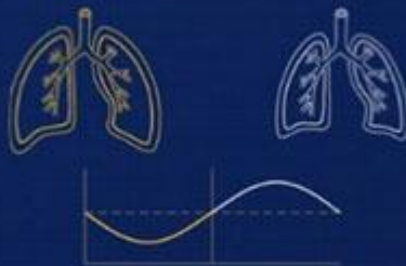


# SOLUTIONS MANUAL

## Anatomy & Physiology

THIRD EDITION



Elaine N. Marieb  
Katja Hoehn

# Instructor Guide to Text and Media

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## Anatomy & Physiology

Third Edition

ELAINE N. MARIEB, R.N., PH.D.

Holyoke Community College

This Instructor Guide is adapted from  
the *Human Anatomy & Physiology*, Seventh Edition  
Instructor Guide by Theresa Bissell and Laura Steele.



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## PREFACE

This Instructor Guide to Text and Media has been updated and revised to accompany *Anatomy & Physiology*, Third Edition, by Elaine N. Marieb and Katja Hoehn. Each chapter has been outlined in a way that we hope benefits you in your use of the text and instruction of your classes. At the beginning of each chapter is a list of Objectives to guide you in deciding how to focus your teaching. A detailed Suggested Lecture Outline is provided for each chapter to aid you in developing your own course outline. Additionally, there are Cross References that point you to concepts in other chapters of the text to facilitate integration of other information. Each chapter contains Lecture Hints and Activities/Demonstrations that may be beneficial in presenting material in a way that makes it more meaningful for students. There are also Critical Thinking/Discussion Topics, as well as Library Research Topics, to be used in class discussion or as outside assignments that may help your students further understand the lectured material.

A number of resources are listed in the chapters of this instructor guide that may be useful in making your presentations more engaging or effective. Histology Slides for the Life Sciences, Laboratory Correlations, Multimedia in the Classroom and Lab (including descriptive listings of videos and software as well as online resources for students), and Lecture Enhancement Materials (transparency acetates and Media Manager images) are available to coordinate with your lecture. A Suggested Reading list includes articles relevant to the system covered by the chapter. In addition, Answers to End-of-Chapter Short Essay Questions are provided with page references pointing to the main text.

Appendix A is a guide to audio-visual distributors and their contact information. Appendix B provides thumbnails of all the textbook images, including art, photos, and tables, organized by chapter. Appendix C contains *InterActive Physiology*<sup>®</sup> Exercise Sheets, created by Dr. Shirley Whitescarver and Brian Witz, for use with the *InterActive Physiology*<sup>®</sup> 9-System Suite. Answers to these Exercise Sheet questions can be found in Appendix D. Finally, Appendix E includes a Correlation Guide between selected review questions from the main text and the A.D.A.M.<sup>®</sup> Interactive Anatomy (AIA) CD-ROM, version 4.0. This helps students find the most relevant view to help them answer questions that require critical reasoning.

An electronic version of this guide and other instructor supplements are available to download at the Addison Wesley/Benjamin Cummings catalog page. Visit [www.aw-bc.com](http://www.aw-bc.com) and select instructor resources for *Anatomy & Physiology*, Third Edition, by Elaine Marieb and Katja Hoehn.

The Internet is a tremendous resource for you and your students to find additional information on A&P topics. For a general listing of A&P websites, search for “anatomy” or “physiology” on search engines such as Google or Yahoo. Here are a few websites that you might find useful, but keep in mind that we cannot guarantee that these links will remain active.

**[www.medtropolis.com](http://www.medtropolis.com)** The Virtual Body includes interactive presentations on various body systems, including animations, narrations, and quizzes.

**[www.nlm.nih.gov](http://www.nlm.nih.gov)** The U.S. National Library of Medicine includes general health information as well as the Visible Human Project, which creates anatomical images of the male and female human body.

**[www.nlm.nih.gov/medlineplus](http://www.nlm.nih.gov/medlineplus)** Medline is a health database maintained by the National Institutes of Health’s National Library of Medicine.

**www.nih.gov** The National Institutes of Health is an excellent resource for general health information; a good source of research topics.

**www.npac.syr.edu** The Northeast Parallel Architectures Center at Syracuse University has created the Visible Human Viewer (based on the Visible Human Project), which allows you to examine a cadaver layer by layer from different views.

Anatomy and physiology are fascinating disciplines that students are always enriched by. We hope that you find this guide a valuable partner in your teaching effort, and that the resources listed within allow you to present an effective and enjoyable learning experience for your students. Comments and suggestions are always welcome. They may be sent care of Benjamin Cummings, 1301 Sansome Street, San Francisco, CA 94111.

