

## SYLLABUS

# **BIO 212 - ANATOMY & PHYSIOLOGY II**

Spring Semester, 2010

Lecture: CRN 10585; Section T03; 12:30 - 1:55 T/Th, Rm. D210  
Lab: CRN 10586; Section T3A; 9:00 - 12:00 T, Rm. A219 or  
Lab: CRN 10224; Section T3B; 9:00 - 12:00 Th, Rm. A219

Three Rivers Community College  
**Norwich, Connecticut 06360**

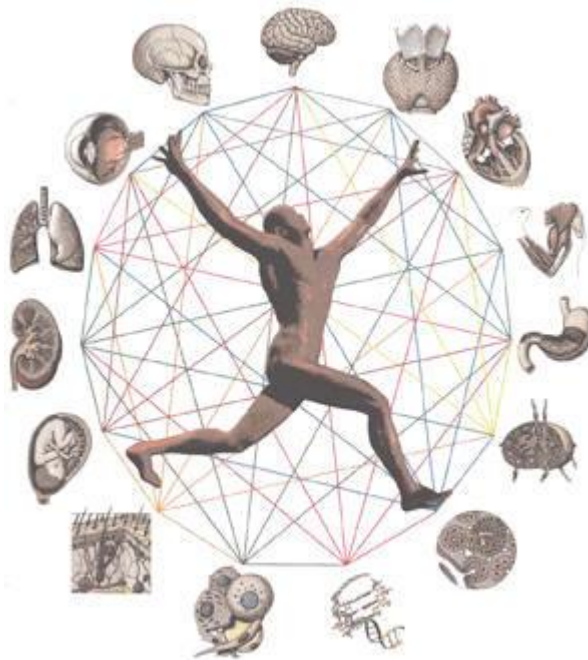
William "Kirk" Kirkpatrick, Professor  
Office: C270

Office Phone: 383-5282

Cell Phone: 235-3690

e-mail: [williamkirk01@comcast.net](mailto:williamkirk01@comcast.net) or  
[wkirkpatrick@trcc.commnet.edu](mailto:wkirkpatrick@trcc.commnet.edu)

Office Hours: Monday and Wednesday: 10:00 - 11:00  
Tuesday and Thursday: 2:00 - 3:00  
other times 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. 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. BIO 211 and 212 with a minimum grade of C+ is also the pre-requisite for the TRCC 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.

**PRE-REQUISITE FOR THE COURSE:** BIO 211 with a grade of C or better.

**CREDIT:** 4 credit hours consisting of 3 contact hours of lecture meeting T/Th; 12:30 – 1:55 and 3 hours of laboratory per week meeting T or Th 9:00 – 12:00.

**REQUIRED TEXTS:**

*Fundamentals of Anatomy and Physiology* by Frederic Marini and Judi 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)

*Visual Guide to Human Physiology* by Paul A. 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 anatomy and physiology requirements for Three River's Nursing program.
3. To fulfill pre-and or co-requisite anatomy and physiology requirements for Allied Health Programs.
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 noted. 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. **Lecture:**

- a. **Quizzes:** Weekly quizzes worth 15 points each will be given on-line at the CourseCompass web site ([www.coursecompass.com](http://www.coursecompass.com)) on Wednesdays. The quiz will be available from 7 am to midnight and will be on a timer. Access to the quiz is password protected. The password will be given to you. These quizzes will consist of 15 multiple choice questions (at 1 point each) covering lecture material given since the previous quiz. **If missed, they cannot be made-up**, however the lowest score will be dropped at the end of the semester.
- b. **Major Exams:** Three major exams, non-comprehensive, of 150 points will be given in class as scheduled (see p. 29). Each will evaluate the student's knowledge over material given since the last major exam. They will consist of 75 multiple choice questions worth two points each.
- c. **On-line Assignments through Course Compass:** The following required homework assignments will be done with your computer on Course Compass:
  - (1.) Anatomy of circulation and blood flow. 25 points. Details are in the lecture unit 4 learning folder in the assignment section of course compass.
  - (2.) Interactive Physiology Immune System. 20 points. Details are in the lecture unit 1 learning folder in the assignment section of course compass.
  - (3.) Interactive Physiology Digestive System. 20 points. Details are in the lecture unit 8 learning folder in the assignment section of course compass.
- d. **Extra Credit:** There will usually be extra credit homework assignments involving the Interactive Physiology (IP) modules. IP titles that will be available for extra credit are the following:

