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Human Physiology

An Integrated Approach

SEVENTH EDITION

Dee Unglaub Silverthorn

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HOW TO USE THIS BOOK

WELCOME TO HUMAN PHYSIOLOGY!

As you begin your study of the human body, one of your main tasks will be to construct for yourself a global view of the body, its systems, and the many processes that keep the systems working. This “big picture” is what physiologists call the integration of systems, and it is a key theme in this book. To integrate information, however, you must do more than simply memorize it. You need to truly understand it and be able to use it to solve problems that you have never encountered before. If you are headed for a career in the health professions, you will do this in the clinics. If you plan a career in biology, you will solve problems in the laboratory, field, or classroom. Analyzing, synthesizing, and evaluating information are skills you need to develop while you are in school, and I hope that the features of this book will help you with this goal.

One of my aims is to provide you not only with information about how the human body functions but also with tips for studying and problem solving. Many of these study aids have been developed with the input of my students, so I think you may find them particularly helpful.

On the following pages, I have put together a brief tour of the special features of the book, especially those that you may not have encountered previously in textbooks. Please take a few minutes to read about them so that you can make optimum use of the book as you study.

In this edition, we have added some new features to help you study. Each chapter now begins with a list of Learning Outcomes to guide you as you read the chapter. We have also added Video Tutors, online video clips that

I created with the assistance of some of my students. Look for the QR codes in the figures with associated Video Tutor clips, and watch Kevin and Michael as they demonstrate physiology in action.

Pattern recognition is important for all healthcare professionals, so you can begin to develop this skill by learning the key concepts of physiology that repeat over and over as you study different organ systems. Chapter 1 includes two special *Focus On* features: one on concept mapping, a study strategy that is also used for decision-making in the clinics, and one on constructing and interpreting graphs. The Chapter 1 Running Problem introduces you to effective ways to find information on the Internet.

Be sure to look for the Essentials and Review figures throughout the book. These figures distill the basics about a topic onto one or two pages, much as the Anatomy Summaries do. My students tell me they find them particularly useful for review when there isn't time to go back and read all the text.

We have also retained the four approaches to learning physiology that proved so popular since this book was first published in 1998.

1. Cellular and Molecular Physiology

Most physiological research today is being done at the cellular and molecular level, and there have been many exciting developments in molecular medicine and physiology in the 10 years since the first edition. For example, now scientists are paying more attention to primary cilia, the single cilium that occurs on most cells of the body. Primary cilia

are thought to play a role in some kidney and other diseases. Look for similar links between molecular and cellular biology, physiology, and medicine throughout the book.

2. Physiology as a Dynamic Field

Physiology is a dynamic discipline, with numerous unanswered questions that merit further investigation and research. Many of the “facts” presented in this text are really only our current theories, so you should be prepared to change your mental models as new information emerges from scientific research.

3. An Emphasis on Integration

The organ systems of the body do not work in isolation, although we study them one at a time. To emphasize the integrative nature of physiology, three chapters (Chapters 13, 20, and 25) focus on how the physiological processes of multiple organ systems coordinate with each other, especially when homeostasis is challenged.

4. A Focus on Problem Solving

One of the most valuable life skills students should acquire is the ability to think critically and use information to solve problems. As you study physiology, you should be prepared to practice these skills. You will find a number of features in this book, such as the Concept Check questions and Figure and Graph Questions, that are designed to challenge your critical thinking and analysis skills. In each chapter, read the Running Problem as you work through the text and see if you can apply what you’re reading to the clinical scenario described in the problem.

Also, be sure to look at the back of the text, where we have combined the index and glossary to save time when you are looking up unfamiliar words. The appendices have the answers to the Concept Check questions, Figure and Graph Questions, and end-of-chapter questions, as well as reviews of physics, logarithms, and basic genetics. The back end papers include a periodic table of the elements, diagrams of anatomical positions of the body, and tables with conversions and normal values of blood components. Take



a few minutes to look at all these features so that you can make optimum use of them.

