



TEXTBOOK OF

Medical
Physiology

ELEVENTH EDITION



GUYTON & HALL

for preview purposes only

T E X T B O O K

of Medical
Physiology

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Physiology

E L E V E N T H E D I T I O N

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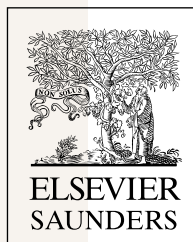
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To

MY FAMILY

*For their abundant support, for their patience and
understanding, and for their love*

To

ARTHUR C. GUYTON

For his imaginative and innovative research

For his dedication to education

For showing us the excitement and joy of physiology

And for serving as an inspirational role model



*Arthur C. Guyton, M.D.
1919–2003*

The sudden loss of Dr. Arthur C. Guyton in an automobile accident on April 3, 2003, stunned and saddened all who were privileged to know him. Arthur Guyton was a giant in the fields of physiology and medicine, a leader among leaders, a master teacher, and an inspiring role model throughout the world.

Arthur Clifton Guyton was born in Oxford, Mississippi, to Dr. Billy S. Guyton, a highly respected eye, ear, nose, and throat specialist, who later became Dean of the University of Mississippi Medical School, and Kate Smallwood Guyton, a mathematics and physics teacher who had been a missionary in China before marriage. During his formative years, Arthur enjoyed watching his father work at the Guyton Clinic, playing chess and swapping stories with William Faulkner, and building sailboats (one of which he later sold to Faulkner). He also built countless mechanical and electrical devices, which he continued to do throughout his life. His brilliance shone early as he graduated top in his class at the University of Mississippi. He later distinguished himself at Harvard Medical School and began his postgraduate surgical training at Massachusetts General Hospital.

His medical training was interrupted twice—once to serve in the Navy during World War II and again in 1946 when he was stricken with poliomyelitis during his final year of residency training. Suffering paralysis in his right leg, left arm, and both shoulders, he spent nine months in Warm Springs, Georgia, recuperating and applying his inventive mind to building the first motorized wheelchair controlled by a “joy stick,” a motorized hoist for lifting patients, special leg braces, and other devices to aid the handicapped. For those inventions he received a Presidential Citation.

He returned to Oxford where he devoted himself to teaching and research at the University of Mississippi School of Medicine and was named Chair of the Department of Physiology in 1948. In 1951 he was named one of the ten outstanding men in the nation. When the University of Mississippi moved its Medical School to Jackson in 1955, he rapidly developed one of the world’s premier cardiovascular research programs. His remarkable life as a scientist, author, and devoted father is detailed in a biography published on the occasion of his “retirement” in 1989.¹

A Great Physiologist. Arthur Guyton’s research contributions, which include more than 600 papers and 40 books, are legendary and place him among the greatest physiologists in history. His research covered virtually all areas of cardiovascular regulation and led to many seminal concepts that are now an integral part of our understanding of cardiovascular disorders, such as hypertension, heart failure, and edema. It is difficult to discuss cardiovascular physiology without including his concepts of cardiac output and venous return, negative interstitial fluid pressure and regulation of tissue fluid volume and edema, regulation of tissue blood flow and whole body blood flow autoregulation, renal-pressure natriuresis, and long-term blood pressure regulation. Indeed, his concepts of cardiovascular regulation are found in virtually every major textbook of physiology. They have become so familiar that their origin is sometimes forgotten.

One of Dr. Guyton’s most important scientific legacies was his application of principles of engineering and systems analysis to cardiovascular regulation. He used mathematical and graphical methods to quantify various aspects of circulatory function before computers were widely available. He built analog computers and pioneered the application of large-scale systems analysis to modeling the cardiovascular system before the advent of digital computers. As digital computers became available, his cardiovascular models expanded dramatically to include the kidneys and body fluids, hormones, and the autonomic nervous system, as well as cardiac and circulatory functions.² He also provided the first comprehensive systems analysis of blood pressure regulation. This unique approach to physiological research preceded the emergence of biomedical

engineering—a field that he helped to establish and to promote in physiology, leading the discipline into a quantitative rather than a descriptive science.

It is a tribute to Arthur Guyton's genius that his concepts of cardiovascular regulation often seemed heretical when they were first presented, yet stimulated investigators throughout the world to test them experimentally. They are now widely accepted. In fact, many of his concepts of cardiovascular regulation are integral components of what is now taught in most medical physiology courses. They continue to be the foundation for generations of cardiovascular physiologists.

Dr. Guyton received more than 80 major honors from diverse scientific and civic organizations and universities throughout the world. A few of these that are especially relevant to cardiovascular research include the Wiggers Award of the American Physiological Society, the Ciba Award from the Council for High Blood Pressure Research, The William Harvey Award from the American Society of Hypertension, the Research Achievement Award of the American Heart Association, and the Merck Sharp & Dohme Award of the International Society of Hypertension. It was appropriate that in 1978 he was invited by the Royal College of Physicians in London to deliver a special lecture honoring the 400th anniversary of the birth of William Harvey, who discovered the circulation of the blood.

Dr. Guyton's love of physiology was beautifully articulated in his president's address to the American Physiological Society in 1975,³ appropriately entitled *Physiology, a Beauty and a Philosophy*. Let me quote just one sentence from his address: *What other person, whether he be a theologian, a jurist, a doctor of medicine, a physicist, or whatever, knows more than you, a physiologist, about life? For physiology is indeed an explanation of life. What other subject matter is more fascinating, more exciting, more beautiful than the subject of life?*

A Master Teacher. Although Dr. Guyton's research accomplishments are legendary, his contributions as an educator have probably had an even greater impact. He and his wonderful wife Ruth raised ten children, all of whom became outstanding physicians—a remarkable educational achievement. Eight of the Guyton children graduated from Harvard Medical School, one from Duke Medical School, and one from The University of Miami Medical School after receiving a Ph.D. from Harvard. An article published in *Reader's Digest* in 1982 highlighted their extraordinary family life.⁴

The success of the Guyton children did not occur by chance. Dr. Guyton's philosophy of education was to "learn by doing." The children participated in countless family projects that included the design and construction of their home and its heating system, the swimming pool, tennis court, sailboats, go-carts and electrical cars, household gadgets, and electronic instruments for their Oxford Instruments Company. Television programs such as *Good Morning America*

and *20/20* described the remarkable home environment that Arthur and Ruth Guyton created to raise their family. His devotion to family is beautifully expressed in the dedication of his *Textbook of Medical Physiology*⁵:

To

My father for his uncompromising principles that guided my life

My mother for leading her children into intellectual pursuits

My wife for her magnificent devotion to her family

My children for making everything worthwhile

Dr. Guyton was a master teacher at the University of Mississippi for over 50 years. Even though he was always busy with service responsibilities, research, writing, and teaching, he was never too busy to talk with a student who was having difficulty. He would never accept an invitation to give a prestigious lecture if it conflicted with his teaching schedule.

His contributions to education are also far reaching through generations of physiology graduate students and postdoctoral fellows. He trained over 150 scientists, at least 29 of whom became chairs of their own departments and six of whom became presidents of the American Physiological Society. He gave students confidence in their abilities and emphasized his belief that "People who are really successful in the research world are self-taught." He insisted that his trainees integrate their experimental findings into a broad conceptual framework that included other interacting systems. This approach usually led them to develop a quantitative analysis and a better understanding of the particular physiological systems that they were studying. No one has been more prolific in training leaders of physiology than Arthur Guyton.

Dr. Guyton's *Textbook of Medical Physiology*, first published in 1956, quickly became the best-selling medical physiology textbook in the world. He had a gift for communicating complex ideas in a clear and interesting manner that made studying physiology fun. He wrote the book to teach his students, not to impress his professional colleagues. Its popularity with students has made it the most widely used physiology textbook in history. This accomplishment alone was enough to ensure his legacy.