Endocrine System (4 points), Cardiovascular (part 1) (6 points), Cardiovascular (part 2) (4 points), Respiratory System (4 points), Urinary System (4 points), and Acid-Base Balance (4 points). Details will be within the learning folders in the Assignment section of Course Compass. Some extra credit may also be available by responding to case history/clinical application problems that may be presented on Course Compass.

## 2. **Laboratory:**

- a. **Quizzes:** A 40 point lab quiz over hematology objectives.
- b. **Practical exam #1:** a 50-point identification exam over the digestive and urogenital system chapters of lab unit II objectives
- c. **Practical exam #2:** a 50 point identification exam over circulatory and nervous system chapters of lab unit II and also heart lab unit III-A objectives.
- d. **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 (40 points).

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

1. weekly quizzes: 1.6% overall (each); 14.5% overall (all 9 or 10 for the semester)
2. major exams: 16.2% overall (each); 48.6% (all three)
3. blood circulation homework: 2.7% overall
4. IP; immune system homework: 2.2% overall
5. IP; digestive system homework: 2.2% overall
6. regulation of osmolarity lab report: 5.3% overall
7. hematology lab quiz: 5.3% overall
8. dissection lab practical exam #1: 6.7% overall
10. dissection lab practical exam #2: 6.7% overall
11. cardiac anatomy lab report: 2% overall
12. cardiovascular physiology lab report: 2% overall
13. pulmonary function lab report: 2% overall

## 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. No exceptions**

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

1. Converting lecture points into a percentage score.
2. Converting laboratory points into a percentage score.
3. Combining 70% of the lecture percentage score with 30% of the labor percentage score to determine an overall course percentage score. (Lecture is worth 70% and lab 30% of the final grade.)

- \* \*4. 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. The last day to withdraw from a course is May 10. Students who do not withdraw, but stop attending will be assigned an "F" 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)*

*Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.*

(Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)

*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 892-5751 or 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. Your cooperation is appreciated. For further information, go to:

[http://www.trcc.commnet.edu/Stu\\_Services/LD/LD\\_index.htm](http://www.trcc.commnet.edu/Stu_Services/LD/LD_index.htm)

**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 [table 18-1, p. 592 (7<sup>th</sup> ed) or p. 605 (8<sup>th</sup> 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 (fig. 18-2, p. 594 of 7<sup>th</sup> ed. or p. 608 of 8<sup>th</sup> 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<sup>++</sup> (fig. 18-3 and 18-4, p. 597-598 of the 7<sup>th</sup> ed or p. 610-612 of 8<sup>th</sup> ed).
- \*5. Define prostaglandins and leukotrienes (p. 595 of 7<sup>th</sup> ed or p. 607 of 8<sup>th</sup> ed).
6. List the names and locations of the major endocrine glands (fig. 18-1, p. 593 of 7<sup>th</sup> ed or p. 607 of 8<sup>th</sup> 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. adrenocorticotrophic hormone
1) follicular stimulating hormone	*f. melanocyte stimulating hormone
2) luteinizing hormone	(p. 604 of 7 <sup>th</sup> ed. or p. 617-618 of
c. prolactin (lactogenic hormone)	8 <sup>th</sup> ed)
3. In reference to growth hormone, define somatomedins, glucose-sparing effect, and diabetogenic effect.
4. Describe the function and feedback control of the following neurohypophyseal hormones:
  - a. oxytocin

**\*will not be covered in class**

- 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 (fig. 18-11, p. 609 of 7<sup>th</sup> ed or p. 622 of 8<sup>th</sup> 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	
  - 2. Describe the suprarenal medulla (adrenal medulla).
    - a. List the functions of epinephrine and norepinephrine.
    - b. Define glycogenolysis, chromaffin cells, and sympathomimetic.