It is my hope that by reading this book, you will develop an integrated view of physiology that allows you to enter your chosen profession with respect for the complexity of the human body and a clear vision of the potential of physiological and biomedical research. May you find physiology as fun and exciting I do. Good luck with your studies!

Warmest regards,
Dr. Dee (as my students call me)
silverthorn@utexas.edu

INTEGRATED MEDIA

NEW! 10 PHYS IN ACTION! VIDEO TUTORS AND COACHING ACTIVITIES help students master challenging physiological concepts through laboratory demonstrations and real-world examples. The Phys in Action! Video Tutors are QR code–accessible from the text, while the Phys in Action! Coaching Activities can track student assessment in MasteringA&P.



FIG. 15.14 ESSENTIALS

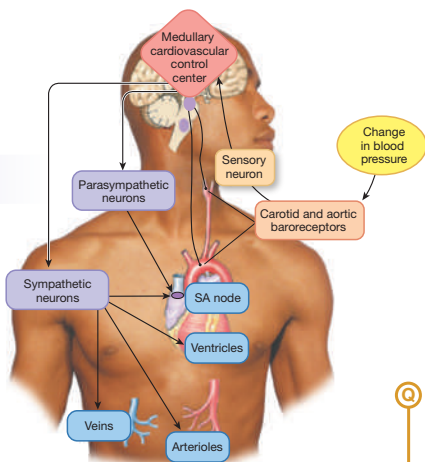
Cardiovascular Control

The intrinsic rate of the heartbeat is modulated by sympathetic and parasympathetic neurons. Blood vessel diameter is under tonic control by the sympathetic division.

(a) CNS Control of the Heart and Blood Vessels

KEY

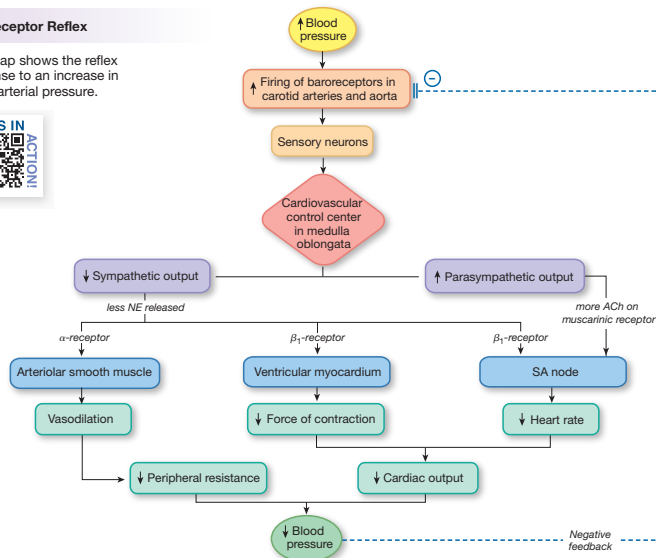
- Stimulus
- Sensor
- Afferent pathway
- Integrating center
- Output signal
- Target
- Tissue response
- Systemic response



Q FIGURE QUESTION
Name the neurotransmitters and receptors for each of the target tissues.

