a. List physical barriers. pp. 789 (8th ed)
 - b. List and define varieties of phagocytes. Also define margination, diapedesis, chemotaxis, and adhesion. pp. 789-791 (8th ed.).
 - c. Describe inflammation. pp. 793-796 (8th ed.), fig. 22-13
 - (1) List the four local signs of inflammation.
 - (2) Describe the cells, chemicals, and steps involved in the inflammatory response.
 - (3) State the purpose (goals) of inflammation.

***will not be covered in class**

- d. Briefly define other non-specific defenses such as: NK cells, complement, interferon, cytokines, fever, and pyrogens. pp. 791-793, 796 (8th ed.)
5. Define the following forms of immunity: innate, active (natural and induced), passive (natural and induced). p. 796-797 (8th ed.)
6. Briefly describe the process of immunity.
- List and briefly describe the properties of immunity. pp. 797-798 (8th ed.)
 - Briefly describe cell-mediated immunity by discussing T-cells (and their varieties), antigen presenting cells, and their interactions. pp. 798-803
 - Briefly describe humoral immunity by discussing B-cells (and their varieties) and antibody. pp. 804-807 (8th ed.)
 - List and briefly define the five classes of antibody (immunoglobulin). p. 807-807 (8th ed.); table 22-1
 - List and briefly discuss how antibodies destroy antigen. p. 807-808 (8th ed.)
- F. Discuss the processes involved in hemostasis.
- Define hemostasis.
 - List factors that prevent coagulation.
 - Define vascular spasm and platelet plug.
 - Discuss the intrinsic and extrinsic pathway for clot formation using the following terms:

clotting factors	thromboplastin
platelets	thrombin
calcium	fibrinogen
prothrombin	fibrin
prothrombin activator (prothrombinase)	
 - Define serum, thrombus, embolus, streptokinase, tissue plasminogen activator (TPA)
- G. Define the following miscellaneous hematology terms:
- | | | |
|---------------|--------------|------------------|
| hematocrit | anemia | leukopenia |
| buffy coat | hypochromia | diff count |
| RBC count | hyperchromia | thrombocyte |
| polycythemia | WBC count | thrombocytopenia |
| oligocythemia | leukocytosis | megakaryocyte |

VII. Respiratory System:

Upon completion of a study of the respiratory system, the student should be able to correctly answer questions concerning the following:

- State the functions of the respiratory system.
- List and define phases of respiration.
- *C. Describe the anatomy of the respiratory system.
 - Describe the walls, contents, lining, and associated structures of the nasal cavities. pp. 817-818 pp. 829-830 (8th ed.)
 - Describe the location, boundaries, and lining of the pharynx. p. 831 (8th ed.)