**\*will not be covered in class**



- 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. 623 of 7<sup>th</sup> ed or p. 637 of 8<sup>th</sup> 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. 623 of 7<sup>th</sup> ed or p. 637 of 8<sup>th</sup> 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. 616 of 7<sup>th</sup> ed. or p. 630-631 of 8<sup>th</sup> ed.)
- \*I. Describe the function of the hormones, leptin and resistin, secreted by adipose. (p. 624 of 7<sup>th</sup> ed. or p. 638 of 8<sup>th</sup> ed.)
- \*J. Describe the involvement of hormones with stress by discussing the alarm, resistance, and exhaustion phase. (pp. 626-628 of 7<sup>th</sup> ed. or pp. 640-642 of 8<sup>th</sup> ed.)
- \*K. Be aware of the affect of hormones on behavior. (pp. 628 of 7<sup>th</sup> ed or p. 642 of 8<sup>th</sup> ed. )
- \*L. Be aware pf the affects of hormones and athletic performance. (p. 629 of 7<sup>th</sup> ed or p. 643 of 8<sup>th</sup> 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.
  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

**\*will not be covered in class**

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.
    - a. Organize the ovary into its layers using the following terms: tunica albuginea, stroma (cortex and medulla).
    - b. Define oogenesis and differentiate between oogonium, primary oocyte, secondary oocyte, ovum, first and second polar body.
    - c. Define follicles and differentiate between primordial, primary, secondary (growing), tertiary (mature or Graafian) follicles, follicular cells (thecal and granulosa).
    - d. Define ovulation and corona radiata
    - e. 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 antelexion and retroflexion (pp. 1053 of the 7<sup>th</sup> ed. or p. 1065 in 8<sup>th</sup> ed.)
  - \*5. Briefly describe the overall structure of the vagina and define Bartholin's glands (p. 1057-1059 of 7<sup>th</sup> ed. or p. 1070-1071 of 8<sup>th</sup> 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).
1. State the purpose of the cycle.
  2. List hormones involved in the regulation of the cycle.
  3. Relate pituitary hormones, feedback regulation, and causes to the cyclic changes in ovarian and uterine structures. (link with objectives 4 and 5 below)
  4. Describe the ovarian cycle by defining follicular phase, ovulation, luteal phase
  5. Describe the uterine cycle by defining the menses, proliferative and secretory phase.
  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
- \*will not be covered in class**

(ectoderm, mesoderm, and endoderm), placenta, extraembryonic membranes, embryo, fetus (pp. 1075-1082 of 7<sup>th</sup> ed. or pp. 1086-1095 of 8<sup>th</sup> ed.)

- \*F. Briefly describe the chorion, amnion, the basic structure of the placenta, and placental circulation. (1082-1085 of 7<sup>th</sup> ed. or 1095-1098 of 8<sup>th</sup> 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. 709 – 717 of 7<sup>th</sup> ed. or pp. 720-729 of 8<sup>th</sup> ed.)

#### 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 tendoneae

#### 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
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.

**\*will not be covered in class**

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: **\*will not be covered in class**
- |                       |   |                        |
|-----------------------|---|------------------------|
| 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
- 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.

**\*will not be covered in class**

- 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 7<sup>th</sup> ed. or p. 651 of 8<sup>th</sup> 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	
cytotoxic T-cells	juvs	helper T-cells
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.