(b) Baroreceptor Reflex

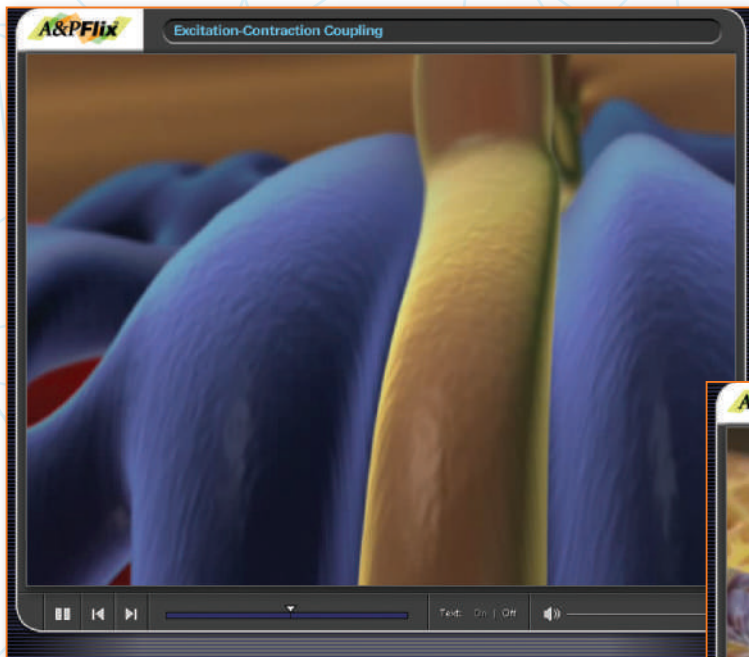
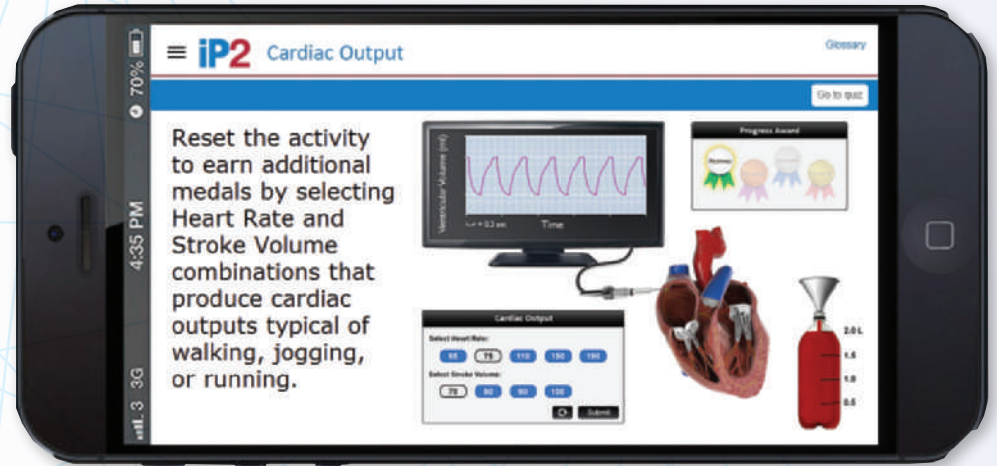
This map shows the reflex response to an increase in mean arterial pressure.



IP2

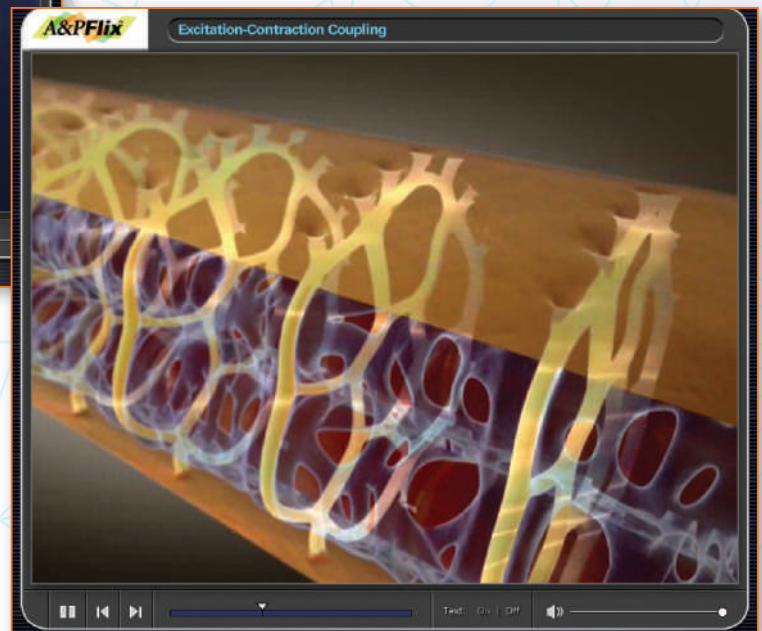
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help students dive deeper into complex physiological processes using the engaging Interactive Physiology tutorial program. **The next generation of IP is available for Cardiac Output, Resting Membrane Potential, Electrical Activity of the Heart, Factors Affecting Blood Pressure, Cardiac Cycle, and Generation of an Action Potential.**