***will not be covered in class**

3. Describe the anatomy of the larynx. p. 831-833 (8th ed.)
 - a. List boundaries
 - b. List functions.
 - c. List and locate the cartilages of the larynx.
4. Describe the overall anatomy of the lungs by discussing the root, hilus, surfaces, lobes, and segments. pp. 835-835 (8th ed.)
5. Describe the location, boundaries, and construction of the trachea. p. 834
6. Describe the organization of the bronchial tree by defining and stating numbers of primary, secondary, and segmental bronchi. pp. 834-837 (8th ed.)
7. Describe the construction of the micro- airway tubes by defining: lobular, terminal, and respiratory bronchioles, alveolar duct, alveolar sac, and alveolus. pp. 837-841 (8th ed.)
8. Describe the micro-anatomy and the significance of the alveolar-capillary membrane (respiratory membrane). pp. 837-841 (8th ed.)
- D. Describe the physiology of pulmonary ventilation.
 1. List muscles used in normal and forced inspiration and expiration.
 - *2. Review the pleural cavity, fluid, and membranes. p. 841-842 (8th ed.)
 3. Define intrapleural, intra-alveolar, and ambient pressure.
 4. Discuss factors that maintain a partial vacuum intra-pleural pressure.
 - a. State the mechanism for gas absorption from the pleural cavity.
 - b. State causes of elastic recoil of the lungs.
 - c. Discuss the relationship between surfactant and surface tension.
 5. Define compliance and airway resistance.
 6. List sequence of events causing inspiration and expiration.
 7. Define the various pulmonary volumes and capacities.
 8. Define anatomical, alveolar and physiological dead space volume.
 9. Define and be able to calculate minute respiratory and alveolar ventilation volume.
 10. Describe the humoral (chemical) and neural control of ventilation.
 - a. Describe the Hering-Breuer reflex.
 - b. Describe the effects of blood CO₂, O₂, and pH on neural control through peripheral and central chemoceptors.
 - c. List the basic components of the respiratory center in the pons and medulla.
- E. Describe the physiology of gas exchange.
 1. Define Charles, Boyle's and Dalton's gas laws.
 2. List factors affecting diffusion of gases.
 3. Describe the composition of alveolar air and compare with atmospheric air.
 4. Describe the diffusion of oxygen and carbon dioxide across pulmonary and systemic capillary walls.
 5. State normal alveolar and venous pO₂, and pCO₂ values.
 6. Know the normal "blood gas" concentration.
 7. Define venous admixture.
- F. Describe the physiology of gas transport by the blood.
 1. Discuss oxygen transport by reviewing oxyhemoglobin and by discussing the oxyhemoglobin dissociation curve and the effects of temperature and pH on it.
 2. Describe the Bohr effect.

***will not be covered in class**

3. Define O₂ - hemoglobin saturation.
 - a. Know the normal "O₂ sats" for both arterial and venous blood.
 - b. If given an oxyhemoglobin dissociation curve and blood gas concentration, be able to determine O₂ sat level. If given the O₂ sat level, be able to determine the blood gas concentration (O₂).
4. Briefly discuss oxygen transport in the dissolved state.
5. Define carboxyhemoglobin
6. Discuss carbon dioxide transport by:
 - a. review carbaminohemoglobin
 - b. List four methods of carbon dioxide transport and amounts carried by each.
 - c. Define carbonic anhydrase and the chloride-bicarbonate ion shift.

VIII. Digestive System:

Upon completion of a study of the digestive system, the student should be able to correctly answer questions concerning the following: (Much of this material will be linked with the dissection in lab)

- A. State the overall purpose of digestion. pp. 875-876 (8th ed.)
- B. List the overall chemical breakdown processes for carbohydrates, lipids, protein, and nucleic acids. (see fig. 24-26 and table 24-2, pp. 917- 918 of 8th ed.)
- *C. Describe the overall anatomy of the G-I tract.
 1. List and state the purpose of the different types of teeth. pp. 885-887 (8th ed.)
 2. State dentition of the deciduous and permanent teeth. p. 887 (8th ed.)
 3. State the location, drainage, and type of saliva produced by the parotid, submaxillary, and sublingual glands. p. 884-885 (8th ed)
 4. Define mastication (chewing) and list muscles of mastication (temporalis and masseter).
 5. List and define the layers of the G-I tract wall as seen in cross section. pp.878-880 (8th ed.)
 6. Describe the location, purpose, mucosa and muscularis makeup of the esophagus. p. 888-889 (8th ed.)
 7. Define the following areas and parts of the stomach: pp. 891-884 (8th ed.)

gastroesophageal junction	pyloric valve
cardia	rugae
fundus	gastric glands
antrum	-mucous cells
body	-parietal cells
curvatures (greater, lesser)	-chief cells
pylorus	
 8. Describe the overall anatomy of the small intestine. pp. 898-901 (8th ed.)
 - a. Describe the course of the duodenum.
 - b. Define and locate the jejunum and ileum.
 - c. Contrast the mucosa of the small intestine segments by defining: villi, Brunner's glands, central lacteal, and Peyer's patches.
 9. Describe the biliary system. pp. 901-908 (8th ed.)
 - a. List the lobes of the liver.
 - b. List the major functions of the liver and gall bladder.