The *Textbook of Medical Physiology* began as lecture notes in the early 1950s when Dr. Guyton was teaching the entire physiology course for medical students at the University of Mississippi. He discovered that the students were having difficulty with the textbooks that were available and began distributing copies of his lecture notes. In describing his experience, Dr. Guyton stated that "Many textbooks of medical physiology had become discursive, written primarily by teachers of physiology for other teachers of physiology, and written in language understood by other teachers but not easily understood by the basic student of medical physiology."⁶

Through his *Textbook of Medical Physiology*, which is translated into 13 languages, he has probably done

more to teach physiology to the world than any other individual in history. Unlike most major textbooks, which often have 20 or more authors, the first eight editions were written entirely by Dr. Guyton—a feat that is unprecedented for any major medical textbook. For his many contributions to medical education, Dr. Guyton received the 1996 Abraham Flexner Award from the Association of American Medical Colleges (AAMC). According to the AAMC, Arthur Guyton “. . . for the past 50 years has made an unparalleled impact on medical education.” He is also honored each year by The American Physiological Society through the Arthur C. Guyton Teaching Award.

An Inspiring Role Model. Dr. Guyton’s accomplishments extended far beyond science, medicine, and education. He was an inspiring role model for life as well as for science. No one was more inspirational or influential on my scientific career than Dr. Guyton. He taught his students much more than physiology—he taught us life, not so much by what he said but by his unspoken courage and dedication to the highest standards.

He had a special ability to motivate people through his indomitable spirit. Although he was severely challenged by polio, those of us who worked with him never thought of him as being handicapped. We were too busy trying to keep up with him! His brilliant mind, his indefatigable devotion to science, education, and family, and his spirit captivated students and trainees, professional colleagues, politicians, business leaders, and virtually everyone who knew him. He would not succumb to the effects of polio. His courage challenged and inspired us. He expected the best and somehow brought out the very best in people.

We celebrate the magnificent life of Arthur Guyton, recognizing that we owe him an enormous debt. He gave us an imaginative and innovative approach to research and many new scientific concepts. He gave countless students throughout the world a means of understanding physiology and he gave many of us exciting research careers. Most of all, he inspired us—with his devotion to education, his unique ability to bring out the best in those around him, his warm and generous spirit, and his courage. We will miss him tremendously, but he will remain in our memories as a shining example of the very best in humanity. Arthur Guyton was a real hero to the world, and his legacy is everlasting.

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Jackson, Mississippi



The first edition of the *Textbook of Medical Physiology* was written by Arthur C. Guyton almost 50 years ago. Unlike many major medical textbooks, which often have 20 or more authors, the first eight editions of the *Textbook of Medical Physiology* were written entirely by Dr. Guyton with each new edition arriving on schedule for nearly 40 years. Over the years, Dr. Guyton's textbook

became widely used throughout the world and was translated into 13 languages. A major reason for the book's unprecedented success was his uncanny ability to explain complex physiologic principles in language easily understood by students. His main goal with each edition was to instruct students in physiology, not to impress his professional colleagues. His writing style always maintained the tone of a teacher talking to his students.

I had the privilege of working closely with Dr. Guyton for almost 30 years and the honor of helping him with the 9th and 10th editions. For the 11th edition, I have the same goal as in previous editions—to explain, in language easily understood by students, how the different cells, tissues, and organs of the human body work together to maintain life. This task has been challenging and exciting because our rapidly increasing knowledge of physiology continues to unravel new mysteries of body functions. Many new techniques for learning about molecular and cellular physiology have been developed. We can present more and more the physiology principles in the terminology of molecular and physical sciences rather than in merely a series of separate and unexplained biological phenomena. This change is welcomed, but it also makes revision of each chapter a necessity.

In this edition, I have attempted to maintain the same unified organization of the text that has been useful to students in the past and to ensure that the book is comprehensive enough that students will wish to use it in later life as a basis for their professional careers. I hope that this textbook conveys the majesty of the human body and its many functions and that it stimulates students to study physiology throughout their careers. Physiology is the link between the basic sciences and medicine. The great beauty of physiology is that it integrates the individual functions of all the body's different cells, tissues, and organs into a functional whole, the human body. Indeed, the human body is much more than the sum of its parts, and life relies upon this total function, not just on the function of individual body parts in isolation from the others.

This brings us to an important question: How are the separate organs and systems coordinated to maintain proper function of the entire body? Fortunately, our bodies are endowed with a vast network of feedback controls that achieve the necessary balances without which we would not be able to live. Physiologists call this high level of internal bodily control *homeostasis*. In disease states, functional balances are often seriously disturbed and homeostasis is impaired. And, when even a single disturbance reaches a limit, the whole body can no longer live. One of the goals of this text, therefore, is to emphasize the effectiveness and beauty of the body's homeostasis mechanisms as well as to present their abnormal function in disease.

Another objective is to be as accurate as possible. Suggestions and critiques from many physiologists, students, and clinicians throughout the world have been sought and then used to check factual accuracy as well as balance in the text. Even so, because of the likelihood of error in sorting through many thousands of bits of information, I wish to issue still a further request to all readers to send along notations of error or inaccuracy. Physiologists understand the importance of feedback for proper function of the human body; so, too, is feedback important for progressive improvement of a textbook of physiology. To the many persons who have already helped, I send sincere thanks.

A brief explanation is needed about several features of the 11th edition. Although many of the chapters have been revised to include new principles of physiology, the text length has been closely monitored to limit the book size so that it can be used effectively in physiology courses for medical students and health care professionals. Many of the figures have also been redrawn and are now in full color. New references have been chosen primarily for their presentation of physiologic principles, for the quality of their own references, and for their easy accessibility. Most of the selected references are from recently published scientific journals that can be freely accessed from the PubMed internet site at <http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=PubMed>. Use of these references, as well as cross-references from them, can give the student almost complete coverage of the entire field of physiology.

Another feature is that the print is set in two sizes. The material in small print is of several different kinds: first, anatomical, chemical, and other information that is needed for immediate discussion but that most students will learn in more detail in other courses; second, physiologic information of special importance to certain fields of clinical medicine; and, third, information that will be of value to those students who may

wish to study particular physiologic mechanisms more deeply.

The material in large print constitutes the fundamental physiologic information that students will require in virtually all their medical activities and studies.

I wish to express my thanks to many other persons who have helped in preparing this book, including my colleagues in the Department of Physiology & Biophysics at the University of Mississippi Medical Center who provided valuable suggestions. I am also grateful to Ivadelle Osberg Heidke, Gerry McAlpin, and Stephanie Lucas for their excellent secretarial services, and to William Schmitt, Rebecca Grulow, Mary Anne Folcher, and the rest of the staff of Elsevier Saunders for continued editorial and production excellence.

Finally, I owe an enormous debt to Arthur Guyton for an exciting career in physiology, for his friendship, for the great privilege of contributing to the *Textbook of Medical Physiology*, and for the inspiration that he provided to all who knew him.