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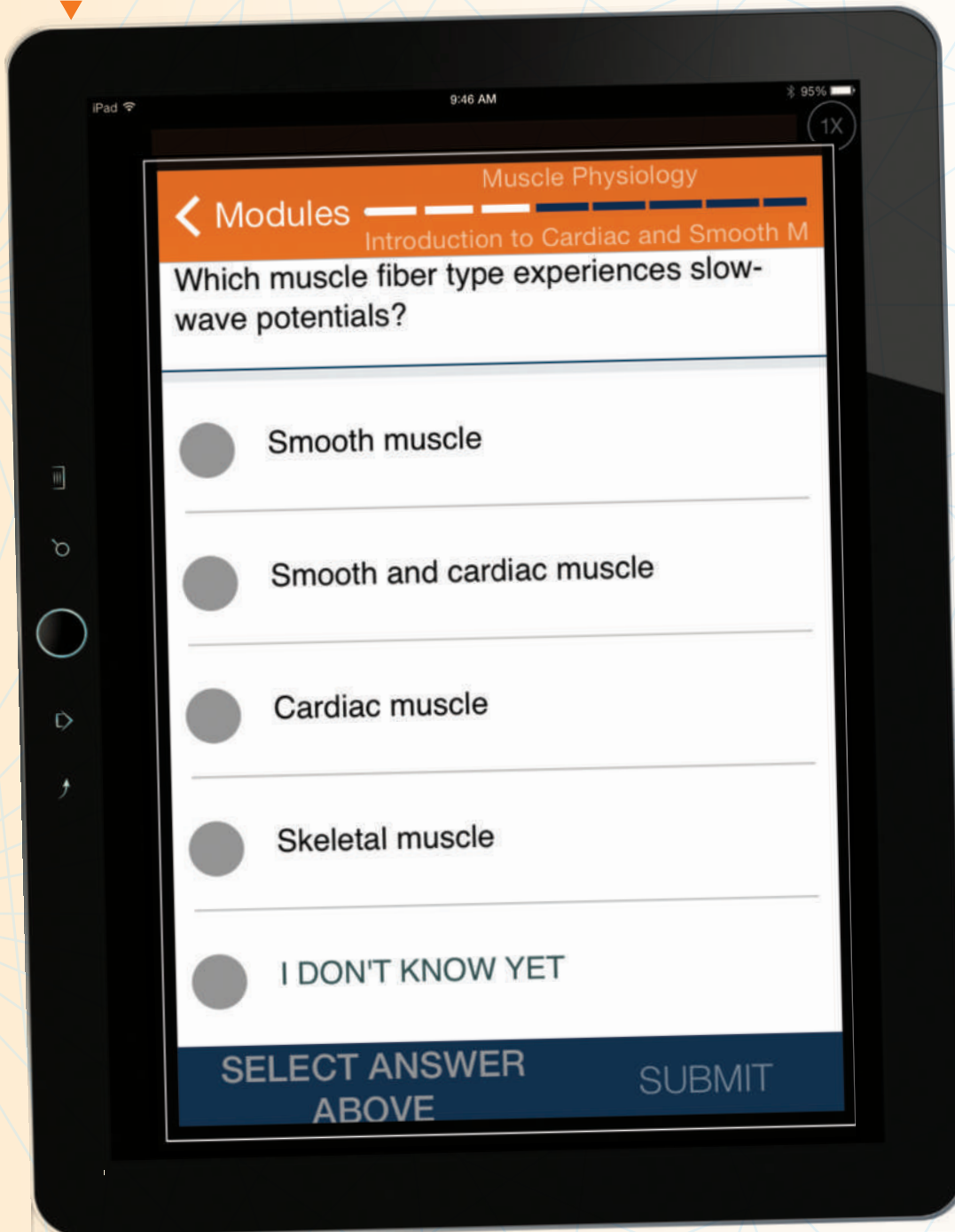
bring difficult A&P concepts to life with dramatic three-dimensional representations of important processes and carefully developed step-by-step explanations.