THERESA BISSELL and LAURA STEELE  
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# CONTENTS

## 1

### **The Human Body: An Orientation 1**

- Objectives 1
- Suggested Lecture Outline 1
- Cross References 5
- Laboratory Correlations 6
- Lecture Hints 6
- Activities/Demonstrations 7
- Critical Thinking/Discussion Topics 7
- Library Research Topics 7
- Multimedia in the Classroom and Lab 8
- Lecture Enhancement Material 8
- Answers to End-of-Chapter Questions 9
- Suggested Readings 10

## 2

### **Chemistry Comes Alive 11**

- Objectives 11
- Suggested Lecture Outline 12
- Cross References 18
- Lecture Hints 18
- Activities/Demonstrations 19
- Critical Thinking/Discussion Topics 19
- Library Research Topics 20
- Multimedia in the Classroom and Lab 20
- Lecture Enhancement Material 21
- Answers to End-of-Chapter Questions 21
- Suggested Readings 23

## 3

### **Cells: The Living Units 24**

- Objectives 24
- Suggested Lecture Outline 25
- Cross References 30
- Laboratory Correlations 31

- Histology Slides for the Life Sciences 31
- Lecture Hints 31
- Activities/Demonstrations 32
- Critical Thinking/Discussion Topics 32
- Library Research Topics 33
- Multimedia in the Classroom and Lab 33
- Lecture Enhancement Material 34
- Answers to End-of-Chapter Questions 35
- Suggested Readings 36

## 4

### **Tissue: The Living Fabric 38**

- Objectives 38
- Suggested Lecture Outline 38
- Cross References 41
- Laboratory Correlations 42
- Histology Slides for the Life Sciences 42
- Lecture Hints 42
- Activities/Demonstrations 43
- Critical Thinking/Discussion Topics 43
- Library Research Topics 44
- Multimedia in the Classroom and Lab 44
- Lecture Enhancement Material 45
- Answers to End-of-Chapter Questions 45
- Suggested Readings 47

## 5

### **The Integumentary System 48**

- Objectives 48
- Suggested Lecture Outline 48
- Cross References 51
- Laboratory Correlations 51
- Histology Slides for the Life Sciences 52
- Lecture Hints 52
- Activities/Demonstrations 52
- Critical Thinking/Discussion Topics 53

Library Research Topics	53
Multimedia in the Classroom and Lab	54
Lecture Enhancement Material	54
Answers to End-of-Chapter Questions	54
Suggested Readings	55

## 6

### **Bones and Skeletal Tissues 57**

Objectives	57
Suggested Lecture Outline	58
Cross References	61
Laboratory Correlations	61
Histology Slides for the Life Sciences	62
Lecture Hints	62
Activities/Demonstrations	62
Critical Thinking/Discussion Topics	63
Library Research Topics	63
Multimedia in the Classroom and Lab	63
Lecture Enhancement Material	64
Answers to End-of-Chapter Questions	64
Suggested Readings	65

## 7

### **The Skeleton 66**

Objectives	66
Suggested Lecture Outline	67
Cross References	72
Laboratory Correlations	72
Histology Slides of the Life Sciences	72
Lecture Hints	72
Activities/Demonstrations	73
Critical Thinking/Discussion Topics	74
Library Research Topics	74
Multimedia in the Classroom and Lab	74
Lecture Enhancement Material	75
Answers to End-of-Chapter Questions	76
Suggested Readings	77

## 8

### **Joints 78**

Objectives	78
Suggested Lecture Outline	78
Cross References	81
Laboratory Correlations	82
Histology Slides for the Life Sciences	82
Lecture Hints	82
Activities/Demonstrations	82
Critical Thinking/Discussion Topics	83
Library Research Topics	83
Multimedia in the Classroom and Lab	84
Lecture Enhancement Material	84
Answers to End-of-Chapter Questions	85
Suggested Readings	86

## 9

### **Muscles and Muscle Tissue 87**

Objectives	87
Suggested Lecture Outline	87
Cross References	91
Laboratory Correlations	92
Histology Slides for the Life Sciences	92
Lecture Hints	92
Activities/Demonstrations	93
Critical Thinking/Discussion Topics	94
Library Research Topics	94
Multimedia in the Classroom and Lab	95
Lecture Enhancement Material	95
Answers to End-of-Chapter Questions	96
Suggested Readings	97

## 10

### **The Muscular System 99**

Objectives	99
Suggested Lecture Outline	99
Cross References	103
Laboratory Correlations	103

Histology Slides for the Life Sciences	103
Lecture Hints	103
Activities/Demonstrations	104
Critical Thinking/Discussion Topics	104
Library Research Topics	105
Multimedia in the Classroom and Lab	105
Lecture Enhancement Material	105
Answers to End-of-Chapter Questions	107
Suggested Readings	108

