

This text provides synoptic coverage of human physiology describing all the major systems of the body and the function of component parts. It is useful as a revision aid for pre-clinical medical.

Nursing students will take a nursing class in college called Pathophysiology to help them understand how to restore the body after it suffers from a number of possible abnormalities that lead to diseases. Nurses ensure that patients remain healthy. When patients enter hospitals and clinics, nurses must identify their medical conditions and treat them accordingly. Some diseases can be prevented and those that cannot are managed by nursing professionals so that patients can be restored back to good health. The area of pathophysiology refers to the scientific study of disease or abnormal processes. Any ailment of the body that disturbs its normal physiological processes is the study of pathophysiology. The process involves looking for specific malfunctions that cause or come from disease. Nurses use pathophysiology every time they come in contact with a patient. Nurses must have an exceptional level of skill in this area since what is considered a healthy function or structure in one patient may not necessarily be considered healthy in another patient. Nursing students take a pathophysiology course in college to prepare them to identify these abnormalities. Courses are available from accredited colleges or universities, and students can take this course completely online or on campus. The course consists of cases studies, visual aids, assessment scales, simulations, tests, and other tools. The main objectives of pathophysiology courses are as follows: Use critical thinking to understand the pathophysiologic principles for nursing Analyze and explain the effects of diseases processes at the systemic and cellular levels Discuss the various variables that affect the healing of the organ and tissue systems Analyze the environmental risks of the progression and development of certain diseases Explain how compensatory mechanisms respond to physiologic alterations Compare and contrast the effects of culture, ethics, and genetics have on disease progression, treatment, health promotion, and disease prevention. Critique diagnostic testing and determine its relationship to signs and symptoms How Nurses Use Pathophysiology on the Job Nurses use pathophysiology to understand the progression of disease in order to identify the disease and implement treatment options for their patients. The medical procedures and medications that nurses administer to patients depend greatly on the nature of the disease. Nurses also use pathophysiology to care for their terminally ill patients. Caring for patients as their lives near the end is just as important as caring for patients who are not terminally ill. Nurses have to be able to identify the signs that their patients display in their final days. Nurses have the responsibility to provide care that helps patients experience the upmost comfort as they reach their final days of life. It is very important that nurses gain a significant amount of exposure to a diverse number of patients because diseases tend to manifest differently in every person. What is normal for one patient may not be normal for the next patient. Lack of exposure to diverse medical diseases may lead to erroneous or missed diagnosis. How to Pass Pathophysiologyâ€™Great Study Guide As stated at the beginning of this article, Pathophysiology is one of the courses nursing students have trouble passing. This is due to the fact there is so much material to cover in such a short time as a single semester. Buying a good study guide is essential for passing Pathophysiology. Here is what it looks like: Tips on How to Study for Pathophysiology in Nursing School Pathophysiology is one of the hardest courses that nursing students will take in nursing school. Here are a few suggestions that can help nursing students meet success in this course. Read and reread the material as much as possible. The best way to memorize the information for this course is to go over it repeatedly. Also, read the chapter summaries and introductions to help to get a better understanding of the content. Utilize professors as needed. Use the professor as an expert resource to help clarify any information that is not clear. Ask questions immediately to prevent a halt in studying. Students should pay close attention during the lectures because the professor may provide extra information to help with the test. Nursing students can write information pertaining to drugs and their side effects, interactions, and uses on flashcards. Pay close attention to wording on the test. Words like never, always, none, all, and should may help students identify the correct answers on the test. Read each question and answer carefully before making a selection. Nurses have a wealth of information that they must know in order to help their patients. It is important to understand how a

disease affects a specific individual before a specific treatment can be administered to help the patients prolong their lives. Exposure to an abundance of people and diseases is what makes the skills learned in the pathophysiology course so valuable.

Chapter 2 : Aids to Dental Anatomy and Physiology

Acquired immune deficiency syndrome (AIDS) is caused by the HIV or human immunodeficiency virus. The infection causes progressive destruction of the cell-mediated immune (CMI) system, primarily by.