JOHN E. HALL
Jackson, Mississippi

TABLE OF CONTENTS

UNIT I

Introduction to Physiology: The Cell and General Physiology

CHAPTER 1

Functional Organization of the Human Body and Control of the “Internal Environment”

Cells as the Living Units of the Body	3
Extracellular Fluid—The “Internal Environment”	3
“Homeostatic” Mechanisms of the Major Functional Systems	4
Homeostasis	4
Extracellular Fluid Transport and Mixing System—The Blood Circulatory System	4
Origin of Nutrients in the Extracellular Fluid	5
Removal of Metabolic End Products	5
Regulation of Body Functions	5
Reproduction	6
Control Systems of the Body	6
Examples of Control Mechanisms	6
Characteristics of Control Systems	7
Summary—Automaticity of the Body	9

CHAPTER 2

The Cell and Its Functions

Organization of the Cell	11
Physical Structure of the Cell	12
Membranous Structures of the Cell	12
Cytoplasm and Its Organelles	14
Nucleus	17
Nuclear Membrane	17
Nucleoli and Formation of Ribosomes	18
Comparison of the Animal Cell with Precellular Forms of Life	18
Functional Systems of the Cell	19
Ingestion by the Cell—Endocytosis	19
Digestion of Pinocytotic and Phagocytic Foreign Substances Inside the Cell—Function of the Lysosomes	20
Synthesis and Formation of Cellular Structures by Endoplasmic Reticulum and Golgi Apparatus	20
Extraction of Energy from Nutrients—Function of the Mitochondria	22
Locomotion of Cells	24
Ameboid Movement	24
Cilia and Ciliary Movement	24

CHAPTER 3

Genetic Control of Protein Synthesis, Cell Function, and Cell Reproduction

Genes in the Cell Nucleus	27
Genetic Code	29

The DNA Code in the Cell Nucleus Is Transferred to an RNA Code in the Cell Cytoplasm—The Process of Transcription

Synthesis of RNA	30
Assembly of the RNA Chain from Activated Nucleotides Using the DNA Strand as a Template—The Process of “Transcription”	31
Messenger RNA—The Codons	31
Transfer RNA—The Anticodons	32
Ribosomal RNA	33
Formation of Proteins on the Ribosomes—The Process of “Translation”	33
Synthesis of Other Substances in the Cell	35
Control of Gene Function and Biochemical Activity in Cells	35
Genetic Regulation	35
Control of Intracellular Function by Enzyme Regulation	36
The DNA-Genetic System Also Controls Cell Reproduction	37
Cell Reproduction Begins with Replication of DNA	37
Chromosomes and Their Replication	38
Cell Mitosis	38
Control of Cell Growth and Cell Reproduction	39
Cell Differentiation	40
Apoptosis—Programmed Cell Death	40
Cancer	40

UNIT II

Membrane Physiology, Nerve, and Muscle

CHAPTER 4

Transport of Substances Through the Cell Membrane

The Lipid Barrier of the Cell Membrane, and Cell Membrane Transport Proteins	45
Diffusion	46
Diffusion Through the Cell Membrane	46
Diffusion Through Protein Channels, and “Gating” of These Channels	47
Facilitated Diffusion	49
Factors That Affect Net Rate of Diffusion	50
Osmosis Across Selectively Permeable Membranes—“Net Diffusion” of Water	51
“Active Transport” of Substances Through Membranes	52
Primary Active Transport	53
Secondary Active Transport—Co-Transport and Counter-Transport	54
Active Transport Through Cellular Sheets	55

CHAPTER 5		CHAPTER 7	
Membrane Potentials and Action Potentials	57	Excitation of Skeletal Muscle: Neuromuscular Transmission and Excitation-Contraction Coupling	85
Basic Physics of Membrane Potentials	57	Transmission of Impulses from Nerve Endings to Skeletal Muscle Fibers: The Neuromuscular Junction	85
Membrane Potentials Caused by Diffusion	57	Secretion of Acetylcholine by the Nerve Terminals	85
Measuring the Membrane Potential	58	Molecular Biology of Acetylcholine Formation and Release	88
Resting Membrane Potential of Nerves	59	Drugs That Enhance or Block Transmission at the Neuromuscular Junction	88
Origin of the Normal Resting Membrane Potential	60	Myasthenia Gravis	89
Nerve Action Potential	61	Muscle Action Potential	89
Voltage-Gated Sodium and Potassium Channels	62	Spread of the Action Potential to the Interior of the Muscle Fiber by Way of "Transverse Tubules"	89
Summary of the Events That Cause the Action Potential	64	Excitation-Contraction Coupling	89
Roles of Other Ions During the Action Potential	64	Transverse Tubule–Sarcoplasmic Reticulum System	89
Initiation of the Action Potential	65	Release of Calcium Ions by the Sarcoplasmic Reticulum	90
Propagation of the Action Potential	65		
Re-establishing Sodium and Potassium Ionic Gradients After Action Potentials Are Completed—Importance of Energy Metabolism	66	CHAPTER 8	
Plateau in Some Action Potentials	66	Contraction and Excitation of Smooth Muscle	92
Rhythmicity of Some Excitable Tissues—Repetitive Discharge	67	Contraction of Smooth Muscle	92
Special Characteristics of Signal Transmission in Nerve Trunks	68	Types of Smooth Muscle	92
Excitation—The Process of Eliciting the Action Potential	69	Contractile Mechanism in Smooth Muscle	93
"Refractory Period" After an Action Potential	70	Regulation of Contraction by Calcium Ions	95
Recording Membrane Potentials and Action Potentials	70	Nervous and Hormonal Control of Smooth Muscle Contraction	95
Inhibition of Excitability—"Stabilizers" and Local Anesthetics	70	Neuromuscular Junctions of Smooth Muscle	95
		Membrane Potentials and Action Potentials in Smooth Muscle	96
		Effect of Local Tissue Factors and Hormones to Cause Smooth Muscle Contraction Without Action Potentials	98
CHAPTER 6		Source of Calcium Ions That Cause Contraction (1) Through the Cell Membrane and (2) from the Sarcoplasmic Reticulum	99
Contraction of Skeletal Muscle	72		
Physiologic Anatomy of Skeletal Muscle	72		
Skeletal Muscle Fiber	72		
General Mechanism of Muscle Contraction	74		
Molecular Mechanism of Muscle Contraction	74		
Molecular Characteristics of the Contractile Filaments	75		
Effect of Amount of Actin and Myosin Filament Overlap on Tension Developed by the Contracting Muscle	77		
Relation of Velocity of Contraction to Load	78		
Energetics of Muscle Contraction	78		
Work Output During Muscle Contraction	78		
Sources of Energy for Muscle Contraction	79		
Characteristics of Whole Muscle Contraction	80		
Mechanics of Skeletal Muscle Contraction	81		
Remodeling of Muscle to Match Function	82		
Rigor Mortis	83		
		UNIT III	
		The Heart	
		CHAPTER 9	
		Heart Muscle; The Heart as a Pump and Function of the Heart Valves	103
		Physiology of Cardiac Muscle	103
		Physiologic Anatomy of Cardiac Muscle	103
		Action Potentials in Cardiac Muscle	104
		The Cardiac Cycle	106
		Diastole and Systole	106
		Relationship of the Electrocardiogram to the Cardiac Cycle	107
		Function of the Atria as Primer Pumps	107
		Function of the Ventricles as Pumps	108