## 11

### **Fundamentals of the Nervous System and Nervous Tissue 109**

Objectives	109
Suggested Lecture Outline	110
Cross References	113
Laboratory Correlations	114
Histology Slides for the Life Sciences	114
Lecture Hints	114
Activities/Demonstrations	115
Critical Thinking/Discussion Topics	115
Library Research Topics	116
Multimedia in the Classroom and Lab	116
Lecture Enhancement Material	117
Answers to End-of-Chapter Questions	118
Suggested Readings	119

## 12

### **The Central Nervous System 121**

Objectives	121
Suggested Lecture Outline	122
Cross References	127
Laboratory Correlations	127
Histology Slides for the Life Sciences	127
Lecture Hints	128
Activities/Demonstrations	128

Critical Thinking/Discussion Topics	128
Library Research Topics	129
Multimedia in the Classroom and Lab	129
Lecture Enhancement Material	130
Answers to End-of-Chapter Questions	131
Suggested Readings	134

## 13

### **The Peripheral Nervous System and Reflex Activity 136**

Objectives	136
Suggested Lecture Outline	137
Cross References	143
Laboratory Correlations	144
Histology Slides for the Life Sciences	144
Lecture Hints	144
Activities/Demonstrations	146
Critical Thinking/Discussion Topics	146
Library Research Topics	147
Multimedia in the Classroom and Lab	147
Lecture Enhancement Material	148
Answers to End-of-Chapter Questions	149
Suggested Readings	150

## 14

### **The Autonomic Nervous System 152**

Objectives	152
Suggested Lecture Outline	152
Cross References	154
Laboratory Correlations	154
Histology Slides for the Life Sciences	155
Lecture Hints	155
Activities/Demonstrations	155
Critical Thinking/Discussion Topics	156
Library Research Topics	156
Multimedia in the Classroom and Lab	156
Lecture Enhancement Material	157
Answers to End-of-Chapter Questions	157
Suggested Readings	158



# 15

## **The Endocrine System 159**

Objectives	159
Suggested Lecture Outline	159
Cross References	162
Laboratory Correlations	163
Histology Slides for the Life Sciences	163
Lecture Hints	164
Activities/Demonstrations	164
Critical Thinking/Discussion Topics	164
Library Research Topics	165
Multimedia in the Classroom and Lab	165
Lecture Enhancement Material	166
Answers to End-of-Chapter Questions	167
Suggested Readings	168

# 16

## **Blood 169**

Objectives	169
Suggested Lecture Outline	169
Cross References	173
Laboratory Correlations	173
Histology Slides for the Life Sciences	173
Lecture Hints	173
Activities/Demonstrations	174
Critical Thinking/Discussion Topics	174
Library Research Topics	175
Multimedia in the Classroom and Lab	175
Lecture Enhancement Material	175
Answers to End-of-Chapter Questions	176
Suggested Readings	177

# 17

## **The Cardiovascular System: The Heart 179**

Objectives	179
Suggested Lecture Outline	179
Cross References	182
Laboratory Correlations	182
Histology Slides for the Life Sciences	182

Lecture Hints	182
Activities/Demonstrations	183
Critical Thinking/Discussion Topics	184
Library Research Topics	184
Multimedia in the Classroom and Lab	184
Lecture Enhancement Material	185
Answers to End-of-Chapter Questions	186
Suggested Readings	187

# 18

## **The Cardiovascular System: Blood Vessels 188**

Objectives	188
Suggested Lecture Outline	188
Cross References	193
Laboratory Correlations	193
Histology Slides for the Life Sciences	194
Lecture Hints	194
Activities/Demonstrations	195
Critical Thinking/Discussion Topics	195
Library Research Topics	195
Multimedia in the Classroom and Lab	196
Lecture Enhancement Material	197
Answers to End-of-Chapter Questions	197
Suggested Readings	199

# 19

## **The Lymphatic System 200**

Objectives	200
Suggested Lecture Outline	200
Cross References	201
Histology Slides for the Life Sciences	202
Lecture Hints	202
Activities/Demonstrations	202
Critical Thinking/Discussion Topics	202
Library Research Topics	203
Multimedia in the Classroom and Lab	203
Lecture Enhancement Material	203
Answers to End-of-Chapter Questions	203
Suggested Readings	204

## 20

### **The Immune System: Innate and Adaptive Body Defenses 205**

Objectives	205
Suggested Lecture Outline	205
Cross References	209
Laboratory Correlations	209
Lecture Hints	209
Activities/Demonstrations	210
Critical Thinking/Discussion Topics	211
Library Research Topics	211
Multimedia in the Classroom and Lab	211
Lecture Enhancement Material	212
Answers to End-of-Chapter Questions	213
Suggested Readings	215