**\*will not be covered in class**

- 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. 764 (7<sup>th</sup> ed.); p. 777 (8<sup>th</sup> ed.)
  2. Organize lymphocytes into their specific varieties and briefly state the function of each. pp. 768 (7<sup>th</sup> ed.); pp. 780-782 (8<sup>th</sup> ed.)
  3. List and know the basic location of lymphoid tissues such as: lymphoid nodules, tonsils, lymph nodes, thymus, and spleen. pp. 769-775 (7<sup>th</sup> ed.); pp. 783-788 (8<sup>th</sup> ed.)
  4. Describe nonspecific defenses against disease.
    - a. List physical barriers. pp. 775-777 (7<sup>th</sup> ed.); pp. 789 (8<sup>th</sup> ed)
    - b. List and define varieties of phagocytes. Also define margination, diapedesis, chemotaxis, and adhesion. pp. 777-778 (7<sup>th</sup> ed.); pp. 789-791 (8<sup>th</sup> ed.).
    - c. Describe inflammation. pp. 781-782 (7<sup>th</sup> ed) or pp. 793-796 (8<sup>th</sup> 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.
    - d. Briefly define other non-specific defenses such as: NK cells, complement, interferon, cytokines, fever, and pyrogens. pp. 778-780, 782 (7<sup>th</sup> ed) or pp. 791-793, 796 (8<sup>th</sup> ed.)
  5. Define the following forms of immunity: innate, active (natural and induced), passive (natural and induced). p. 782-783 (7<sup>th</sup> ed.) or p. 796-797 (8<sup>th</sup> ed.)
  6. Briefly describe the process of immunity.
    - a. List and briefly describe the properties of immunity. pp. 783-784 (7<sup>th</sup> ed.) or pp. 797-798 (8<sup>th</sup> ed.)
    - b. Briefly describe cell-mediated immunity by discussing T-cells (and their

**\*will not be covered in class**

- varieties), antigen presenting cells, and their interactions. pp. 784-789 (7<sup>th</sup> ed. or pp. 798-803 (8<sup>th</sup> ed.)
- c. Briefly describe humoral immunity by discussing B-cells (and their varieties) and antibody. pp. 789-792 (7<sup>th</sup> ed.) or pp. 804-807 (8<sup>th</sup> ed.)
  - d. List and briefly define the five classes of antibody (immunoglobulin). p. 793 (7<sup>th</sup> ed) or p. 807-807 (8<sup>th</sup> ed.); table 22-1
  - e. List and briefly discuss how antibodies destroy antigen. pp. 792 (7<sup>th</sup> ed.) or p. 807-808 (8<sup>th</sup> ed.)
- F. Discuss the processes involved in hemostasis.
1. Define hemostasis.
  2. List factors that prevent coagulation.
  3. Define vascular spasm and platelet plug.
  4. 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)	
  5. 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:

- A. State the functions of the respiratory system.
- B. List and define phases of respiration.
- \*C. Describe the anatomy of the respiratory system.
  1. Describe the walls, contents, lining, and associated structures of the nasal cavities. pp. 817-818 (7<sup>th</sup> ed.) or pp. 829-830 (8<sup>th</sup> ed.)
  2. Describe the location, boundaries, and lining of the pharynx. p. 819 (7<sup>th</sup> ed.) or p. 831 (8<sup>th</sup> ed.)
  3. Describe the anatomy of the larynx. pp. 819-820 (7<sup>th</sup> ed.) or p. 831-833 (8<sup>th</sup> 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. 823-824 (7<sup>th</sup> ed.) or pp. 835-835 (8<sup>th</sup> ed.)
  5. Describe the location, boundaries, and construction of the trachea. p. 821-822 (7<sup>th</sup> ed.) or p. 834 (8<sup>th</sup> ed.)
  6. Describe the organization of the bronchial tree by defining and stating numbers