Function of the Valves	109	Flow of Electrical Currents in the Chest Around the Heart	126
Aortic Pressure Curve	109	Electrocardiographic Leads	127
Relationship of the Heart Sounds to Heart Pumping	109	Three Bipolar Limb Leads	127
Work Output of the Heart	110	Chest Leads (Precordial Leads)	129
Graphical Analysis of Ventricular Pumping	110	Augmented Unipolar Limb Leads	129
Chemical Energy Required for Cardiac Contraction: Oxygen Utilization by the Heart	111		
Regulation of Heart Pumping	111	C H A P T E R 1 2	
Intrinsic Regulation of Heart Pumping— The Frank-Starling Mechanism	111	Electrocardiographic Interpretation of Cardiac Muscle and Coronary Blood Flow Abnormalities: Vectorial Analysis	131
Effect of Potassium and Calcium Ions on Heart Function	113	Principles of Vectorial Analysis of Electrocardiograms	131
Effect of Temperature on Heart Function Increasing the Arterial Pressure Load (up to a Limit) Does Not Decrease the Cardiac Output	114	Use of Vectors to Represent Electrical Potentials	131
		Direction of a Vector Is Denoted in Terms of Degrees	131
C H A P T E R 1 0		Axis for Each Standard Bipolar Lead and Each Unipolar Limb Lead	132
Rhythmical Excitation of the Heart	116	Vectorial Analysis of Potentials Recorded in Different Leads	133
Specialized Excitatory and Conductive System of the Heart	116	Vectorial Analysis of the Normal Electrocardiogram	134
Sinus (Sinoatrial) Node	116	Vectors That Occur at Successive Intervals During Depolarization of the Ventricles— The QRS Complex	134
Internodal Pathways and Transmission of the Cardiac Impulse Through the Atria	118	Electrocardiogram During Repolarization— The T Wave	134
Atrioventricular Node, and Delay of Impulse Conduction from the Atria to the Ventricles	118	Depolarization of the Atria—The P Wave Vectorcardiogram	136
Rapid Transmission in the Ventricular Purkinje System	119	Mean Electrical Axis of the Ventricular QRS—And Its Significance	137
Transmission of the Cardiac Impulse in the Ventricular Muscle	119	Determining the Electrical Axis from Standard Lead Electrocardiograms	137
Summary of the Spread of the Cardiac Impulse Through the Heart	120	Abnormal Ventricular Conditions That Cause Axis Deviation	138
Control of Excitation and Conduction in the Heart	120	Conditions That Cause Abnormal Voltages of the QRS Complex	140
The Sinus Node as the Pacemaker of the Heart	120	Increased Voltage in the Standard Bipolar Limb Leads	140
Role of the Purkinje System in Causing Synchronous Contraction of the Ventricular Muscle	121	Decreased Voltage of the Electrocardiogram	140
Control of Heart Rhythmicity and Impulse Conduction by the Cardiac Nerves: The Sympathetic and Parasympathetic Nerves	121	Prolonged and Bizarre Patterns of the QRS Complex	141
		Prolonged QRS Complex as a Result of Cardiac Hypertrophy or Dilatation	141
C H A P T E R 1 1		Prolonged QRS Complex Resulting from Purkinje System Blocks	141
The Normal Electrocardiogram	123	Conditions That Cause Bizarre QRS Complexes	141
Characteristics of the Normal Electrocardiogram	123	Current of Injury	141
Depolarization Waves Versus Repolarization Waves	123	Effect of Current of Injury on the QRS Complex	141
Relationship of Atrial and Ventricular Contraction to the Waves of the Electrocardiogram	125	The J Point—The Zero Reference Potential for Analyzing Current of Injury	142
Voltage and Time Calibration of the Electrocardiogram	125	Coronary Ischemia as a Cause of Injury Potential	143
Methods for Recording Electrocardiograms	126	Abnormalities in the T Wave	145
Pen Recorder	126	Effect of Slow Conduction of the Depolarization Wave on the Characteristics of the T Wave	145
Flow of Current Around the Heart During the Cardiac Cycle	126	Shortened Depolarization in Portions of the Ventricular Muscle as a Cause of T Wave Abnormalities	145
Recording Electrical Potentials from a Partially Depolarized Mass of Syncytial Cardiac Muscle	126		

CHAPTER 13 Cardiac Arrhythmias and Their Electrocardiographic Interpretation

Abnormal Sinus Rhythms	147
Tachycardia	147
Bradycardia	147
Sinus Arrhythmia	148
Abnormal Rhythms That Result from Block of Heart Signals Within the Intracardiac Conduction Pathways	148
Sinoatrial Block	148
Atrioventricular Block	148
Incomplete Atrioventricular Heart Block	149
Incomplete Intra-ventricular Block— Electrical Alternans	150
Premature Contractions	150
Premature Atrial Contractions	150
A-V Nodal or A-V Bundle Premature Contractions	150
Premature Ventricular Contractions	151
Paroxysmal Tachycardia	151
Atrial Paroxysmal Tachycardia	152
Ventricular Paroxysmal Tachycardia	152
Ventricular Fibrillation	152
Phenomenon of Re-entry—"Circus Movements" as the Basis for Ventricular Fibrillation	153
Chain Reaction Mechanism of Fibrillation	153
Electrocardiogram in Ventricular Fibrillation	154
Electroshock Defibrillation of the Ventricle	154
Hand Pumping of the Heart (Cardiopulmonary Resuscitation) as an Aid to Defibrillation	155
Atrial Fibrillation	155
Atrial Flutter	156
Cardiac Arrest	156

UNIT IV

The Circulation

CHAPTER 14

Overview of the Circulation; Medical Physics of Pressure, Flow, and Resistance	161
Physical Characteristics of the Circulation	161
Basic Theory of Circulatory Function Interrelationships Among Pressure, Flow, and Resistance	163
Blood Flow	164
Blood Pressure	166
Resistance to Blood Flow	167
Effects of Pressure on Vascular Resistance and Tissue Blood Flow	170

CHAPTER 15

Vascular Distensibility and Functions of the Arterial and Venous Systems	171
Vascular Distensibility	171
Vascular Compliance (or Vascular Capacitance)	171

Volume-Pressure Curves of the Arterial and Venous Circulations	172
Arterial Pressure Pulsations	173
Transmission of Pressure Pulses to the Peripheral Arteries	174
Clinical Methods for Measuring Systolic and Diastolic Pressures	175
Veins and Their Functions	176
Venous Pressures—Right Atrial Pressure (Central Venous Pressure) and Peripheral Venous Pressures	176
Blood Reservoir Function of the Veins	179

CHAPTER 16

The Microcirculation and the Lymphatic System: Capillary Fluid Exchange, Interstitial Fluid, and Lymph Flow	181
Structure of the Microcirculation and Capillary System	181
Flow of Blood in the Capillaries— Vasomotion	182
Average Function of the Capillary System	183
Exchange of Water, Nutrients, and Other Substances Between the Blood and Interstitial Fluid	183
Diffusion Through the Capillary Membrane	183
The Interstitium and Interstitial Fluid Fluid Filtration Across Capillaries Is Determined by Hydrostatic and Colloid Osmotic Pressures, and Capillary Filtration Coefficient	185
Capillary Hydrostatic Pressure	186
Interstitial Fluid Hydrostatic Pressure	187
Plasma Colloid Osmotic Pressure	188
Interstitial Fluid Colloid Osmotic Pressure	188
Exchange of Fluid Volume Through the Capillary Membrane	189
Starling Equilibrium for Capillary Exchange	189
Lymphatic System	190
Lymph Channels of the Body	190
Formation of Lymph	191
Rate of Lymph Flow	192
Role of the Lymphatic System in Controlling Interstitial Fluid Protein Concentration, Interstitial Fluid Volume, and Interstitial Fluid Pressure	193

CHAPTER 17

Local and Humoral Control of Blood Flow by the Tissues	195
Local Control of Blood Flow in Response to Tissue Needs	195
Mechanisms of Blood Flow Control	196
Acute Control of Local Blood Flow	196
Long-Term Blood Flow Regulation	200
Development of Collateral Circulation—A Phenomenon of Long-Term Local Blood Flow Regulation	201
Humoral Control of the Circulation	201
Vasoconstrictor Agents	201
Vasodilator Agents	202
Vascular Control by Ions and Other Chemical Factors	202

CHAPTER 18

Nervous Regulation of the Circulation, and Rapid Control of Arterial Pressure 204**Nervous Regulation of the Circulation** 204

Autonomic Nervous System 204

Role of the Nervous System in Rapid Control of Arterial Pressure 208

Increase in Arterial Pressure During Muscle Exercise and Other Types of Stress 208