In order to carry a bowl of soup, your hand must be in the supine position. The imaginary lines dividing the abdominopelvic regions resemble a tic-tac-toe game. Remember this mnemonic for the bonding of hydrogen, oxygen, nitrogen, and carbon atoms: Hydrogen shares 1 pair of electrons H- , oxygen shares 2 pairs -O- , nitrogen shares 3 pairs -N-- , and carbon shares 4 pairs --C Jell-O provides an observable example of a reversible reaction. Once Jell-O has been refrigerated, the gelatin sets up and forms a solid; if it sits without refrigeration for too long, it reverts to a liquid again. The Cellular Level of Organization To understand the mechanism of cellular channels, think about entering a store that has a double set of automated sliding doors. When you near the first set of automated doors, it opens. As you step onto the mat between the sets of doors, the doors behind you close, trapping you in the vestibule. When you take another step forward, the second set of doors opens, enabling you to enter the store. In order to remember the correct sequence of events during mitosis, imagine the contour rug in front of your toilet as the P-MAT, for prophase, metaphase, anaphase, and telophase. When considering the relative length of time that a cell spends in interphase compared to mitosis, think about taking a test. You prepare a long time interphase for something that happens quickly mitosis. Associate the sound of the word striated with the sound of the word striped. The Integumentary System Stratum means layer, as in stratified. Associate the word germinativum with germinate, which means to sprout or grow. Just as blades of grass sprout upward and extend beyond the soil, the daughter cells of stem cells dividing in the stratum germinativum are pushed toward the skin surface; on the way, they elongate, acquire organelles, and mature. Osseous Tissue and Bone Structure To understand the relationship of collagen fibers to bone matrix, envision the placement of reinforcing steel rods rebar in concrete. Like the rebar in concrete, collagen adds strength to bone. The Axial Skeleton To remember the difference between the atlas and the axis and their respective movements, consider Greek mythology and the Earth. To remember the number of bones in the first three spinal curves, think about mealtimes. You eat breakfast at 7a. The knob you feel at the elbow is the olecranon of the ulna. You can remember that the trochlear notch is a feature of the ulna because this notch forms a U in lateral view. To tell a small lie is to fib. The fibula is smaller than the tibia, and is also lateral to it. To remember where the talus is located, think that the talus is on top of the foot and articulates with the tibia. Articulations When someone is abducted, they are taken away, just as abduction takes the limb away from the body. During adduction, the limb is added to the body. In order to carry a bowl of soup, the hand must be supinated. The interspinous ligament and supraspinous ligament get their names because they are attached to the spinous processes of the vertebrae. The rotator cuff muscles can be remembered by using the acronym SITS, for supraspinatus, infraspinatus, teres minor, and subscapularis. The sliding of filaments during a muscle contraction is similar to the way an accordion operates. To better understand the actions of sliding filaments during muscle contraction, hold your hands in front of you, palms toward your body and thumbs sticking straight up. Now move your hands together, so that the fingers of one hand move in between the fingers of the other hand. Your fingers represent thin and thick filaments, and your thumbs the Z lines. Notice that finger length stays the same, but your thumbs move closer together. The pterodactyl was a prehistoric winged reptile. The supraspinatus and infraspinatus muscles are named for their locations above and below the spine of the scapula, respectively, not because they are located on the backbone. The acronym SITS is useful in remembering the four muscles of the rotator cuff: The soleus is so named because it resembles the flatfish we call sole. The overall color of CNS tissue is related to its structure and function. Gray matter has a great concentration of neuron cell bodies and is a region of integration. White matter has a whole lot of myelinated axons and whisks nerve impulses. To remember the sign of the resting membrane potential, associate Negative with iNside and pOsitive with the Outside. Flushing a toilet provides a useful analogy for an action potential. Nothing happens while the handle is being pressed, until the water starts to flow threshold is reached. Thereafter, the amount of water that is released is independent of how hard or quickly you pressed