**\*will not be covered in class**



- of primary, secondary, and segmental bronchi. pp. 824-826 (7<sup>th</sup> ed.) or 834-837 (8<sup>th</sup> ed.)
7. Describe the construction of the micro- airway tubes by defining: lobular, terminal, and respiratory bronchioles, alveolar duct, alveolar sac, and alveolus. pp. 826-828 (7<sup>th</sup> ed.) or 837-841 (8<sup>th</sup> ed.)
  8. Describe the micro-anatomy and the significance of the alveolar-capillary membrane (respiratory membrane). pp. 826-829 (7<sup>th</sup> ed.) or 837-841 (8<sup>th</sup> 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. 829 (7<sup>th</sup> ed.) or 841-842 (8<sup>th</sup> 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 and neural control of ventilation.
    - a. Describe the Hering-Breuer reflex.
    - b. Describe the effects of blood CO<sub>2</sub>, O<sub>2</sub>, 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 pO<sub>2</sub>, and pCO<sub>2</sub> 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.
  3. Define O<sub>2</sub> - hemoglobin saturation.
    - a. Know the normal "O<sub>2</sub> sats" for both arterial and venous blood.
    - b. If given an oxyhemoglobin dissociation curve and blood gas concentration, be able to determine O<sub>2</sub> sat level. If given the O<sub>2</sub> sat level, be able to determine the blood gas concentration (O<sub>2</sub>).
  4. Briefly discuss oxygen transport in the dissolved state.
  5. Define carboxyhemoglobin
  6. Discuss carbon dioxide transport by:

**\*will not be covered in class**

- 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. 863 (7<sup>th</sup> ed.) or pp. 875-876 (8<sup>th</sup> ed.)
- B. List the overall chemical breakdown processes for carbohydrates, lipids, protein, and nucleic acids. (see fig. 24-26 and table 24-2, pp. 903-904 of 7<sup>th</sup> ed. or pp. 917-918 of 8<sup>th</sup> ed.)
- \*C. Describe the overall anatomy of the G-I tract.
  1. List and state the purpose of the different types of teeth. p. 873-875 (7<sup>th</sup> ed.) or pp. 885-887 (8<sup>th</sup> ed.)
  2. State dentition of the deciduous and permanent teeth. p. 874 (7<sup>th</sup> ed.) or p. 887 (8<sup>th</sup> ed.)
  3. State the location, drainage, and type of saliva produced by the parotid, submaxillary, and sublingual glands. pp. 871-872 (7<sup>th</sup> ed.) or p. 884-885 (8<sup>th</sup> 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. 866-868 (7<sup>th</sup> ed.) or 878-880 (8<sup>th</sup> ed.)
  6. Describe the location, purpose, mucosa and muscularis makeup of the esophagus. p. 875-876 (7<sup>th</sup> ed.) or p. 888-889 (8<sup>th</sup> ed.)
  7. Define the following areas and parts of the stomach: pp. 877-881 (7<sup>th</sup> ed.) or pp. 891-884 (8<sup>th</sup> 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. 884-887 (7<sup>th</sup> ed.) or pp. 898-901 (8<sup>th</sup> 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. 888-895 (7<sup>th</sup> ed.) or pp. 901-908 (8<sup>th</sup> ed.)
    - a. List the lobes of the liver.
    - b. List the major functions of the liver and gall bladder.
    - 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.