Reflex Mechanisms for Maintaining Normal Arterial Pressure 209

Central Nervous System Ischemic Response—Control of Arterial Pressure by the Brain's Vasomotor Center in Response to Diminished Brain Blood Flow 212

Special Features of Nervous Control of Arterial Pressure 213

Role of the Skeletal Nerves and Skeletal Muscles in Increasing Cardiac Output and Arterial Pressure 213

Respiratory Waves in the Arterial Pressure 214

Arterial Pressure "Vasomotor" Waves—Oscillation of Pressure Reflex Control Systems 214

CHAPTER 19

Dominant Role of the Kidney in Long-Term Regulation of Arterial Pressure and in Hypertension: The Integrated System for Pressure Control 216**Renal-Body Fluid System for Arterial Pressure Control** 216

Quantitation of Pressure Diuresis as a Basis for Arterial Pressure Control 217

Chronic Hypertension (High Blood Pressure) Is Caused by Impaired Renal Fluid Excretion 220

The Renin-Angiotensin System: Its Role in Pressure Control and in Hypertension 223

Components of the Renin-Angiotensin System 223

Types of Hypertension in Which Angiotensin Is Involved: Hypertension Caused by a Renin-Secreting Tumor or by Infusion of Angiotensin II 226

Other Types of Hypertension Caused by Combinations of Volume Loading and Vasoconstriction 227

"Primary (Essential) Hypertension" 228

Summary of the Integrated, Multifaceted System for Arterial Pressure Regulation 230

CHAPTER 20

Cardiac Output, Venous Return, and Their Regulation 232**Normal Values for Cardiac Output at Rest and During Activity** 232**Control of Cardiac Output by Venous Return—Role of the Frank-Starling Mechanism of the Heart** 232**Cardiac Output Regulation Is the Sum of Blood Flow Regulation in All the Local Tissues of the Body—Tissue Metabolism Regulates Most Local Blood Flow** 233**The Heart Has Limits for the Cardiac Output That It Can Achieve** 234**What Is the Role of the Nervous System in Controlling Cardiac Output?** 235**Pathologically High and Pathologically Low Cardiac Outputs** 236**High Cardiac Output Caused by Reduced Total Peripheral Resistance** 236**Low Cardiac Output** 237**A More Quantitative Analysis of Cardiac Output Regulation** 237**Cardiac Output Curves Used in the Quantitative Analysis** 237**Venous Return Curves** 238**Analysis of Cardiac Output and Right Atrial Pressure, Using Simultaneous Cardiac Output and Venous Return Curves** 241**Methods for Measuring Cardiac Output** 243**Pulsatile Output of the Heart as Measured by an Electromagnetic or Ultrasonic Flowmeter** 243**Measurement of Cardiac Output Using the Oxygen Fick Principle** 244**Indicator Dilution Method for Measuring Cardiac Output** 244

CHAPTER 21

Muscle Blood Flow and Cardiac Output During Exercise; the Coronary Circulation and Ischemic Heart Disease 246**Blood Flow in Skeletal Muscle and Blood Flow Regulation During Exercise** 246**Rate of Blood Flow Through the Muscles** 246**Control of Blood Flow Through the Skeletal Muscles** 247**Total Body Circulatory Readjustments During Exercise** 247**Coronary Circulation** 249**Physiologic Anatomy of the Coronary Blood Supply** 249**Normal Coronary Blood Flow** 249**Control of Coronary Blood Flow** 250**Special Features of Cardiac Muscle Metabolism** 251**Ischemic Heart Disease** 252**Causes of Death After Acute Coronary Occlusion** 253**Stages of Recovery from Acute Myocardial Infarction** 254**Function of the Heart After Recovery from Myocardial Infarction** 255**Pain in Coronary Heart Disease** 255**Surgical Treatment of Coronary Disease** 256

CHAPTER 22

Cardiac Failure 258**Dynamics of the Circulation in Cardiac Failure** 258

Acute Effects of Moderate Cardiac Failure	258	Neurogenic Shock—Increased Vascular Capacity	285
Chronic Stage of Failure—Fluid Retention Helps to Compensate Cardiac Output	259	Anaphylactic Shock and Histamine Shock	285
Summary of the Changes That Occur After Acute Cardiac Failure—"Compensated Heart Failure"	260	Septic Shock	286
Dynamics of Severe Cardiac Failure—Decompensated Heart Failure	260	Physiology of Treatment in Shock	286
Unilateral Left Heart Failure	262	Replacement Therapy	286
Low-Output Cardiac Failure—Cardiogenic Shock	262	Treatment of Shock with Sympathomimetic Drugs—Sometimes Useful, Sometimes Not	287
Edema in Patients with Cardiac Failure	263	Other Therapy	287
Cardiac Reserve	264	Circulatory Arrest	287
Quantitative Graphical Method for Analysis of Cardiac Failure	265	Effect of Circulatory Arrest on the Brain	287
U N I T V			
The Body Fluids and Kidneys			
CHAPTER 23		CHAPTER 25	
Heart Valves and Heart Sounds; Dynamics of Valvular and Congenital Heart Defects	269	The Body Fluid Compartments: Extracellular and Intracellular Fluids; Interstitial Fluid and Edema	291
Heart Sounds	269	Fluid Intake and Output Are Balanced During Steady-State Conditions	291
Normal Heart Sounds	269	Daily Intake of Water	291
Valvular Lesions	271	Daily Loss of Body Water	291
Abnormal Circulatory Dynamics in Valvular Heart Disease	272	Body Fluid Compartments	292
Dynamics of the Circulation in Aortic Stenosis and Aortic Regurgitation	272	Intracellular Fluid Compartment	293
Dynamics of Mitral Stenosis and Mitral Regurgitation	273	Extracellular Fluid Compartment	293
Circulatory Dynamics During Exercise in Patients with Valvular Lesions	273	Blood Volume	293
Abnormal Circulatory Dynamics in Congenital Heart Defects	274	Constituents of Extracellular and Intracellular Fluids	293
Patent Ductus Arteriosus—A Left-to-Right Shunt	274	Ionic Composition of Plasma and Interstitial Fluid Is Similar	293
Tetralogy of Fallot—A Right-to-Left Shunt	274	Important Constituents of the Intracellular Fluid	295
Causes of Congenital Anomalies	276	Measurement of Fluid Volumes in the Different Body Fluid Compartments—The Indicator-Dilution Principle	295
Use of Extracorporeal Circulation During Cardiac Surgery	276	Determination of Volumes of Specific Body Fluid Compartments	295
Hypertrophy of the Heart in Valvular and Congenital Heart Disease	276	Regulation of Fluid Exchange and Osmotic Equilibrium Between Intracellular and Extracellular Fluid	296
CHAPTER 24		Basic Principles of Osmosis and Osmotic Pressure	296
Circulatory Shock and Physiology of Its Treatment	278	Osmotic Equilibrium Is Maintained Between Intracellular and Extracellular Fluids	298
Physiologic Causes of Shock	278	Volume and Osmolality of Extracellular and Intracellular Fluids in Abnormal States	299
Circulatory Shock Caused by Decreased Cardiac Output	278	Effect of Adding Saline Solution to the Extracellular Fluid	299
Circulatory Shock That Occurs Without Diminished Cardiac Output	278	Glucose and Other Solutions Administered for Nutritive Purposes	301
What Happens to the Arterial Pressure in Circulatory Shock?	279	Clinical Abnormalities of Fluid Volume Regulation: Hyponatremia and Hypernatremia	301
Tissue Deterioration Is the End Result of Circulatory Shock, Whatever the Cause	279	Causes of Hyponatremia: Excess Water or Loss of Sodium	301
Stages of Shock	279	Causes of Hypernatremia: Water Loss or Excess Sodium	302
Shock Caused by Hypovolemia—Hemorrhagic Shock	279	Edema: Excess Fluid in the Tissues	302
Relationship of Bleeding Volume to Cardiac Output and Arterial Pressure	279	Intracellular Edema	302
Progressive and Nonprogressive Hemorrhagic Shock	280	Extracellular Edema	302
Irreversible Shock	284		
Hypovolemic Shock Caused by Plasma Loss	284		
Hypovolemic Shock Caused by Trauma	285		