the handle all-or-none principle. Finally, the toilet cannot be flushed again until the tank refills refractory period. Cholinergic synapses are so named because the neurotransmitter involved is acetylcholine. Endorphins are so named because they act like endogenous coming from within the body morphine. Sensory Pathways and the Somatic Nervous System The P in substance P stands for peptide and is involved with pain, which it transmits peripherally. The Autonomic Nervous system and Higher-Order Functions Each autonomic ganglion functions somewhat like a baton handoff in a relay race. Within the ganglion, one runner the preganglionic fiber hands off the baton a neurotransmitter to the next runner the postganglionic fiber, who then carries on toward the finish line the target effector. The Endocrine System The structure of a thyroid follicle is similar to that of a gel capsule. Blood Remember that neutrophils are the most numerous of the white blood cells. A monocyte is the monster cell that engulfs debris and pathogens. To remember the effect of the sympathetic nervous system on cardiac performance, remember that sympathetic input speeds and strengthens the heartbeat. Blood Vessels and Circulation Arteries and veins are defined by the direction of blood flow relative to the heart, not the oxygen content of the blood they carry. So if you remember that arteries carry blood away from the heart, and veins carry blood toward the heart, you can remember that the pulmonary arteries carry oxygen-poor blood away from the heart to the lungs, and the pulmonary veins deliver oxygen-rich blood to the heart. Remember that the external carotid artery supplies the face which is external, and that the internal carotid supplies the brain which is internal. The aorta resembles a walking cane: Membrane markers and chemotaxis are like putting up the flag on your mailbox. They signal the need for awareness and action. Perforin gets its name because it perforates the target cell. The antibody response is like ordering a custom suit. The first suit the primary antibody response takes time to make because the tailor an activated B cell must first make a pattern ca clone of memory cells. Subsequent suits secondary responses are made much more quickly because the pattern already exists. The Respiratory System To recall the boundary between the upper and lower respiratory systems, remember that the lower respiratory system begins at the larynx. The mucus layer of the respiratory epithelium functions like sticky flypaper, but instead of trapping flies, it traps particles and debris in the air moving past it. Intelligible sound requires both phonation and articulation. The term surfactant is derived from its purpose as a surface active agent. Tidal volume floods and ebbs like the ocean tides. Squeezing toothpaste out of a tube is similar to peristalsis: Your squeezing hand contracting circular muscles forces toothpaste the bolus along and out of the tube the digestive tract. The deciduous primary teeth are present during the primary grades, and the secondary permanent teeth are present during and after the secondary grades. Just as security gates control the passage of people by opening and closing, sphincters control the passage of material through them by dilating and constricting. The stomach squeezes chyme into the small intestine just as you squeeze cake frosting out of a pastry bag. Both plicae circulares and rugae allow a large surface area to fit within a small volume, just as crumpling a sheet of paper rearranges its surface area so that it occupies a small space. To remember the order of the small intestine segments, beginning at the stomach, use this mnemonic: Also, do not confuse ileum, the last segment of the small intestine, with ilium, which is a bone. The emulsification process helps mix oils and water-soluble enzymes so that fats can be broken down. Metabolism and Energetics To remember what occurs with electrons in oxidation and reduction reactions, think OIL RIG for oxidation is loss and reduction is gain. To make several similar-sounding terms easier to tell apart, learn these word parts: The absorptive state is like harvest time: Food is being gathered and stored. The postabsorptive state corresponds to the time between harvests, when stored food is used for sustenance. In the nephron, the terms proximal tubule and distal tubule refer to how far along the renal tubule from the renal corpuscle these structures are situated. Think of proximal nearer the renal corpuscle as being first, and distal farther from the renal corpuscle as being second. Secretion occurs when cells produce and then discharge substances into the urine, whereas excretion is the elimination of wastes from the body in the form of urine, sweat, and feces. Hence, pH refers to the power of Hydrogen. Water movement between compartments, driven by osmotic pressure, is like water movements between compartments in a waterbed mattress: The chemical symbols for sodium Na and potassium K are derived from their Latin names, Natrium and Kalium. The Reproductive System Progesterone literally means a steroid -one that favors pro- gestation -gest. The maturation of an ovum takes several cycles to complete; that is why at any given time, oocytes are

in various stages of development within the ovary.