## 21

### **The Respiratory System 216**

Objectives	216
Suggested Lecture Outline	217
Cross References	222
Laboratory Correlations	223
Histology Slides for the Life Sciences	223
Lecture Hints	223
Activities/Demonstrations	224
Critical Thinking/Discussion Topics	225
Library Research Topics	225
Multimedia in the Classroom and Lab	226
Lecture Enhancement Material	226
Answers to End-of-Chapter Questions	227
Suggested Readings	229

## 22

### **The Digestive System 230**

Objectives	230
Suggested Lecture Outline	230
Cross References	235
Laboratory Correlations	236
Histology Slides for the Life Sciences	236

Lecture Hints	236
Activities/Demonstrations	238
Critical Thinking/Discussion Topics	238
Library Research Topics	238
Multimedia in the Classroom and Lab	239
Lecture Enhancement Material	240
Answers to End-of-Chapter Questions	241
Suggested Readings	243

## 23

### **Nutrition, Metabolism, and Body Temperature Regulation 244**

Objectives	244
Suggested Lecture Outline	244
Cross References	249
Lecture Hints	249
Activities/Demonstrations	250
Critical Thinking/Discussion Topics	250
Library Research Topics	251
Multimedia in the Classroom and Lab	251
Lecture Enhancement Material	252
Answers to End-of-Chapter Questions	253
Suggested Readings	254

## 24

### **The Urinary System 256**

Objectives	256
Suggested Lecture Outline	256
Cross References	260
Laboratory Correlations	260
Histology Slides for the Life Sciences	261
Lecture Hints	261
Activities/Demonstrations	262
Critical Thinking/Discussion Topics	262
Library Research Topics	262
Multimedia in the Classroom and Lab	263
Lecture Enhancement Material	263
Answers to End-of-Chapter Questions	2664
Suggested Readings	266

## 25

### **Fluid, Electrolyte, and Acid-Base Balance 267**

Objectives	267
Suggested Lecture Outline	268
Cross References	271
Lecture Hints	272
Activities/Demonstrations	273
Critical Thinking/Discussion Topics	273
Library Research Topics	273
Multimedia in the Classroom and Lab	273
Lecture Enhancement Material	274
Answers to End-of-Chapter Questions	274
Suggested Readings	276

## 26

### **The Reproductive System 277**

Objectives	277
Suggested Lecture Outline	277
Cross References	282
Laboratory Correlations	282
Histology Slides for the Life Sciences	282
Lecture Hints	283
Activities/Demonstrations	284
Critical Thinking/Discussion Topics	284
Library Research Topics	284
Multimedia in the Classroom and Lab	284
Lecture Enhancement Material	285
Answers to End-of-Chapter Questions	286
Suggested Readings	288

## **Appendices**

<b>Appendix A:</b> Guide to Audio-Visual Resources	289
<b>Appendix B:</b> Visual Resource Guide	293
<b>Appendix C:</b> <i>InterActive Physiology</i> <sup>®</sup> Exercise Sheets	359
The Muscular System	360
The Nervous System I	366
The Nervous System II	372
The Cardiovascular System: The Heart	378
The Cardiovascular System: Blood Vessels	384
The Respiratory System	390
The Urinary System	396
Fluids, Electrolytes, and Acid-Base Balance	402
The Endocrine System	408
The Digestive System	420
<b>Appendix D:</b> <i>InterActive Physiology</i> <sup>®</sup> Exercise Sheet Answers	441
<b>Appendix E:</b> Correlation Guide to A.D.A.M. <sup>®</sup> Interactive Anatomy (AIA)	453

# The Human Body: An Orientation

## Objectives

### An Overview of Anatomy and Physiology

1. Define anatomy and describe the nature of different topics in anatomy.
2. Define physiology and describe the main focus of physiology.
3. Describe the principle of complementarity of structure and function. How does it unite the disciplines of anatomy and physiology?

### Levels of Structural Organization

4. Name the different levels of structural organization and describe their relationships with each other.
5. List the organ systems of the body and the major structures within each system.

### Maintaining Life

6. Describe the importance of each of the necessary life functions.
7. Describe the survival needs for human life and discuss the importance of each.

### Homeostasis

8. Define homeostasis and list the components of a homeostatic control mechanism.

9. Distinguish between negative and positive feedback mechanisms. Describe the mechanics of each and their importance to the maintenance of homeostasis.

### The Language of Anatomy

10. Describe the body's position in anatomical position. Why is this position important?
11. Define the directional terms as they relate to the human body.
12. Define the regional terms of the body. Which regions are found within other regions?
13. Identify the body planes and how they relate to sectioning terms and techniques.
14. Describe the body cavities and their relationships to each other. Which cavities are contained within other cavities?
15. Describe the membranes of the ventral cavity and their relationships to each other, the body wall, and the organs they are associated with.
16. Define the abdominopelvic regions and quadrants and describe how they are used by professionals.