Summary of Causes of Extracellular Edema	303	Importance of GFR Autoregulation in Preventing Extreme Changes in Renal Excretion	323
Safety Factors That Normally Prevent Edema	304	Role of Tubuloglomerular Feedback in Autoregulation of GFR	323
Fluids in the “Potential Spaces” of the Body	305	Myogenic Autoregulation of Renal Blood Flow and GFR	325
C H A P T E R 2 6		Other Factors That Increase Renal Blood Flow and GFR: High Protein Intake and Increased Blood Glucose	325
Urine Formation by the Kidneys:		C H A P T E R 2 7	
I. Glomerular Filtration, Renal Blood Flow, and Their Control	307	Urine Formation by the Kidneys:	
Multiple Functions of the Kidneys in Homeostasis	307	II. Tubular Processing of the Glomerular Filtrate	327
Physiologic Anatomy of the Kidneys	308	Reabsorption and Secretion by the Renal Tubules	327
General Organization of the Kidneys and Urinary Tract	308	Tubular Reabsorption Is Selective and Quantitatively Large	327
Renal Blood Supply	309	Tubular Reabsorption Includes Passive and Active Mechanisms	328
The Nephron Is the Functional Unit of the Kidney	310	Active Transport	328
Micturition	311	Passive Water Reabsorption by Osmosis Is Coupled Mainly to Sodium Reabsorption	332
Physiologic Anatomy and Nervous Connections of the Bladder	311	Reabsorption of Chloride, Urea, and Other Solutes by Passive Diffusion	332
Transport of Urine from the Kidney Through the Ureters and into the Bladder	312	Reabsorption and Secretion Along Different Parts of the Nephron	333
Innervation of the Bladder	312	Proximal Tubular Reabsorption	333
Filling of the Bladder and Bladder Wall Tone; the Cystometrogram	312	Solute and Water Transport in the Loop of Henle	334
Micturition Reflex	313	Distal Tubule	336
Facilitation or Inhibition of Micturition by the Brain	313	Late Distal Tubule and Cortical Collecting Tubule	336
Abnormalities of Micturition	313	Medullary Collecting Duct	337
Urine Formation Results from Glomerular Filtration, Tubular Reabsorption, and Tubular Secretion	314	Summary of Concentrations of Different Solutes in the Different Tubular Segments	338
Filtration, Reabsorption, and Secretion of Different Substances	315	Regulation of Tubular Reabsorption	339
Glomerular Filtration—The First Step in Urine Formation	316	Glomerulotubular Balance—The Ability of the Tubules to Increase Reabsorption Rate in Response to Increased Tubular Load	339
Composition of the Glomerular Filtrate	316	Peritubular Capillary and Renal Interstitial Fluid Physical Forces	339
GFR Is About 20 Per Cent of the Renal Plasma Flow	316	Effect of Arterial Pressure on Urine Output—The Pressure-Natriuresis and Pressure-Diuresis Mechanisms	341
Glomerular Capillary Membrane	316	Hormonal Control of Tubular Reabsorption	342
Determinants of the GFR	317	Sympathetic Nervous System Activation Increases Sodium Reabsorption	343
Increased Glomerular Capillary Filtration Coefficient Increases GFR	318	Use of Clearance Methods to Quantify Kidney Function	343
Increased Bowman’s Capsule Hydrostatic Pressure Decreases GFR	318	Inulin Clearance Can Be Used to Estimate GFR	344
Increased Glomerular Capillary Colloid Osmotic Pressure Decreases GFR	318	Creatine Clearance and Plasma Creatinine Clearance Can Be Used to Estimate GFR	344
Increased Glomerular Capillary Hydrostatic Pressure Increases GFR	319	PAH Clearance Can Be Used to Estimate Renal Plasma Flow	345
Renal Blood Flow	320	Filtration Fraction Is Calculated from GFR Divided by Renal Plasma Flow	346
Renal Blood Flow and Oxygen Consumption	320	Calculation of Tubular Reabsorption or Secretion from Renal Clearance	346
Determinants of Renal Blood Flow	320		
Blood Flow in the Vasa Recta of the Renal Medulla Is Very Low Compared with Flow in the Renal Cortex	321		
Physiologic Control of Glomerular Filtration and Renal Blood Flow	321		
Sympathetic Nervous System Activation Decreases GFR	321		
Hormonal and Autacoid Control of Renal Circulation	322		
Autoregulation of GFR and Renal Blood Flow	323		

CHAPTER 28

Regulation of Extracellular Fluid Osmolarity and Sodium**Concentration**

The Kidneys Excrete Excess Water by Forming a Dilute Urine	348
Antidiuretic Hormone Controls Urine Concentration	348
Renal Mechanisms for Excreting a Dilute Urine	349
The Kidneys Conserve Water by Excreting a Concentrated Urine	350
Obligatory Urine Volume	350
Requirements for Excreting a Concentrated Urine—High ADH Levels and Hyperosmotic Renal Medulla	350
Countercurrent Mechanism Produces a Hyperosmotic Renal Medullary Interstitium	351
Role of Distal Tubule and Collecting Ducts in Excreting a Concentrated Urine	352
Urea Contributes to Hyperosmotic Renal Medullary Interstitium and to a Concentrated Urine	353
Countercurrent Exchange in the Vasa Recta Preserves Hyperosmolarity of the Renal Medulla	354
Summary of Urine Concentrating Mechanism and Changes in Osmolarity in Different Segments of the Tubules	355
Quantifying Renal Urine Concentration and Dilution: “Free Water” and Osmolar Clearances	357
Disorders of Urinary Concentrating Ability	357
Control of Extracellular Fluid Osmolarity and Sodium Concentration	358
Estimating Plasma Osmolarity from Plasma Sodium Concentration	358
Osmoreceptor-ADH Feedback System	358
ADH Synthesis in Supraoptic and Paraventricular Nuclei of the Hypothalamus and ADH Release from the Posterior Pituitary	359
Cardiovascular Reflex Stimulation of ADH Release by Decreased Arterial Pressure and/or Decreased Blood Volume	360
Quantitative Importance of Cardiovascular Reflexes and Osmolarity in Stimulating ADH Secretion	360
Other Stimuli for ADH Secretion	360
Role of Thirst in Controlling Extracellular Fluid Osmolarity and Sodium Concentration	361
Central Nervous System Centers for Thirst	361
Stimuli for Thirst	361
Threshold for Osmolar Stimulus of Drinking	362
Integrated Responses of Osmoreceptor-ADH and Thirst Mechanisms in Controlling Extracellular Fluid Osmolarity and Sodium Concentration	362
Role of Angiotensin II and Aldosterone in Controlling Extracellular Fluid Osmolarity and Sodium Concentration	362
Salt-Appetite Mechanism for Controlling Extracellular Fluid Sodium Concentration and Volume	363

CHAPTER 29

Renal Regulation of Potassium, Calcium, Phosphate, and Magnesium; Integration of Renal Mechanisms for**Control of Blood Volume and Extracellular Fluid Volume**