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offer a personalized reading experience of the chapter content. As students answer questions to master the chapter content, they receive detailed feedback with text and art from the book itself. Dynamic Study Modules help students acquire, retain, and recall information faster and more efficiently than ever before.



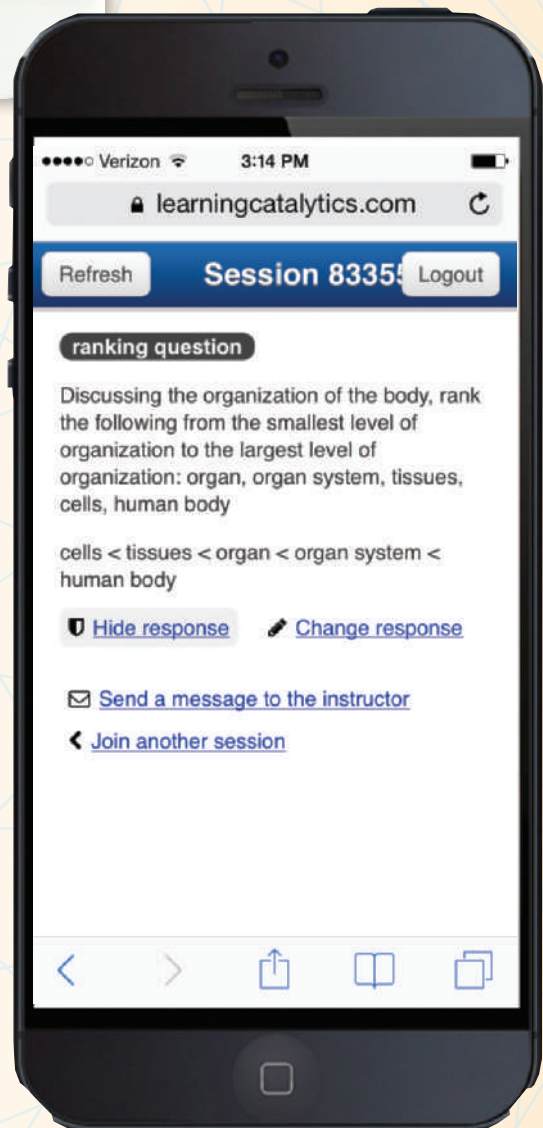


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INTEGRATED ART

4

Energy and Cellular Metabolism

There is no good evidence that ... life evades the second law of thermodynamics, but in the downward course of the energy-flow it interposes a barrier and dams up a reservoir which provides potential for its own remarkable activities.

F. G. Hopkins, 1933. "Some Chemical Aspects of Life," presidential address to the 1933 meeting of British Association for the Advancement of Science.

ENERGY IN BIOLOGICAL SYSTEMS 117

- LO 4.1** Define energy. Describe three categories of work that require energy.
- LO 4.2** Distinguish between kinetic and potential energy, and describe potential energy in biological systems.
- LO 4.3** Explain the first and second laws of thermodynamics and how they apply to the human body.

CHEMICAL REACTIONS 120

- LO 4.4** Describe four common types of chemical reactions.
- LO 4.5** Explain the relationships between free energy, activation energy, and endergonic and exergonic reactions.
- LO 4.6** Apply the concepts of free energy and activation energy to reversible and irreversible reactions.

ENZYMES 122

- LO 4.7** Explain what enzymes are and how they facilitate biological reactions.
- LO 4.8** How do the terms *isozyme*, *coenzyme*, *proenzyme*, *zymogen*, and *cofactor* apply to enzymes?
- LO 4.9** Name and explain the four major categories of enzymatic reactions.

METABOLISM 126

- LO 4.10** Define metabolism, anabolism, and catabolism.
- LO 4.11** List five ways cells control the flow of molecules through metabolic pathways.

LO 4.12 Explain the roles of the following molecules in biological energy transfer and storage: ADP, ATP, NADH, FADH₂, NADPH.