***will not be covered in class**

- c. Describe the drainage of bile from the liver by locating and defining: hepatic cystic, common bile ducts; ampulla of Vater, and sphincter of Oddi.
- d. Describe the overall location, parts, and drainage of the pancreas.
10. Describe the overall anatomy of the large intestine by defining and locating: pp. 910-915 (8th ed.)
- | | | |
|------------------|------------------|-----------------|
| ileo-cecal valve | ascending colon | sigmoid colon |
| splenic flexure | transverse colon | hepatic flexure |
| descending colon | cecum | rectum |
| appendix | haustra | |
11. Define the following:
- | | | |
|-------------|-----------------|------------------------|
| mastication | greater omentum | duodenal cap |
| deglutition | lesser omentum | duodenojejunal flexure |
| bolus | mesentery | peritoneum |
| chyme | mesocolon | |
- *D. Describe the overall physiology of the digestive system.
1. State the purpose of G-I tract secretions. p. 916 (8th ed.)
 2. List the chemical secretions and digestive action of saliva. pp. 884-885 (8th ed.) and fig. 24-26 and table 24-3, pp. 917-918 (8th ed.)
 3. Describe the digestive functions of the stomach. pp. 891-894 (8th ed.)
 - a. Describe the chemical mechanism of hydrochloric acid secretion by the parietal cells of the stomach. p. 894 (8th ed) and fig. 24-14
 - b. Describe the chemical activation of pepsinogen into pepsin and the digestive function of it on protein molecules. p. 894 (8th ed.) and fig. 24-26 and table 24-3
 4. List the digestive secretions of the pancreas and the digestive actions of each. p. 902-903 (8th ed.) and fig. 24-26 and table 24-3
 5. Describe the effect of the hormone, cholecystokinin on the gall bladder. p. 908-909 (8th ed.)
 6. State the purpose of bile. p. 908 (8th ed.)
 7. List the digestive secretions of the small intestine and the digestive actions of each. fig. 24-26 and table 24-3
 8. Describe the basic absorption of nutrients. pp. 918-921 (8th ed.)
 9. State the digestive and absorption functions of the large intestine. pp. 913-914
 10. Describe basic movements of the G-I tract.
 - a. Define segmentation and peristalsis. pp. 880-881 (8th ed.)
 - b. Define enterogastric reflex and defecation. pp. 896, 876, fig. 24-25; p. 915
 - c. Define gastrin and secretin. pp. 894, 897, 909-910 (8th ed.)

IX. Excretory System:

Upon completion of a study of the excretory system, the student should be able to correctly answer questions concerning the following:

- A. List the functions of the excretory system.
- B. Locate and describe the fixation and shape of the kidneys.
- C. Describe the internal anatomy of the kidneys.
 1. Locate the following: capsule, hilus, cortex, medulla, pyramids, columns, calyx, and pelvis.
 2. Describe the structure of the nephron.