**\*will not be covered in class**

10. Describe the overall anatomy of the large intestine by defining and locating: pp. 896-901 (7<sup>th</sup> ed.) or pp. 910-915 (8<sup>th</sup> 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. 902 (7<sup>th</sup> ed.) or p. 916 (8<sup>th</sup> ed.)
2. List the chemical secretions and digestive action of saliva. pp. 872 (7<sup>th</sup> ed.) pp. 884-885 (8<sup>th</sup> ed.) and fig. 24-26 and table 24-3, pp. 903-904 (7<sup>th</sup> ed.) pp. 917-918 (8<sup>th</sup> ed.)
3. Describe the digestive functions of the stomach. pp. 879-880 (7<sup>th</sup> ed.) or pp. 891-894 (8<sup>th</sup> ed.)
  - a. Describe the chemical mechanism of hydrochloric acid secretion by the parietal cells of the stomach. p. 881 (7<sup>th</sup> ed) or 894 (8<sup>th</sup> ed) and fig. 24-14
  - b. Describe the chemical activation of pepsinogen into pepsin and the digestive function of it on protein molecules. p. 880 (7<sup>th</sup> ed.) or p. 894 (8<sup>th</sup> ed.) and fig. 24-26 and table 24-3
4. List the digestive secretions of the pancreas and the digestive actions of each. p.889 (7<sup>th</sup> ed.) or p. 902-903 (8<sup>th</sup> ed.) and fig. 24-26 and table 24-3
5. Describe the effect of the hormone, cholecystokinin on the gall bladder. p.894-895 (7<sup>th</sup> ed.) or 908-909 (8<sup>th</sup> ed.)
6. State the purpose of bile. p. 894 (7<sup>th</sup> ed.) or p. 908 (8<sup>th</sup> 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. 903-907 (7<sup>th</sup> ed.) or pp. 918-921 (8<sup>th</sup> ed.)
9. State the digestive and absorption functions of the large intestine. p. 899-900 (7<sup>th</sup> ed.) or pp. 913-914 (8<sup>th</sup> ed.)
10. Describe basic movements of the G-I tract.
  - a. Define segmentation and peristalsis. pp. 868 (7<sup>th</sup> ed.) or pp. 880-881 (8<sup>th</sup> ed.)
  - b. Define enterogastric reflex and defecation. pp. 883, 863, fig.24-25; p.901 (7<sup>th</sup> ed.) or 896, 876, fig. 24-25; p. 915 (8<sup>th</sup> ed.)
  - c. Define gastrin and secretin. pp. 880, 883, 895-896 (7<sup>th</sup> ed.) or pp. 894, 897, 909-910 (8<sup>th</sup> 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.

**\*will not be covered in class**

- 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.
  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.

**A. Chapter: "Digestive System/Respiratory System and other structures of the area"**

1. lymph nodes
2. salivary glands and ducts
  - a. parotid gland
  - b. parotid duct
  - c. submaxillary gland
  - d. submaxillary duct
  - e. sublingual gland
3. teeth
  - a. incisors
  - b. canines
  - c. premolars
  - d. molars
4. tongue
  - a. papillae of tongue
  - b. frenulum of tongue
5. palate
  - a. hard palate
  - b. soft palate
6. larynx
  - a. thyroid cartilage
  - b. cricoid cartilage
  - c. epiglottic cartilage (epiglottis)
  - d. arytenoids cartilage
  - e. vocal cords
  - f. glottis
7. thyroid gland
8. trachea
9. bronchi
10. pleural cavity
11. mediastinum
12. pleura
  - a. parietal pleura
  - b. visceral pleura
13. lungs

- a. anterior lobe
  - b. middle lobe
  - c. posterior lobe
  - d. hilus
  - e. root
  - f. mediastinal surface
  - g. diaphragmatic surface (base)
  - h. costal surface
  - i. apex
14. cerebellum
15. cerebrum
16. hypophysis (pituitary gland)
17. medulla
18. pons
19. nasal cavity
- a. nasal conchae
  - b. internal (posterior) nares
20. pharynx
- a. nasopharynx
    - eustachian tube opening
  - b. oropharynx
    - palatine tonsil
21. heart
22. pericardium
23. pericardial cavity
24. esophagus
25. diaphragm
- a. central tendon
  - b. falciform ligament
  - c. round ligament
26. peritoneal cavity
27. peritoneum
- a. parietal peritoneum
  - b. visceral peritoneum
  - c. greater omentum
    - gastrosplenic ligament
    - omental bursa
    - epiploic foramen
  - d. lesser omentum
    - gastrohepatic ligament
    - hepatoduodenal ligament
  - e. mesentery
  - f. mesoduodenum
  - g. mesocolon
28. stomach
- a. cardia
  - b. fundus
  - c. body
  - d. antrum