LO 4.13 Outline the pathways for aerobic and anaerobic metabolism of glucose and compare the energy yields of the two pathways.

LO 4.14 Write two equations for aerobic metabolism of one glucose molecule: one using only words and a second using the chemical formula for glucose.

LO 4.15 Explain how the electron transport system creates the high-energy bond of ATP.

LO 4.16 Describe how the genetic code of DNA is transcribed and translated to create proteins.

LO 4.17 Explain the roles of transcription factors, alternative splicing, and posttranslational modification in protein synthesis.

BACKGROUND BASICS

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← **NEW! LEARNING OUTCOMES** appear at the beginning of every chapter to provide a learning framework that allows students to easily test their knowledge after reading.

Glucose crystals

116

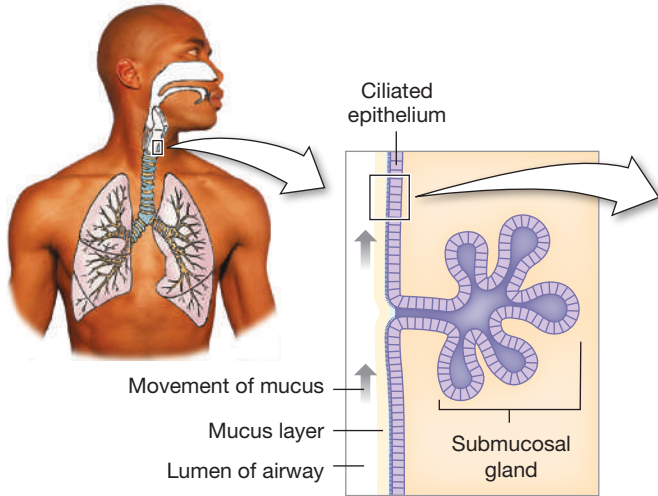
NEW! THE DIGESTIVE SYSTEM AND REPRODUCTION AND DEVELOPMENT CHAPTERS have been revised to include the latest research and to better foster student understanding and application.

NEW! OVER 40 NEW AND UPDATED PROCESS ART FIGURES

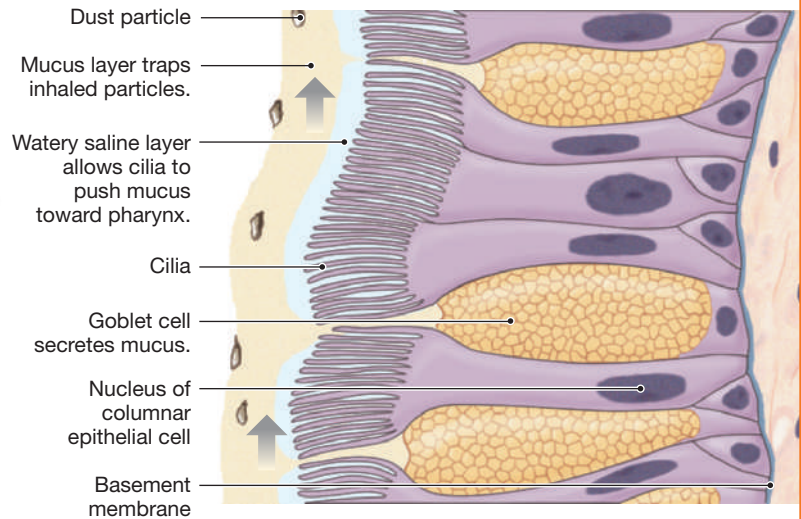
blend narrative explanations and clear visuals that better enable students to visualize difficult concepts and physiological processes.

FIG. 17.5 Airway epithelium

(a) Epithelial cells lining the airways and submucosal glands secrete saline and mucus.



(b) Cilia move the mucus layer toward the pharynx, removing trapped pathogens and particulate matter.