	365
Regulation of Potassium Excretion and Potassium Concentration in Extracellular Fluid	365
Regulation of Internal Potassium Distribution	366
Overview of Renal Potassium Excretion	367
Potassium Secretion by Principal Cells of Late Distal and Cortical Collecting Tubules	367
Summary of Factors That Regulate Potassium Secretion: Plasma Potassium Concentration, Aldosterone, Tubular Flow Rate, and Hydrogen Ion Concentration	368
Control of Renal Calcium Excretion and Extracellular Calcium Ion Concentration	371
Control of Calcium Excretion by the Kidneys	372
Regulation of Renal Phosphate Excretion	372
Control of Renal Magnesium Excretion and Extracellular Magnesium Ion Concentration	373
Integration of Renal Mechanisms for Control of Extracellular Fluid	373
Sodium Excretion Is Precisely Matched to Intake Under Steady-State Conditions	373
Sodium Excretion Is Controlled by Altering Glomerular Filtration or Tubular Sodium Reabsorption Rates	374
Importance of Pressure Natriuresis and Pressure Diuresis in Maintaining Body Sodium and Fluid Balance	374
Pressure Natriuresis and Diuresis Are Key Components of a Renal-Body Fluid Feedback for Regulating Body Fluid Volumes and Arterial Pressure	375
Precision of Blood Volume and Extracellular Fluid Volume Regulation	376
Distribution of Extracellular Fluid Between the Interstitial Spaces and Vascular System	376
Nervous and Hormonal Factors Increase the Effectiveness of Renal-Body Fluid Feedback Control	377
Sympathetic Nervous System Control of Renal Excretion: Arterial Baroreceptor and Low-Pressure Stretch Receptor Reflexes	377
Role of Angiotensin II in Controlling Renal Excretion	377
Role of Aldosterone in Controlling Renal Excretion	378
Role of ADH in Controlling Renal Water Excretion	379
Role of Atrial Natriuretic Peptide in Controlling Renal Excretion	378
Integrated Responses to Changes in Sodium Intake	380
Conditions That Cause Large Increases in Blood Volume and Extracellular Fluid Volume	380

Increased Blood Volume and Extracellular Fluid Volume Caused by Heart Diseases	380	Renal Correction of Acidosis—Increased Excretion of Hydrogen Ions and Addition of Bicarbonate Ions to the Extracellular Fluid	396
Increased Blood Volume Caused by Increased Capacity of Circulation	380	Acidosis Decreases the Ratio of $\text{HCO}_3^-/\text{H}^+$ in Renal Tubular Fluid	396
Conditions That Cause Large Increases in Extracellular Fluid Volume but with Normal Blood Volume	381	Renal Correction of Alkalosis—Decreased Tubular Secretion of Hydrogen Ions and Increased Excretion of Bicarbonate Ions	396
Nephrotic Syndrome—Loss of Plasma Proteins in Urine and Sodium Retention by the Kidneys	381	Alkalosis Increases the Ratio of $\text{HCO}_3^-/\text{H}^+$ in Renal Tubular Fluid	396
Liver Cirrhosis—Decreased Synthesis of Plasma Proteins by the Liver and Sodium Retention by the Kidneys	381	Clinical Causes of Acid-Base Disorders	397
		Respiratory Acidosis Is Caused by	
		Decreased Ventilation and Increased PCO_2	397
		Respiratory Alkalosis Results from Increased Ventilation and Decreased PCO_2	397
		Metabolic Acidosis Results from Decreased Extracellular Fluid Bicarbonate Concentration	397
		Treatment of Acidosis or Alkalosis	398
		Clinical Measurements and Analysis of Acid-Base Disorders	398
		Complex Acid-Base Disorders and Use of the Acid-Base Nomogram for Diagnosis	399
		Use of Anion Gap to Diagnose Acid-Base Disorders	400
CHAPTER 30		CHAPTER 31	
Regulation of Acid-Base Balance	383	Kidney Diseases and Diuretics	402
Hydrogen Ion Concentration Is Precisely Regulated	383	Diuretics and Their Mechanisms of Action	402
Acids and Bases—Their Definitions and Meanings	383	Osmotic Diuretics Decrease Water Reabsorption by Increasing Osmotic Pressure of Tubular Fluid	402
Defenses Against Changes in Hydrogen Ion Concentration: Buffers, Lungs, and Kidneys	384	“Loop” Diuretics Decrease Active Sodium-Chloride-Potassium Reabsorption in the Thick Ascending Loop of Henle	403
Buffering of Hydrogen Ions in the Body Fluids	385	Thiazide Diuretics Inhibit Sodium-Chloride Reabsorption in the Early Distal Tubule	404
Bicarbonate Buffer System	385	Carbonic Anhydrase Inhibitors Block Sodium-Bicarbonate Reabsorption in the Proximal Tubules	404
Quantitative Dynamics of the Bicarbonate Buffer System	385	Competitive Inhibitors of Aldosterone Decrease Sodium Reabsorption from and Potassium Secretion into the Cortical Collecting Tubule	404
Phosphate Buffer System	387	Diuretics That Block Sodium Channels in the Collecting Tubules Decrease Sodium Reabsorption	404
Proteins: Important Intracellular Buffers	387	Kidney Diseases	404
Respiratory Regulation of Acid-Base Balance	388	Acute Renal Failure	404
Pulmonary Expiration of CO_2 Balances Metabolic Formation of CO_2	388	Prerenal Acute Renal Failure Caused by Decreased Blood Flow to the Kidney	405
Increasing Alveolar Ventilation Decreases Extracellular Fluid Hydrogen Ion Concentration and Raises pH	388	Intrarenal Acute Renal Failure Caused by Abnormalities within the Kidney	405
Increased Hydrogen Ion Concentration Stimulates Alveolar Ventilation	389	Postrenal Acute Renal Failure Caused by Abnormalities of the Lower Urinary Tract	406
Renal Control of Acid-Base Balance	390	Physiologic Effects of Acute Renal Failure	406
Secretion of Hydrogen Ions and Reabsorption of Bicarbonate Ions by the Renal Tubules	390	Chronic Renal Failure: An Irreversible Decrease in the Number of Functional Nephrons	406
Hydrogen Ions Are Secreted by Secondary Active Transport in the Early Tubular Segments	391	Vicious Circle of Chronic Renal Failure Leading to End-Stage Renal Disease	407
Filtered Bicarbonate Ions Are Reabsorbed by Interaction with Hydrogen Ions in the Tubules	391	Injury to the Renal Vasculature as a Cause of Chronic Renal Failure	408
Primary Active Secretion of Hydrogen Ions in the Intercalated Cells of Late Distal and Collecting Tubules	392		
Combination of Excess Hydrogen Ions with Phosphate and Ammonia Buffers in the Tubule—A Mechanism for Generating “New” Bicarbonate Ions	392		
Phosphate Buffer System Carries Excess Hydrogen Ions into the Urine and Generates New Bicarbonate	393		
Excretion of Excess Hydrogen Ions and Generation of New Bicarbonate by the Ammonia Buffer System	393		
Quantifying Renal Acid-Base Excretion	394		
Regulation of Renal Tubular Hydrogen Ion Secretion	395		

Injury to the Glomeruli as a Cause of Chronic Renal Failure— Glomerulonephritis	408
Injury to the Renal Interstitium as a Cause of Chronic Renal Failure— Pyelonephritis	409
Nephrotic Syndrome—Excretion of Protein in the Urine Because of Increased Glomerular Permeability	409
Nephron Function in Chronic Renal Failure Effects of Renal Failure on the Body	409
Fluids—Uremia	411
Hypertension and Kidney Disease	412
Specific Tubular Disorders	413
Treatment of Renal Failure by Dialysis with an Artificial Kidney	414