---

## Suggested Lecture Outline

### *1. An Overview of Anatomy and Physiology (pp. 2–3)*

- A. Anatomy is the study of the structure of body parts and their relationships to each other, and physiology is the study of the function of body parts (p. 2).

- B. Topics of Anatomy (pp. 2–3)
  - 1. Gross (macroscopic) anatomy is the study of structures large enough to be seen with the naked eye.
    - a. Regional anatomy is the study of all body structures in a given body region.
    - b. Systemic anatomy is the study of all structures in a body system.
    - c. Surface anatomy is the study of internal body structures as they relate to the overlying skin.
  - 2. Microscopic anatomy is the study of structures that are too small to be seen with the naked eye.
    - a. Cytology is the study of individual cells.
    - b. Histology is the study of tissues.
  - 3. Developmental anatomy is the study of the change in body structures over the course of a lifetime.
  - 4. Specialized Branches of Anatomy
    - a. Pathological anatomy is the study of structural changes associated with disease.
    - b. Radiographic anatomy is the study of internal structures using specialized visualization techniques.
    - c. Molecular biology is the study of biological molecules.
- C. Topics of Physiology (p. 3)
  - 1. Physiology has several topics, most of which consider the function of specific organ systems.
  - 2. Physiology often focuses on cellular and molecular events.
- D. Complementarity of Structure and Function (p. 3)
  - 1. The principle of complementarity of structure and function states that function is dependent on structure, and that the form of a structure relates to its function.

## **II. Levels of Structural Organization (pp. 3–4)**

- A. The chemical level is the simplest level of organization (Fig. 1.1).
  - 1. Atoms, tiny building blocks of matter, combine to form molecules.
  - 2. Molecules combine in specific ways to form organelles, which are the basic unit of living cells.
- B. The cellular level is the smallest unit of life, and varies widely in size and shape according to the cells' function.
- C. The tissue level is groups of cells having a common function.
- D. The organ level is made up of discrete structures that are composed of at least two groups of tissues that work together to perform a specific function in the body.
- E. The organ system level is a group of organs that work closely together to accomplish a specific purpose (Fig. 1.3).
- F. The organismal level is the total of all structures working together to promote life.

### III. Maintaining Life (pp. 4–8)

- A. Necessary Life Functions (pp. 4–8; Fig. 1.2)
  - 1. Maintaining boundaries allows an organism to maintain separate internal and external environments, or separate internal chemical environments.
  - 2. Movement allows the organism to travel through the environment, and allows transport of molecules within the organism.
  - 3. Responsiveness, or irritability, is the ability to detect changes in the internal or external environment and respond to them.
  - 4. Digestion is the process of breaking down food into molecules that are usable by the body.
  - 5. Metabolism includes all chemical reactions that occur in the body.
  - 6. Excretion is the process of removing wastes.
  - 7. Reproduction is the process of producing more cells or organisms.
  - 8. Growth is an increase in size in body parts or the whole organism.
- B. Survival Needs (p. 8)
  - 1. Nutrients are consumed chemical substances that are used for energy and cell building.
  - 2. Oxygen is required by the chemical reactions that release energy from foods.
  - 3. Water, the most abundant chemical substance in the body, provides an environment for chemical reactions and a fluid medium for secretions and excretions.
  - 4. Normal body temperature is required for the chemical reactions of the body to occur at the proper rate.
  - 5. Atmospheric pressure must be within an appropriate range so that proper gas exchange occurs in the lungs.

### IV. Homeostasis (pp. 8–12)

- A. Homeostasis is the ability of the body to maintain a relatively constant internal environment, regardless of environmental changes (p. 9).
- B. Homeostatic Control Mechanisms (pp. 9–12; Figs. 1.4–1.6)
  - 1. Components
    - a. Variable: the regulated factor or event.
    - b. Receptor: structure that monitors changes in the environment and sends information to the control center.
    - c. Control center: structure that determines the set point for a variable, analyzes input, and coordinates an appropriate response.
    - d. Effector: structure that carries out the response directed by the control center.
  - 2. Negative Feedback Mechanisms
    - a. Most homeostatic control mechanisms are negative feedback mechanisms.
    - b. A negative feedback mechanism causes the variable to change in a way that opposes the initial change.
    - c. Both the nervous system and the endocrine system are important to the maintenance of homeostasis.

- d. The goal of negative feedback mechanisms is to prevent sudden, severe changes in the body.
3. Positive Feedback Mechanisms
  - a. A positive feedback mechanism causes the variable to change in the same direction as the original change, resulting in a greater deviation from the set point.
  - b. Positive feedback mechanisms typically activate events that are self-perpetuating.
  - c. Most positive feedback mechanisms are not related to the maintenance of homeostasis.
4. Homeostatic imbalance often results in disease.