- e. pylorus
  - f. greater curvature
  - g. lesser curvature
  - h. cardiac orifice
  - i. rugae
  - j. pyloric sphincter (valve)
29. small intestine
- a. duodenum
  - b. jejunum
  - c. ileum
    - ileocecal sphincter (valve)
30. large intestine
- a. cecum
  - b. ascending colon
  - c. transverse colon
  - d. descending colon
  - e. sigmoid colon (human)
  - f. rectum
31. liver
- a. right medial lobe
  - b. right lateral lobe
  - c. left medial lobe
  - d. left lateral lobe
  - e. caudate lobe
32. pancreas
- a. head
  - b. body
  - c. tail
  - d. pancreatic duct
33. gall bladder
34. biliary tract
- a. hepatic ducts
  - b. cystic duct
  - c. common bile duct
  - d. ampulla of Vater

## **B. Chapter: "Urogenital System"**

- 1. kidney
    - hilus
    - root
    - perinephric fat
  - 2. adrenal gland
  - 3. ureter
  - 4. urinary bladder
  - 5. urethra
- MALE PARTS
- 6. scrotum
  - 7. penis

8. spermatic cord
9. inguinal canal
  - a. internal inguinal ring
  - b. inguinal canal
  - c. external inguinal ring
10. testes
11. epididymus
12. vas deferens (ductus deferens)
13. prostate gland
14. bulbourethral glands

#### FEMAL PARTS

15. ovaries
16. fallopian tubes
  - a. abdominal ostium (infundibulum)
  - b. fimbriae
17. uterus
  - a. uterine horns
  - b. body of uterus
  - c. cervix
18. vagina
19. supporting peritoneum
  - a. round ligament
  - b. broad ligament
    - mesovarium
    - mesosalpinx
  - c. ovarian ligament

**LAB PRACTICAL EXAM #1 MATERIAL ENDS AT THIS POINT**

**LAB PRACTICAL EXAM #2 MATERIAL BEGINS AT THIS POINT**

#### **Chapter "The Circulatory System"**

pulmonary artery	gastrosplenic vein
pulmonary veins	superior mesenteric vein
precava (superior vena cava)	hepatic portal vein
internal & external jugular veins	brachial artery
intercostal veins	intercostal arteries
internal mammary veins	celiac artery
innominate veins (brachiocephalic)	hepatic artery
subclavian veins	gastric artery
axillary veins	splenic artery
brachial vein	superior mesenteric artery
aorta	renal arteries
- ascending aorta	spermatic (testicular) or ovarian artery
- aortic arch	inferior mesenteric artery
- thoracic aorta	external iliac artery
- abdominal aorta	internal iliac vein
innominate artery (brachiocephalic)	postcava (inferior vena cava)



ovarian or spermatic vein	hepatic vein
external iliac artery	femoral artery
left & right subclavian artery	femoral vein
left & right common carotid artery	popliteal artery
internal & external carotid artery	popliteal vein
internal mammary artery	
vertebral artery	
axillary artery	

### Chapter "Nervous System"

meninges	medulla
-dura mater	spinal cord
-arachnoid mater	facial nerve
-pia mater	cervical plexus
cerebrum	brachial plexus
gyrus	phrenic nerve
sulcus	vagus nerve
fissure	lumbosacral plexus
corpus callosum	femoral nerve
lateral ventricle	sciatic nerve
cerebellum	sympathetic ganglia (trunk)
pons	

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

### LAB PRACTICAL EXAM #2 MATERIAL ENDS AT THIS POINT

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	rbc count
differential wbc count	hematocrit	
  - B. The student is to determine blood glucose and cholesterol concentration, sedimentation rate (as a demonstration), blood type (ABO and Rh), O<sub>2</sub> sats, and calculate estimation of blood volume, total O<sub>2</sub> 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. CO<sub>2</sub> - bicarbonate ion ratio
  - 3. Respiratory regulation
  - 4. Renal regulation
- C. Metabolic and respiratory acidosis/alkalosis