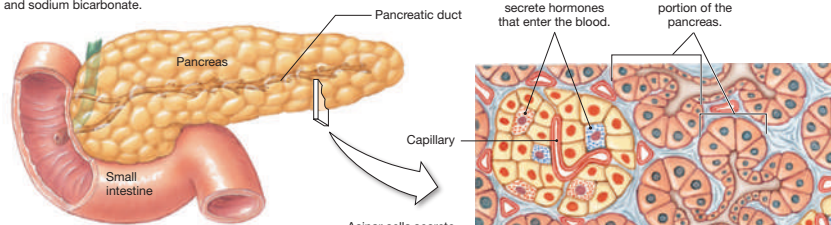
NEW! OVER 30 NEW AND UPDATED ESSENTIALS ART FIGURES concisely present important concepts for students to master in each chapter.

FIG. 21.14 ESSENTIALS

The Pancreas

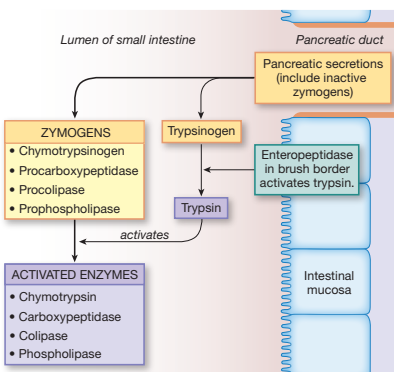
Anatomy of the Exocrine and Endocrine Pancreas

(a) The exocrine pancreas secretes digestive enzymes and sodium bicarbonate.



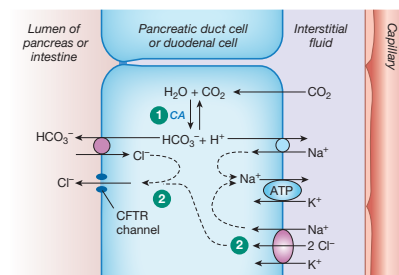
Activation of Pancreatic Zymogens

(b) Inactive enzymes secreted by the pancreas are activated in a cascade. Trypsinogen is activated to trypsin by brush border enteropeptidase, and trypsin then activates other pancreatic enzymes.



Bicarbonate Secretion

(c) Bicarbonate secretion in the pancreas and duodenum



Top Ten Ways to Succeed in Classes that Use Active Learning

By Manila Svinicki, Ph.D., Director
University of Texas Center for Teaching Effectiveness

1. Make the switch from an authority-based conception of learning to a self-regulated conception of learning. Recognize and accept your own responsibility for learning.
2. Be willing to take risks and go beyond what is presented in class or the text.
3. Be able to tolerate ambiguity and frustration in the interest of understanding.
4. See errors as opportunities to learn rather than failures. Be willing to make mistakes in class or in study groups so that you can learn from them.
5. Engage in active listening to what's happening in class.
6. Trust the instructor's experience in designing class activities and participate willingly if not enthusiastically.
7. Be willing to express an opinion or hazard a guess.
8. Accept feedback in the spirit of learning rather than as a reflection of you as a person.
9. Prepare for class physically, mentally, and materially (do the reading, work the problems, etc.).
10. Provide support for your classmate's attempts to learn. The best way to learn something well is to teach it to someone who doesn't understand.

Dr. Dee's Eleventh Rule:

DON'T PANIC! Pushing yourself beyond the comfort zone is scary, but you have to do it in order to improve.

Word Roots for Physiology

a- or an- without, absence	inter- between
anti- against	intra- within
-ase signifies an enzyme	-itis inflammation of
auto self	kali- potassium
bi- two	leuko- white
brady- slow	lipo- fat
cardio- heart	lumen inside of a hollow tube
cephalo- head	-lysis split apart or rupture
cerebro- brain	macro- large
contra- against	micro- small
-crine a secretion	mono- one
crypt- hidden	multi- many
cutan- skin	myo- muscle
-cyte or cyto- cell	oligo- little, few
de- without, lacking	para- near, close
di- two	patho-, -pathy related to disease
dys- difficult, faulty	peri- around
-elle small	poly- many
-emia blood	post- after
endo- inside or within	pre- before
epi- over	pro- before
erythro- red	pseudo- false
exo- outside	re- again
extra- outside	retro- backward or behind
gastro- stomach	semi- half
-gen, -genie produce	sub- below
gluco-, glyco- sugar or sweet	super- above, beyond
hemi- half	supra- above, on top of
hemo- blood	tachy- rapid
hepato- liver	trans- across, through
homo- same	
hydro- water	
hyper- above or excess	
hypo- beneath or deficient	

HUMAN PHYSIOLOGY

AN INTEGRATED APPROACH

SEVENTH EDITION
GLOBAL EDITION

Dee Unglaub Silverthorn, Ph.D.