## V. *The Language of Anatomy* (pp. 12–19)

- A. Anatomical Position and Directional Terms (p. 12; Table 1.1; Fig. 1.7)
  1. Anatomical position is a position in which the body is erect, palms face forward, and thumbs point away from the body.
    - a. In anatomical position, right and left refer to the right and left sides of the person viewed.
    - b. In anatomy, anatomical position is always assumed, regardless of the actual position of the body.
  2. Directional terms are used to explain exactly where one body part is in relation to another.
- B. Regional Terms (pp. 12–14)
  1. There are two fundamental divisions of the body.
    - a. The axial region includes the head, neck, and trunk.
    - b. The appendicular region consists of the upper and lower limbs.
  2. Regional terms designate specific areas within the axial and appendicular divisions.
- C. Body Planes and Sections (pp. 14–15; Fig. 1.8)
  1. Body planes are flat surfaces that lie at right angles to each other.
    - a. Sagittal plane: a vertical plane that separates the body into right and left parts.
      - i. Median, or midsagittal plane: lies exactly along the body's midline.
      - ii. Parasagittal plane: lies offset from the midline.
    - b. Frontal plane: a vertical plane that separates the body into anterior and posterior parts.
    - c. Transverse, or horizontal, plane: a plane that runs horizontally from right to left, and divides the body into superior and inferior parts.
  2. Sections are cuts made along specific planes.
    - a. Transverse section, or cross section, is a cut made along the transverse plane.
    - b. Oblique sections are cuts made at angles between the horizontal and vertical planes.
- D. Body Cavities and Membranes (pp. 16–19; Figs. 1.9–1.13)
  1. Body cavities are spaces within the body that are closed to the outside and contain the internal organs.

2. The dorsal body cavity is the space that houses the central nervous system, and has two subdivisions: the cranial cavity and the vertebral cavity.
  - a. The cranial cavity is within the skull, and houses the brain.
  - b. The vertebral, or spinal, cavity is within the vertebral column, and houses the spinal cord.
3. The ventral body cavity is anterior to and larger than the dorsal cavity and has two main subdivisions: the thoracic cavity, and the abdominopelvic cavity.
  - a. The thoracic cavity is a superior division of the ventral cavity that is further subdivided into the lateral pleural cavities that surround the lungs.
  - b. The thoracic cavity also contains the medial mediastinum, which includes the pericardial cavity surrounding the heart and the space surrounding the other thoracic structures.
4. The ventral body cavity houses the body organs, or viscera.
5. Membranes in the Ventral Body Cavity
  - a. Serous membranes, or serosae, cover the inner walls of the ventral cavity and the outer surfaces of organs.
  - b. The parietal serosa lines the body cavity walls, and is named for the specific cavities it is associated with.
  - c. The visceral serosa covers the outer surfaces of organs, and is named for the specific organs it is associated with.
  - d. Serous membranes secrete and are separated by a thin layer of lubrication fluid called serous fluid, which allows organs to slide without friction along cavity walls and between each other.
6. Abdominopelvic Regions and Quadrants
  - a. There are nine abdominopelvic regions used primarily by anatomists.
  - b. There are four quadrants used primarily by medical personnel.
7. Other Body Cavities
  - a. Oral and digestive cavities are continuous cavities that extend from the mouth through the digestive system to the anus.
  - b. The nasal cavity is within and posterior to the nose.
  - c. The orbital cavities house the eyes.
  - d. The middle ear cavities are within the skull just medial to the eardrums, and house the bones that transmit sound vibrations to the inner ears.
  - e. Synovial cavities are joint cavities lined with a lubricating fluid-secreting membrane associated with all movable joints.

## Cross References

*Additional information on the topics covered in Chapter 1 can be found in the chapters listed below.*

1. Chapter 2: Basic chemical and physical principles
2. Chapter 3: Cellular level of structural organization
3. Chapter 4: Tissue level of structural organization
4. Chapter 15: Hormonal control as an example of feedback regulation
5. Chapter 21: Organs of the mediastinum
6. Chapter 22: Serous membranes of the abdominal cavity



## Laboratory Correlations

1. Marieb, E.N. and Mitchell, S.J. *Human Anatomy & Physiology Laboratory Manual: Cat and Fetal Pig Versions*. Ninth Editions. Benjamin Cummings, 2008.

Exercise 1: The Language of Anatomy

Exercise 2: Organ Systems Overview

2. Marieb, E.N. and Mitchell, S.J. *Human Anatomy & Physiology Laboratory Manual: Main Version*. Eighth Edition. Benjamin Cummings, 2008.