***will not be covered in class**

3. Describe the blood supply to the kidneys and nephrons within.
 - D. Describe the course of the ureters.
 - E. Describe the overall anatomy of the urinary bladder by defining trigon, urethra, internal and external urethral sphincters.
 - F. Describe the basic physiology of micturition.
 - G. Describe the physiology of urine formation.
 1. Discuss the dynamics of glomerular filtration.
 - a. Define glomerular filtration.
 - b. State the cause of glomerular filtration.
 - c. State composition of glomerular filtrate.
 - d. State regulation of glomerular filtration rate and its effect on urine formation.
 2. Describe tubular reabsorption.
 - a. Define tubular reabsorption.
 - b. State the quantity of glomerular filtrate that is reabsorbed.
 - c. State which chemical substances are reabsorbed.
 - d. Describe the basic mechanism for the reabsorption of an ionic and a non-ionic chemical substance using NaCl and glucose as examples.
 - e. Describe the counter-current mechanism for producing a dilute or concentrated urine by discussing osmolarity changes associated with the loop of Henle and the mechanism of ADH.
 - f. Describe how the kidneys regulate the normal plasma concentration of sodium, potassium, and calcium ions through tubular reabsorption controlled by the hormones aldosterone and parathormone.
- X. **Acid-Base Regulation:** Upon completion of a study of acid-base regulation, the student should be able to correctly answer questions concerning the following:
- A. State normal range for blood pH and extreme ranges for acidosis and alkalosis.
 - B. List three defense mechanisms for controlling body fluid pH.
 - C. List and discuss acid-base buffers within body fluids.
 1. Define buffer.
 2. Using the Henderson-Hasselbach equation, demonstrate the dynamics of the carbon dioxide-bicarbonate ion buffer system.
 3. List other chemical buffers within the body fluids and relate their buffering power compared to the carbon-dioxide-bicarbonate ion buffer system.
 - D. Describe how the respiratory system regulates pH.
 1. Discuss effects of hydrogen ion concentration on alveolar ventilation and visa versa.
 2. Relate the buffering power of the respiratory system to that of chemical buffers of the body fluids.
 - E. Describe how the kidneys regulate pH.
 1. Describe tubular secretion of hydrogen ions.
 - *F. Define and list causes of: respiratory acidosis, respiratory alkalosis, metabolic acidosis, and metabolic alkalosis.

***will not be covered in class**

SPECIFIC OBJECTIVES FOR THE LABORATORY PORTION OF THE COURSE

- I. **Renal Regulation of Osmolarity of Body Fluids Experiment Lab:** The student will correctly complete a class experiment demonstrating how the kidneys regulate osmolarity of body fluids and complete a laboratory report describing the experiment and answering questions.
- II. **Internal Anatomy of the Cat:** Upon completion of a dissection of the internal anatomy of the cat, the student should be able to correctly identify the following structures during a laboratory practical exam.

Chapter: "Digestive System"

lymph nodes	cerebellum
parotid gland	cerebrum
parotid duct	hypophysis (pituitary gland)
submaxillary gland	medulla
submaxillary duct	pons
sublingual gland	nasal choncha
incisors	internal nares
canines	palatine tonsils
premolars	pharynx
molars	larynx
papillae of tongue	glottis
frenulum of tongue	epiglottis
hard palate	cricoid cartilage
soft palate	jejunum
thyroid cartilage, arytenoid cartilage	ileum
vocal cord	cecum
thyroid gland	ascending colon
trachea	transverse colon
pleural cavity	descending colon
mediastinum	rectum
parietal & visceral pleura	mesocolon
anterior, middle, & posterior lobes of lungs	right medial & lateral liver lobe
bronchi	left medial & lateral liver lobe
pericardium	caudate liver lobe
pericardial cavity	gall bladder
heart	cystic duct
thymus gland	hepatic duct
root of lung	common bile duct
parietal & visceral peritoneum	falciform ligament
peritoneal cavity	diaphragm
greater omentum	central tendon of the diaphragm
omental bursae	**celiac artery
gastrosplenic ligament	**hepatic artery
lesser omentum	**gastric artery
gastrohepatic ligament	**splenic artery
	**superior mesenteric artery

hepatoduodenal ligament
 spleen
 epiploic foramen
 mesentery
 mesoduodenum
 duodenum
 stomach
 fundus of stomach
 cardiac orifice
 pyloric valve
 rugae

**portal vein (hepatic portal vein)
 **superior mesenteric vein
 **gastrosplenic vein
 greater & lesser curvature of stomach
 ileocecal valve
 pancreas
 ampulla of Vater
 pancreatic duct
 body of stomach
 pylorus of stomach
 esophagus