Chapter 3 : Physiological Aids for athletes : theinnatdunvilla.com

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HIV stands for human immunodeficiency virus. It is the virus that can lead to acquired immunodeficiency syndrome or AIDS if not treated. So once you get HIV, you have it for life. Untreated, HIV reduces the number of CD4 cells T cells in the body, making the person more likely to get other infections or infection-related cancers. These opportunistic infections or cancers take advantage of a very weak immune system and signal that the person has AIDS, the last stage of HIV infection. No effective cure currently exists, but with proper medical care, HIV can be controlled. If it stays undetectable, they can live long, healthy lives and have effectively no risk of transmitting HIV to an HIV-negative partner through sex. Today, someone diagnosed with HIV and treated before the disease is far advanced can live nearly as long as someone who does not have HIV. Where did HIV come from? Scientists identified a type of chimpanzee in Central Africa as the source of HIV infection in humans. They believe that the chimpanzee version of the immunodeficiency virus called simian immunodeficiency virus, or SIV most likely was transmitted to humans and mutated into HIV when humans hunted these chimpanzees for meat and came into contact with their infected blood. Studies show that HIV may have jumped from apes to humans as far back as the late s. Over decades, the virus slowly spread across Africa and later into other parts of the world. We know that the virus has existed in the United States since at least the mid to late s. What are the stages of HIV? Medicine to treat HIV, known as antiretroviral therapy ART , helps people at all stages of the disease if taken as prescribed. Treatment can slow or prevent progression from one stage to the next. Acute HIV infection Within 2 to 4 weeks after infection with HIV, people may experience a flu-like illness, which may last for a few weeks. When people have acute HIV infection, they have a large amount of virus in their blood and are very contagious. If you think you have been exposed to HIV through sex or drug use and you have flu-like symptoms, seek medical care and ask for a test to diagnose acute infection. During this phase, HIV is still active but reproduces at very low levels. People may not have any symptoms or get sick during this time. As this happens, the person may begin to have symptoms as the virus levels increase in the body, and the person moves into Stage 3. People with AIDS have such badly damaged immune systems that they get an increasing number of severe illnesses, called opportunistic illnesses. Without treatment, people with AIDS typically survive about 3 years. Common symptoms of AIDS include chills, fever, sweats, swollen lymph glands, weakness, and weight loss. People with AIDS can have a high viral load and be very infectious. The only way to know for sure whether you have HIV is to get tested. Knowing your status is important because it helps you make healthy decisions to prevent getting or transmitting HIV. Some people may experience a flu-like illness within 2 to 4 weeks after infection Stage 1 HIV infection. But some people may not feel sick during this stage. Flu-like symptoms include fever, chills, rash, night sweats, muscle aches, sore throat, fatigue, swollen lymph nodes, or mouth ulcers. These symptoms can last anywhere from a few days to several weeks. During this time, HIV infection may not show up on an HIV test, but people who have it are highly infectious and can spread the infection to others. Each of these symptoms can be caused by other illnesses. But if you have these symptoms after a potential exposure to HIV, see a health care provider and tell them about your risk. You can also use a home testing kit, available for purchase in most pharmacies and online. Is there a cure for HIV? No effective cure currently exists for HIV. But with proper medical care, HIV can be controlled.

Chapter 4 : Tips & Tricks for Anatomy & Physiology

HIV is commonly transmitted via unprotected sexual activity, blood transfusions, hypodermic needles, and from mother to theinnatdunvilla.com acquisition of the virus, the virus replicates inside and kills T helper cells, which are required for almost all adaptive immune responses.