Exercise 1: The Language of Anatomy

Exercise 2: Organ Systems Overview

## Lecture Hints

1. *The Incredible Human Machine* is an excellent videotape that offers an exciting overview of many physiological functions. With the help of sophisticated photographic techniques, the wonders of the body's internal world are revealed. The videotape is inexpensive and available from numerous vendors, including Carolina Biological. Listed below are alternate methods for using the tape.
  - a. Show the entire video during lecture or lab (60 minutes).
  - b. Show selected sections of video during an introductory lecture or lab.
  - c. Show selected sections as an introduction to each body system.
  - d. Place the videotape on reserve in the library or video center and have students view it on their own. This could be required or optional (if optional, encourage viewing by adding bonus points).
2. In order to illustrate the principle of complementarity of structure and function, ask the students to consider the relatively similar structure of the human arm and a bird wing. Then ask them to consider the functional constraints placed on the limbs by their form, as well as the adaptive value of each form. Manual dexterity vs. flight is an excellent compare-and-contrast example.
3. Many students have a very poor concept of the dynamics of the human body and how it functions in the environment. Try to stress throughout this chapter the adaptive nature of the body and the interrelationship between environmental variables and system response.
4. The body organ systems are actually an artificial grouping of structures that work toward a common goal. Stress the interrelationship between organs and systems that make the body "work" as an entire unit.
5. At times, students might substitute the term *circulatory system* for *cardiovascular system*. Explain the difference and the relationship to the lymphatic system.
6. The role of negative and positive feedback systems in maintaining or disrupting homeostasis is basic to understanding many of the physiological processes covered throughout the text. Stress the importance of feedback systems throughout the course.
7. Students often equate the term *negative* in feedback systems to something disruptive. This misunderstanding is compounded by the term *positive* also used in feedback systems. Stress the differences and give an example; for example, describe how a thermostat controls house temperature.
8. To illustrate the different degrees of protection in the dorsal and ventral cavities, ask the questions:
  - a. Why do you suppose that a dog instinctively curls up to protect its abdomen?

- b. Two people have rapidly growing tumors: one in the dorsal cavity, the other in the ventral. Which one would develop symptoms first?
9. To encourage understanding of structure/function relationships, ask students to comment on the relationship between muscle and bone, and between the respiratory and circulatory systems.

## Activities/Demonstrations

1. Audio-visual materials listed under Multimedia in the Classroom and Lab.
2. Ask the students to explain how scratching an itch can be considered an example of negative feedback.
3. Assume the anatomical position and ask why this particular position is important to the study of anatomy. Then relate that any position would be acceptable as long as it was the standard for anatomical description.
4. Place a chair center stage. Ask a student to indicate how the chair would be cut in the different planes of section. The answer should include why the other options were not selected.
5. Have students identify body regions on themselves or a lab partner. Stress the usage of directional terms in describing their positions relative to each other.
6. Arrange for the class to attend an autopsy (after the material in Chapter 1 has been covered).
7. Use a balloon to illustrate the two layers of a serous membrane.
8. Use a torso model and/or dissected animal model to exhibit body cavities, organs, and system relationships.
9. Use the thermostat found in the classroom (or one found in a home) to illustrate how a negative feedback system works.

## Critical Thinking/Discussion Topics

1. Discuss how our intercellular environment can be described as the “sea within us.”
2. List several embryonic features that form early in the developmental stages but are “lost” or converted to entirely new structures such as our “tail” (coccyx).
3. If an object were found on Mars that appeared to move and react to external stimuli, what other characteristics would be necessary to classify it as “live” and why?
4. Contrast the type of imagery obtained with X-ray machines, CT scans, DSR scans, and ultrasonics.
5. What differences are there between a free-living, single-celled organism such as a paramecium and a single human cell such as a ciliated cell of the respiratory tract?

## Library Research Topics

1. Research the historical development of anatomy and physiology.
2. Review the current definitions of death and life.
3. Develop a rationale for the chemical basis of stress and how it can affect homeostasis.
4. Explore the current research on aging and describe the effect of aging on the genetic material of the cell.

## Multimedia in the Classroom and Lab

See *Guide to Audio-Visual Resources in Appendix A* for key to AV distributors.

### Video

1. *Systems Working Together* (WNS; 15 min., 1993). Animation, X rays, motion pictures, and micrographs help explain the workings of the human body. Students learn that some organs belong to more than one system, and that all of the systems must work together to support all of their activities.
2. *The Incredible Human Machine* (CBS; 60 min., 1992). Sophisticated photographic techniques show the wonders of the body's internal world.
3. *The Universe Within* (CBS; 60 min., 1995). NOVA takes viewers on an incredible voyage into the microworld of the human body. The coordination of muscles, bones, heart, and circulatory systems is revealed by microphotography.