**to be identified on the second lab practical exam with the circulatory system

Chapter: "Urogenital System"

kidneys
 adrenal gland
 hilus of kidney
 ureter
 urinary bladder
 urethra
 penis
 scrotum
 testes
 spermatic cord
 inguinal canal
 mesosalpinx
 uterine horns
 body of uterus
 vagina
 mesometrium
 broad ligament

internal & external inguinal ring
 ductus deferens (vas deferens)
 prostate gland
 bulbourethral gland
 epididymus
 ovaries
 mesovarium
 ovarian ligament
 Graffian follicles
 corpus luteum
 fallopian tube
 abdominal ostium (infundibulum)
 fimbriae
 cervix
 urethral orifice
 labia majora
 clitoris

Chapter "The Circulatory System"

pulmonary artery
 pulmonary veins
 precava (superior vena cava)
 internal & external jugular veins
 intercostal veins
 internal mammary veins
 innominate veins (brachiocephalic)
 subclavian veins
 axillary veins
 brachial vein
 aorta (ascending, arch, thoracic,
 abdominal)
 innominate artery (brachiocephalic)
 inferior mesenteric artery

left & right subclavian artery
 left & right common carotid artery
 internal & external carotid artery
 internal mammary artery
 vertebral artery
 axillary artery
 brachial artery
 intercostal arteries
 celiac artery
 superior mesenteric artery
 renal arteries
 spermatic (testicular) artery
 ovarian artery
 postcava (inferior vena cava)

ovarian or spermatic vein
 external iliac artery
 popliteal artery

hepatic vein
 femoral artery
 femoral vein

Chapter "Nervous System"

meninges
 -dura mater
 -arachnoid mater
 -pia mater
 cerebrum
 gyrus
 sulcus
 fissure
 corpus callosum
 lateral ventricle
 cerebellum
 pons

medulla
 spinal cord
 facial nerve
 cervical plexus
 brachial plexus
 phrenic nerve
 vagus nerve
 lumbosacral plexus
 femoral nerve
 sciatic nerve
 sympathetic ganglia (trunk)

III. **Anatomy of the Heart Lab:** Upon completion of a dissection of a heart, the student should be able to complete a lab practical exam.

A. Complete a dissection of a heart and be able to identify the following heart structures on a lab practical exam.

parietal pericardium	bicuspid valve
visceral pericardium	pulmonary valve
pericardial space	aortic valve
epicardium	interventricular septum
myocardium	superior and inferior vena cava
endocardium	aorta
right and left atria	pulmonary artery
right and left ventricles	pulmonary veins
tricuspid valve	coronary arteries
papillary muscles	chordae tendonae

IV. Cardiovascular Physiology Lab:

Upon completion of a lab exercise, the student should be able to complete a lab report concerning the following:

- A. Record an electrocardiogram, and from the tracing, be able to:
 1. identify p, qrs, t-waves, and s-t segment
 2. determine the p-r interval
 3. determine the heart rate
- B. Record the pulse wave and on it identify the dicrotic notch.
- C. Listen to heart sounds, identifying S1 and S2 and the valves making the sound.
- D. Obtain a blood pressure

V. **Hematology Lab:** Upon completion of a laboratory study of blood, the student should be able to correctly answer questions concerning the following and have completed the following:

- A. The student is to complete the following complete blood count (CBC) tests:
- | | |
|------------------------|--------------------------|
| wbc count | hemoglobin determination |
| differential wbc count | hematocrit |
| rbc count | |
- B. The student is to determine blood glucose concentration, sedimentation rate, blood type (ABO and Rh), and calculate estimation of blood volume, total O₂ carrying capacity, mean corpuscular volume (MCV), mean corpuscular hemoglobin (MCH), and mean corpuscular hemoglobin content (MCHC).
- C. The student should be able to interpret results, define hematology terms given in this lab, and describe the basic methods used for analysis.