UNIVERSITY OF TEXAS, AUSTIN

WITH CONTRIBUTIONS BY

Bruce R. Johnson, Ph.D.

CORNELL UNIVERSITY

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Michael Chirillo, Dee Silverthorn, and Kevin Christmas

2009 Outstanding Undergraduate Science Teacher Award from the Society for College Science Teachers, the American Physiological Society's Claude Bernard Distinguished Lecturer and Arthur C. Guyton Physiology Educator of the Year, and multiple awards from UT–Austin, including the Burnt Orange Apple Award. The first edition of her textbook won the 1998 Robert W. Hamilton Author Award for best textbook published in 1997–1998 by a University of Texas faculty member. Dee was

the president of the Human Anatomy and Physiology Society in 2012–2013, has served as editor-in-chief of *Advances in Physiology Education*, and is currently chair of the American Physiological Society Book Committee. She works with members of the International Union of Physiological Sciences to improve physiology education in developing countries, and this book has been translated into seven languages. Her free time is spent creating multimedia fiber art and enjoying the Texas hill country with her husband, Andy, and their dogs.

About the Illustrators

William C. Ober, M.D. (*art coordinator and illustrator*) received his undergraduate degree from Washington and Lee University and his M.D. from the University of Virginia. He also studied in the Department of Art as Applied to Medicine at Johns Hopkins University. After graduation, Dr. Ober completed a residency in Family Practice and later was on the faculty at the University of Virginia in the Department of Family Medicine and in the Department of Sports Medicine. He also served as Chief of Medicine of Martha Jefferson Hospital in Charlottesville, VA. He is currently a visiting Professor of Biology at Washington & Lee University, where he has taught several courses and led student trips to the Galapagos Islands. He was part of the Core Faculty at Shoals Marine Laboratory, where he taught Biological Illustration for 22 years. The textbooks illustrated by Medical & Scientific Illustration have won numerous design and illustration awards.

Claire E. Ober, R.N.

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cal Branch, Galveston, and is currently a family physician in solo practice in Austin, Texas. When Andrew is not busy seeing patients, he may be found on the golf course or playing with his two rescue dogs, Molly and Callie.

About the Contributor



Bruce Johnson is a Senior Research Associate in the Department of Neurobiology and Behavior at Cornell University. He earned biology degrees at Florida State University (B.A.), Florida Atlantic University (M.S.), and at the Marine Biological Laboratory in Woods Hole (Ph.D.) through the Boston University Ma-

rine Program. At Cornell he teaches a laboratory course entitled Principles of Neurophysiology. He is a coauthor of *Crawdad*: a CD-ROM lab manual for Neurophysiology and the Laboratory Manual for Physiology, and he continues development of model preparations for student neuroscience laboratories. Bruce has directed and taught in neuroscience faculty workshops sponsored by NSF (*Crawdad*), ADInstruments (*Crawdad* and *CrawFly*), and the Faculty for Undergraduate Neuroscience (FUN), and in neuroscience courses at the Universities of Copenhagen and Cologne, the Marine Biological Laboratory, and the Shoals Marine Laboratory. He has received outstanding educator and distinguished teaching awards at Cornell University, and the FUN Educator of the Year Award. He is a past president of FUN and presently the Associate Editor for the *Journal of Undergraduate Neuroscience Education*. Bruce's research addresses the cellular and synaptic mechanisms of motor network plasticity.

DEDICATION

This edition is dedicated to all my graduate teaching assistants, from Carol, Jan, and Peter to Kevin, Michael, and Sarah, and everyone in between. Their enthusiasm for teaching and creative ideas have been a continual inspiration.

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