**TENTATIVE ACADEMIC SCHEDULE**  
**Spring Semester, 2010**

**Lecture:** Tuesday and Thursday, 12:30 - 1:55, room D210

Jan. 21: Endocrine system	Mar. 23: Heart (con't) Mar. 25: Circulation
Jan. 26: Endocrine system (con't) Jan. 28: Endocrine system (con't)	Mar.30: Blood pressure April 1: Blood
Feb. 2: Endocrine system (con't) Feb. 4: Professional Day: No class	April 6: Blood (con't) April 8: Blood (con't)
Feb. 9: Endocrine system (con't) Feb. 11: Endocrine system (con't)	April 13: <b>Exam #2</b> April 15: Blood and Immunity
Feb. 16: Endocrine system (con't) Feb. 18: Male Reproductive system	April 20: Digestive system April 22: Digestive system (con't)
Feb. 23: Female Reproductive system Feb. 25: <b>Exam #1</b>	April 27: Digestive system (con't) April 29: Respiratory system (con't)
Mar. 2: Heart (con't) Mar. 4: Heart (con't)	May 4: Respiratory system (con't) May 6: Respiratory system (con't)
Mar. 9: Spring Break-no class Mar. 11: Spring Break-no class	May 11: Respiratory system (con't) May 13: Acid/Base balance
Mar. 16: Heart (con't) Mar. 18: Heart (con't)	May 18: Acid/Base balance May 20: <b>Exam #3</b>
*** May 10: Last day to withdraw	

**TOPIC ORDER AND TEXTBOOK READING**

Unit I: \*Martini; Endocrinology; chapter 18;  
 Unit II: Martini; Reproductive system; chapter 28 and pp. 1075-1091 (7<sup>th</sup> ed.) or pp. 1087-1103 (8<sup>th</sup> ed)  
 Unit III: Martini; Heart, chapter 20;  
 Unit IV: Martini; Anatomy of the Blood Vessel and Circulation Routes; 709-718 (7<sup>th</sup> ed.) or pp. 720-729 (8<sup>th</sup> ed.);  
 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. 1007-1019 (7<sup>th</sup> ed.) or pp. 1023-1036 (8<sup>th</sup> ed.);

\**Fundamentals of Anatomy & Physiology*, by Martini, Prentice Hall Publishers, 7th ed. OR

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

**Tentative Academic Schedule - Lab**  
**Spring Semester, 2010**  
**Tuesday or Thursday - 9:00 - 12:00, Rm. A219**

**Tuesday Lab**

1/26: Endocrinology lecture  
 2/2: Renal Regulation of Osmolarity  
 2/9: Cat dissection  
 2/16: Cat dissection  
 2/23: Cat dissection  
 3/2: Cat dissection  
 3/9: Spring Break (no classes)  
 3/16: Heart dissection/Cat dissection  
 3/23: Cat dissection and video  
 3/30: Cardiovascular physiology  
 4/6: Blood analysis  
 4/13: Blood analysis  
 4/20: Blood analysis  
 4/27: **Blood quiz** followed by  
           renal anatomy/urine analysis  
 5/4: Pulmonary function analysis  
 5/11: Respiratory system lecture  
 5/18: No lab

**Thursday Lab**

1/21: Endocrinology lecture  
 1/28: Renal Regulation of Osmolarity  
 2/4: Professional Day: No class  
 2/11: Cat dissection  
 2/18: Cat dissection  
 2/25: Cat dissection  
 3/4: Cat dissection  
 3/11: Spring Break (no classes)  
 3/18: Heart dissection/Cat dissection  
 3/25: Cat dissection and video  
 4/1: Cardiovascular physiology  
 4/8: Blood analysis  
 4/15: Blood analysis  
 4/22: Blood analysis  
 4/29: **Blood quiz** followed by  
           renal anatomy/urine analysis  
 5/6: Pulmonary function analysis  
 5/13: Respiratory system lecture  
 5/20: No lab

**\*Lab Practical Exam #1 is March 17 or 19**

**\*Lab Practical Exam #2 is April 7 or 9**

**See the lab unit 2 or 3 learning folder in the Assignment section of Course Compass for details**