U N I T V I

Blood Cells, Immunity, and Blood Clotting

CHAPTER 32	
Red Blood Cells, Anemia, and Polycythemia	419
Red Blood Cells (Erythrocytes)	419
Production of Red Blood Cells	420
Formation of Hemoglobin	424
Iron Metabolism	425
Life Span and Destruction of Red Blood Cells	426
Anemias	426
Effects of Anemia on Function of the Circulatory System	427
Polycythemia	427
Effect of Polycythemia on Function of the Circulatory System	428

CHAPTER 33	
Resistance of the Body to Infection: I. Leukocytes, Granulocytes, the Monocyte-Macrophage System, and Inflammation	429
Leukocytes (White Blood Cells)	429
General Characteristics of Leukocytes	429
Genesis of the White Blood Cells	430
Life Span of the White Blood Cells	431
Neutrophils and Macrophages Defend Against Infections	431
Phagocytosis	431
Monocyte-Macrophage Cell System (Reticuloendothelial System)	432
Inflammation: Role of Neutrophils and Macrophages	434
Inflammation	434
Macrophage and Neutrophil Responses During Inflammation	434
Eosinophils	436
Basophils	436
Leukopenia	436
The Leukemias	437
Effects of Leukemia on the Body	437

CHAPTER 34	
Resistance of the Body to Infection: II. Immunity and Allergy	439
Innate Immunity	439
Acquired (Adaptive) Immunity	439
Basic Types of Acquired Immunity	440
Both Types of Acquired Immunity Are Initiated by Antigens	440
Lymphocytes Are Responsible for Acquired Immunity	440
Preprocessing of the T and B Lymphocytes	440
T Lymphocytes and B-Lymphocyte Antibodies React Highly Specifically Against Specific Antigens—Role of Lymphocyte Clones	442
Origin of the Many Clones of Lymphocytes	442
Specific Attributes of the B-Lymphocyte System—Humoral Immunity and the Antibodies	443
Special Attributes of the T-Lymphocyte System—Activated T Cells and Cell-Mediated Immunity	446
Several Types of T Cells and Their Different Functions	446
Tolerance of the Acquired Immunity System to One's Own Tissues—Role of Preprocessing in the Thymus and Bone Marrow	448
Immunization by Injection of Antigens	448
Passive Immunity	449
Allergy and Hypersensitivity	449
Allergy Caused by Activated T Cells: Delayed-Reaction Allergy	449
Allergies in the "Allergic" Person, Who Has Excess IgE Antibodies	449

CHAPTER 35	
Blood Types; Transfusion; Tissue and Organ Transplantation	451
Antigenicity Causes Immune Reactions of Blood	451
O-A-B Blood Types	451
A and B Antigens—Agglutinogens	451
Agglutinins	452
Agglutination Process In Transfusion Reactions	452
Blood Typing	453
Rh Blood Types	453
Rh Immune Response	453
Transfusion Reactions Resulting from Mismatched Blood Types	454
Transplantation of Tissues and Organs	455
Attempts to Overcome Immune Reactions in Transplanted Tissue	455

CHAPTER 36	
Hemostasis and Blood Coagulation	457
Events in Hemostasis	457
Vascular Constriction	457
Formation of the Platelet Plug	457
Blood Coagulation in the Ruptured Vessel	458
Fibrous Organization or Dissolution of the Blood Clot	458

Mechanism of Blood Coagulation	459
Conversion of Prothrombin to Thrombin	459
Conversion of Fibrinogen to Fibrin— Formation of the Clot	460
Vicious Circle of Clot Formation	460
Initiation of Coagulation: Formation of Prothrombin Activator	461
Prevention of Blood Clotting in the Normal Vascular System—Intravascular Anticoagulants	463
Lysis of Blood Clots—Plasmin	464
Conditions That Cause Excessive Bleeding in Human Beings	464
Decreased Prothrombin, Factor VII, Factor IX, and Factor X Caused by Vitamin K Deficiency	464
Hemophilia	465
Thrombocytopenia	465
Thromboembolic Conditions in the Human Being	465
Femoral Venous Thrombosis and Massive Pulmonary Embolism	466
Disseminated Intravascular Coagulation	466
Anticoagulants for Clinical Use	466
Heparin as an Intravenous Anticoagulant	466
Coumarins as Anticoagulants	466
Prevention of Blood Coagulation Outside the Body	466
Blood Coagulation Tests	467
Bleeding Time	467
Clotting Time	467
Prothrombin Time	467

U N I T V I I

Respiration

CHAPTER 37

Pulmonary Ventilation	471
Mechanics of Pulmonary Ventilation	471
Muscles That Cause Lung Expansion and Contraction	471
Movement of Air In and Out of the Lungs and the Pressures That Cause the Movement	472
Effect of the Thoracic Cage on Lung Expansibility	474
Pulmonary Volumes and Capacities	475
Recording Changes in Pulmonary Volume— Spirometry	475
Abbreviations and Symbols Used in Pulmonary Function Tests	476
Determination of Functional Residual Capacity, Residual Volume, and Total Lung Capacity—Helium Dilution Method	476
Minute Respiratory Volume Equals Respiratory Rate Times Tidal Volume	477
Alveolar Ventilation	477
“Dead Space” and Its Effect on Alveolar Ventilation	477
Rate of Alveolar Ventilation	478
Functions of the Respiratory Passageways	478
Trachea, Bronchi, and Bronchioles	478
Normal Respiratory Functions of the Nose	480

CHAPTER 38

Pulmonary Circulation, Pulmonary Edema, Pleural Fluid	483
Physiologic Anatomy of the Pulmonary Circulatory System	483
Pressures in the Pulmonary System	483
Blood Volume of the Lungs	484
Blood Flow Through the Lungs and Its Distribution	485
Effect of Hydrostatic Pressure Gradients in the Lungs on Regional Pulmonary Blood Flow	485
Zones 1, 2, and 3 of Pulmonary Blood Flow	485
Effect of Increased Cardiac Output on Pulmonary Blood Flow and Pulmonary Arterial Pressure During Heavy Exercise	486
Function of the Pulmonary Circulation When the Left Atrial Pressure Rises as a Result of Left-Sided Heart Failure	487
Pulmonary Capillary Dynamics	487
Capillary Exchange of Fluid in the Lungs, and Pulmonary Interstitial Fluid Dynamics	487
Pulmonary Edema	488
Fluid in the Pleural Cavity	489

CHAPTER 39

Physical Principles of Gas Exchange; Diffusion of Oxygen and Carbon Dioxide Through the Respiratory Membrane	491
Physics of Gas Diffusion and Gas Partial Pressures	491
Molecular Basis of Gas Diffusion	491
Gas Pressures in a Mixture of Gases— “Partial Pressures” of Individual Gases	491
Pressures of Gases Dissolved in Water and Tissues	492
Vapor Pressure of Water	492
Diffusion of Gases Through Fluids— Pressure Difference Causes Net Diffusion	493
Diffusion of Gases Through Tissues	493
Composition of Alveolar Air—Its Relation to Atmospheric Air	493
Rate at Which Alveolar Air Is Renewed by Atmospheric Air	494
Oxygen Concentration and Partial Pressure in the Alveoli	494
CO ₂ Concentration and Partial Pressure in the Alveoli	495
Expired Air	495
Diffusion of Gases Through the Respiratory Membrane	496
Factors That Affect the Rate of Gas Diffusion Through the Respiratory Membrane	498
Diffusing Capacity of the Respiratory Membrane	498
Effect of the Ventilation-Perfusion Ratio on Alveolar Gas Concentration	499
PO ₂ -PCO ₂ , VA/Q Diagram	500
Concept of the “Physiological Shunt” (When VA/Q Is Greater Than Normal)	500
Abnormalities of Ventilation-Perfusion Ratio	501

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