VI. **Anatomy of the Kidney Lab:**

- A. Upon completion of a dissection of a kidney, the student should be able to correctly identify the following:

renal capsule	cortex
renal artery	pyramid
renal vein	papillae
ureter	pelvis
hilus	calyx

- B. Perform a routine urine analysis composed of a basic physical, chemical, and microscopic exam.

VII. **Respiratory Physiology Lab:** Upon completion of gathering data from respiratory physiology experimentation, the student should be able to correctly complete a lab report containing the following:

- A. Data from the following pulmonary function tests using a spirometer:
- | | |
|----------------------------|-----------------------------------|
| tidal volume | daily pulmonary ventilation |
| expiratory reserve volume | maximal breathing capacity |
| inspiratory reserve volume | forced expiratory volume (1 sec.) |
| vital capacity | minute respiratory volume |
- B. Data from exercises demonstrating neural and humoral control of pulmonary ventilation.
- C. Upon completion of the exercise, the student will also correctly answer examination questions concerning the following:
1. Definitions of lung volumes and capacities.
 2. Neural and humoral control of respiration.
 3. Definitions of respiratory terms listed in the laboratory exercise.

COURSE OUTLINE: BIO 212 - HUMAN ANATOMY & PHYSIOLOGY II

I. Endocrinology

- A. Hormonal action and control
- B. Hormones, function, control, structures, and disorders of endocrine glands
 - 1. Adenohypophysis
 - 2. Neurohypophysis
 - 3. Thyroid
 - 4. Parathyroid
 - 5. Adrenal cortex
 - 6. Adrenal medulla
 - 7. Testes
 - 8. Ovaries
 - 9. Pancreas

II. Reproductive system

- A. Male reproductive system
- B. Female reproductive system
- C. Female reproductive cycle
- D. Fertilization and development

III. Cardiology

- A. General path of circulation
- B. Anatomy of the heart
- C. Path of blood flow through the heart
- D. Electrophysiology
- E. Pumping action and cardiac cycle
- F. Control of cardiac output

IV. Circulation

- A. Major systemic arteries
- B. Major systemic veins
- C. Physiology of circulation
 - 1. Physics of blood flow
 - 2. Blood pressure

V. Hematology

- A. General functions and characteristics of blood
- B. Formed elements
 - 1. Erythrocytes
 - a. characteristics; Lab values
 - b. hemoglobin
 - c. formation of

- d. iron metabolism
- e. destruction of
- 2. Leukocytes
 - a. characteristics; Lab values
 - b. role in immunity and inflammation
- 3. Platelets
- C. Plasma
- D. Hemostasis
- E. Immunity

VI. Respiratory system

- A. Functions and overview
- B. Anatomy of the airway
- C. Pulmonary ventilation
- D. Gas exchange
- E. Gas transport

VII. Digestive system

- A. Purpose and overview
- B. Chemical hydrolysis of food
- C. Anatomy of the G-I tract and accessory structures
- D. Biliary system
- E. G-I motility
- F. Secretion and absorption

VIII. Excretory system

- A. Functions and overview
- B. Chemicals excreted
- C. Macro and microscopic anatomy of the kidneys
- D. Urinary tract
- E. Urine formation
- F. Renal regulation of fluid and electrolytes

IX. Acid-Base Balance

- A. pH and normal ranges
- B. Regulatory mechanisms
 - 1. Acid-base buffers
 - 2. CO₂ - bicarbonate ion ratio
 - 3. Respiratory regulation
 - 4. Renal regulation
- C. Metabolic and respiratory acidosis/alkalosis

BIO 212: ANATOMY & PHYSIOLOGY II**TENTATIVE ACADEMIC SCHEDULE****Summer Semester, July 13 – August 21, 2009**