It helps if you spend 15 min a day just reading over your notes. It makes studying for exams way easier. It will be on the tests. I read the book because it helps clarify ideas I am confused about. Another great way to study is to use the Learnsmart flashcards. It helps you see what areas you need to focus on better. Make sure you are well read on the reading assignments posted on blackboard. Utilize the online study materials such as the Saladin or Tegrity website. This will help reinforce what you have read and supplement your reading. In your free time read the chapters in the book and take notes from the book also. A lot of time you might miss important things in lecture that you can learn by taking your own notes. Another tip for both lecture and lab would be to take it at the same time and read the lab manual and make notecards. The notecards can help for both lab and lecture. The class is all on how you manage your time because there is no way you can learn everything by cramming in one night before the test. Take time a couple days a week to look things over and refresh your memory. They build on each other. It starts with your own attitude and motivation. What you put into the class will be what you get out of it. Before the lecture, skim the chapter to get an understanding of the big picture. Go to the lecture. After the lecture, review the lecture notes along with the chapter. The notes will help you to focus on what is most important, and the chapter may provide clarification of topics in your notes. Be sure to start reviewing for exams a few days before the test. During the lecture, highlight the information that is being covered in the textbook. Then review the highlighted sections and the lecture notes after class. Use the practice quizzes and questions to prepare for exams. Reference that lab manual material! Sometimes the questions in there were helpful, or the readings explained things a little better. Pay close attention in class. The professor is unlikely to repeat the content, so write down important details ASAP. If content is repeated, make a note of it. This fact will be needed for the next exam. The professor is more than willing to thoroughly explain. The night before each test a friend and I would get together and go through the notes and explain different processes and quiz each other. Studying with someone helped me the most. She also helped clear up any questions I had. Read the chapter in the textbook and pay particular attention to the terms and information that the professor goes over in class. I would also suggest doing all the recommended activities the professor posts on Blackboard; they really help me retain the information. The exams in this class are very tough. First, I would listen to the online lecture then go to class so the information would make more sense in class. I read the book if I needed to get a deeper understanding of a concept that I did not quite understand. It was helpful to do all the assignments that were posted on Blackboard as well as the extra credit offered. I reviewed my notes right after the class and found it easier to remember the information later on. The professor mainly goes over information on the powerpoint, but says a lot of extra information that is very important. Make sure to write down everything the professor says and has on the powerpoint. Also, when studying for tests, use your Biol lab manual. The lab manual gave me a better understanding of many different concepts. Since there is so much information it is important to start reviewing for as little as 15 minutes every day just so that way you are not cramming for a test.

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Go to the HIV tutorial. Prevention of HIV Infection If everyone with a risk factor for HIV infection underwent prompt HIV testing, and if everyone identified as positive for HIV received ongoing antiretroviral therapy, then viremia could be suppressed to undetectable levels so that infectivity to others would be very low. Decreasing infectivity to near 0 by this strategy would markedly reduce the number of new infections. Infected persons could live a near normal lifespan on antiretroviral therapy. There is also an HIV-2 that is much less common and less virulent, but eventually produces clinical findings similar to HIV The testing algorithm for diagnosis of HIV infection employs sensitive and specific assays, as follows: HIV is a sexually transmitted disease. Infection is aided by Langerhans cells in mucosal epithelial surfaces which can become infected. Infection is also aided by the presence of other sexually transmitted diseases that can produce mucosal ulceration and inflammation. HIV can also be spread via blood or blood products, most commonly with shared contaminated needles used by persons engaging in intravenous drug use. Mothers who are HIV infected can pass the virus on to their fetuses in utero or to infants via breast milk. The genome of HIV contains only three major genes: These genes direct the formation of the basic components of HIV. The gag gene directs formation of the proteins of the matrix p17, the "core" capsid p24, and the nucleocapsid p7. The pol gene directs synthesis of important enzymes including reverse transcriptase p51 and p66, integrase p32, and protease p Chemokines are cell surface fusion-mediating molecules. Their presence on cells can aid binding of the HIV envelope glycoprotein gp, promoting infection. Initial binding of HIV to the CD4 receptor is mediated by conformational changes in the gp subunit, but such conformational changes are not sufficient of fusion. The chemokine receptors produce a conformational change in the gp41 subunit which allows fusion of HIV. The differences in chemokine coreceptors that are present on a cell also explains how different strains of HIV may infect cells selectively. Dual tropic HIV stains have been identified. Over time, mutations in HIV may increase the ability of the virus to infect cells via these routes. Infection with cytomegalovirus may serve to enhance HIV infection via this mechanism, because CMV encodes a chemokine receptor similar to human chemokine receptors.