### Software

1. *A.D.A.M.® InterActive Anatomy® 4.0* (ADAM, BC; Win/Mac). Comprehensive, precise, and anatomically correct database of the human body gives the student an opportunity to explore human systems and structures within the context of the whole body.
2. *A.D.A.M.® MediaPro* (ADAM, BC; Win/Mac). Provides clinical illustrations for classroom curriculum and presentations. Contains more than 2000 images in JPEG format.
3. *Bodyworks* (WNS; Windows). An economical CD of anatomy and physiology, which includes lesson plans and quizzes that can be printed.
4. *Explorations in Human Biology* (WNS; Win/Mac). This CD contains a set of 15 animated, interactive lessons. It features clearly written topic information, colorful graphics, and animated illustrations.
5. *The Ultimate Human Body* (ED; Win/Mac). A blend of high-quality 3-D images, animation, sounds, and text. Students can explore the body through three search paths: "The Body Machine," "The Body Organs," and "The Body Systems."
6. *WARD'S Radiographic Anatomy: A Gallery of Images CD-ROM* (WNS; Windows). This CD contains an extensive collection of images ideal for college-level study. Includes X rays, angiograms, CT scans, MRIs, and urograms. Each image is accompanied by descriptive text and identifying labels. The CD also includes a variety of testing methods.

## Lecture Enhancement Material

To view thumbnails of all of the illustrations for Chapter 1, see Appendix B.

### Transparencies Index/Media Manager

- |            |   |
|------------|---|
| Figure 1.1 | Levels of structural organization.                                    |
| Figure 1.2 | Examples of selected interrelationships among body organ systems.     |
| Figure 1.3 | Summary of the body's organ systems.                                  |
| Figure 1.4 | The elements of a homeostatic control system.                         |
| Figure 1.5 | Regulation of room temperature by a negative feedback mechanism.      |
| Figure 1.6 | Summary of the positive feedback mechanism regulating blood clotting. |

Figure 1.7	Regional terms used to designate specific body areas.
Figure 1.8	Planes of the body—frontal, transverse, and median (midsagittal) with corresponding magnetic resonance imaging (MRI) scans.
Figure 1.9	Dorsal and ventral body cavities and their subdivisions.
Figure 1.10	Serous membrane relationships.
Figure 1.11	The nine abdominopelvic regions.
Figure 1.12	The four abdominopelvic quadrants.
Figure 1.13	Other body cavities.
Table 1.1	Orientation and Directional Terms

## Answers to End-of-Chapter Questions

*Multiple Choice and Matching Question answers appear in Appendix B of the main text.*

### Short Answer Essay Questions

- Since function (physiology) reflects structure, structure will determine and/or influence function. (p. 3)
- See Fig. 1.3, which provides a summary of all the organ systems of the body.
- Nutrients—the chemical substances used for energy and cell building; oxygen—used in the reactions that produce cellular energy; water—the liquid environment necessary for all chemical reactions; body temperature—to maintain the proper temperature for chemical reactions to proceed; and atmospheric pressure—to allow gas exchange to occur. (p. 8)
- It is the ability to maintain relatively stable internal conditions even in the face of continuous change in the outside world. (p. 9)
- Negative feedback mechanisms operate in the opposite direction to decrease the original stimulus and/or reduce its effects, thus returning the system back to normal. Examples include regulation of body temperature and blood sugar levels. (p. 10)  
Positive feedback mechanisms operate in the same direction to enhance the original stimulus such that the activity is accelerated. Examples include regulations of blood clotting and enhancement of labor contractions. (p. 10)
- The anatomical position requires the body being erect, the arms hanging at the sides, the palms forward, the thumbs pointing away from the body, and the feet flat to the ground. It is necessary to use this standard position because most directional terms refer to the body in this position, regardless of its actual position. The use of anatomical terms saves a great deal of description and is less ambiguous. (p. 12)
- A plane refers to an imaginary line, and a section refers to a cut along that imaginary line. (pp. 14–15)
- arm—brachial
  - thigh—femoral
  - chest—thoracic
  - fingers/toes—digits
  - anterior aspect of knee—patellar (p. 14)
- The elbow's olecranal region is proximal (superior) and posterior (dorsal) to the palm. (pp. 13–14)
- See Figs. 1.11 and 1.12. The figures illustrate the regions and quadrants and list several organs for each.

## Suggested Readings

Lester, David S. and Olds, James L. "Biomedical Imaging: 2001 and Beyond." *The Anatomical Record* 265 (2001): 35–36.

Morris, D. *The Naked Ape: A Zoologist's Study of the Human Animal*. New York: Dell Publishing Co., 1999.

Raichle, M.E. "Visualizing the Mind." *Scientific American* 270 (April 1994): 58.

Sivitz, Laura B. "Beyond Imaging." *Science News* 159 (Jan. 2001): 12–13.

Weiss, Peter. "Magnetic Whispers." *Science News* 159 (Jan. 2001): 42–44.

Yonas, H., D.W. Johnson, and R.R. Pindzola. "Xenon-enhanced CT of Cerebral Blood Flow." *Scientific American* (Sept./Oct. 1995).