- Mon. July 13: Unit I: Endocrine System: Basics of hormonal function, posterior pituitary gland, room. E227
- Tues. July 14: Anterior pituitary gland, room. A219
- Wed. July 15: Thyroid, parathyroid function, and adrenal cortex: room E227
- Thur. July 16: 8:00-9:00; Adrenal medulla and pancreatic islets; room A216; 9:00-12:00 Renal Regulation of Osmolarity Lab Experiment, room A219
- Fri. July 17: **On-line Quiz#1 on Coursecompass.com**
- Mon. July 20: Unit II: Reproductive system: room E227;
- Tues. July 21: Dissection; Internal Anatomy of the Cat; room A219
- Wed. July 22: Unit III: Cardiology; Anatomy and action potential within the heart: room E227
- Thur. July 23: **8:00-9:00 Exam #1** in room A216; 9:00-12:00; Dissection (cont). room A219
- Mon. July 27: Cardiology unit (continued); cardiac cycle, volumes and cardiac output: room E227
- Tues. July 28: **8:00-9:00 Lab Practical Exam #1**; 9:00-12:00; Dissection (cont); room A219
- Wed. July 29: Cardiology (continued), room E227
- Thur. July 30: 8:00-11:00; Pig heart and cat dissection followed by a video of open heart surgery from 11:00-12:00; all in room A219
- Fri. July 31: **On-line Quiz#2 on Coursecompass.com**
- Mon. Aug. 3: Unit V: Physiology of circulation and blood pressure, room E227
- Tues. Aug. 4: **8:00-9:00 Lab Practical Exam #2**; 9:00-11:00 Cardiovascular physiology lab exercise, all in room A219; 11:00-12:00; Unit VI: Hematology in room A216
- Wed. Aug. 5: Unit VI: Blood (continued), room E227
- Thur. Aug. 6: **8:00-9:00 Exam #2** in room A216; 9:00-12:00 Hematology Lab in room A219
- Mon. Aug. 10: Blood (continued) and Immunity; room E227
- Tues. Aug. 11: 8:00-10:00 Unit VII: Respiratory System, room A216; 10:00-12:00 Hematology lab exercise (continued) in room A219
- Wed. Aug. 12: Pulmonary Ventilation in room E227
- Thur. Aug. 13: **8:00-8:45 Hematology lab quiz**; Renal Anatomy lecture/lab followed by urine analysis lab, all in room A219
- Fri. Aug. 14: **On-line Quiz#3 on Coursecompass.com**
- Mon. Aug. 17: Gas exchange and gas transport followed by Unit VIII: Digestive system, room E227
- Tues. Aug. 18: 8:00-9:00 Digestive system (continued) in room A216: 9:00-12:00 Pulmonary Function Lab Exercise in room A219
- Wed. Aug. 19: Digestive system (continued) followed by Unit IX: Renal physiology, room E227
- Thur. Aug. 20: Renal physiology (continued), Unit X: Acid/Base Balance, room A216
- Fri. Aug. 21: **Final Exam**

TOPIC ORDER AND TEXTBOOK READING

Unit I: *Martini; Endocrinology; chapter 18;

Unit II: Martini; Reproductive system; chapter 28 and pp. 1087-1103

Unit III: Martini; Heart, chapter 20;

Unit IV: Martini; Anatomy of the Blood Vessel and Circulation Routes; pp. 720-729

Unit V: Martini; Physiology of Circulation; pp. 718-758;

Unit VI: Martini; Hematology: chapter 19 and 22;

Unit VII: Martini; Respiratory system; chapter 23;

Unit VIII: Martini; Digestive system; chapter 24;

Unit IX: Martini; Excretory system; chapter 26;

Unit X: Martini; Acid-Base Balance; pp. 1023-1036

**Fundamentals of Anatomy & Physiology*, by Martini and Nath, Prentice Hall Publishers, 8th ed.

Dissection Labs: **Gilbert: Digestive/respiratory chapter, Urogenital chapter, circulation chapter, and Nervous system chapter

***Pictorial Anatomy of the Cat*; by S. Gilbert; University of Washington Press.