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Keep a copy of it handy throughout the semester. There is a lot of important information there that will make much more sense to you as the course proceeds – information that you will not remember if you do not keep it handy. Do it early in the semester well before your first midterm exam. Ask if you have captured the major points. If not, ask your instructor for help in figuring out how to take better notes. Listen carefully to what you are told – even if you do not agree. Repeat back to your instructor what you think you heard to confirm that you got it correctly. Living in a connected modern world, you already have information in your brain about human anatomy and physiology. Some of it may be very accurate information. Some of it may have given you false impressions. Consider what you think you already know and cross check your facts with your textbook – not Google. You will be tested for knowledge as it is presented in your anatomy and physiology textbook. Be particularly careful not to confuse right and left. Our use of computers has taught us some habits. We right and left justify material on the computer screen without thinking much about it – the reference always being our own right and left side. Most brain structures dedicated to processing of auditory signals are superb at discerning pitch of the human voice and assigning meaning to it. If English is not your primary language and you are taking an anatomy and physiology course with an English speaking instructor, Google has a great free website to help you at translate. There you can enter the scientific term from your anatomy and physiology textbook and then have it translated into virtually any language in the world. Scientists love to make up long words from a combination of small words. Originally the smaller words used in anatomy and physiology were Roman Latin and Greek terms. The foreign words named objects. Early anatomists established the practice of using the meaning of the Latin and Greek words to describe newly observed body parts. For example, one small Greek word that means hollow vessel, cyte, is often used as the last part of the name of various cell types. The first part of the cell name describes the location or appearance of the cell. Examples include astrocytes that are shaped like stars, leukocytes that are white blood cells, melanocytes that are cell containing the pigment melanin, and osteocytes that are bone cells. The list of -cytes in anatomy is very long. Tips for Studying Physiology 8 Memorizing the facts of physiology often leads to poor exam grades. There is an easier way to master this science. Start by examining the way in which anatomic systems work together to maintain necessary set points, that is homeostasis. Work at understanding what is meant by homeostasis. Physiologists call this process of keeping body conditions in the correct range maintaining homeostasis. Maintaining homeostasis requires a network of Sensors that signal when a property of the system strays out of the desired range. Sensors send signals to Responders. Responders bring the system back to the desired condition. Individual sets of Sensors and Responders are called Feedback Loops. Yet, this concept forms the foundation of modern medical practice. Cause is defined as a force that produces an effect. Physiological Cause may be a force from the environment, or something deviating from the norm within the body, that grossly disrupts homeostasis. For example, the disruption may be acquiring an infection, being chased by a tiger, being shot, experiencing a heart attack, or falling off a ladder. There is no need to memorize the complex responses you find – for right now just observe how many systems become involved when homeostasis is disturbed by a large force. An example of how cause and effect works can also be found at my post Buffering Body Alkalinity and Acidity. And, do not expect physiological compartments to have boundaries like rooms in a house. In reality physiological compartments are often amorphous – that is without structure. The two largest compartments that control much of physiological chemistry are the extracellular fluid compartment and the intracellular fluid compartment. At first glance these two compartments appear quite boring. Do not be fooled by that. Much of physiology in each organ system is dictated by communication between the two major fluid compartments. More details about the importance of communication between body compartments can be found on the pages Compartments in Anatomy and Physiology and Physiology of Cell Signalling and the post Ion Channels. Get it now by clicking here. You will be asked to confirm that you wish to be on my email list

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The study of HIV pathophysiology prodded investigators to address the normal physiology of cell dynamics, but this work has only begun. Acknowledgments This work was supported by grants from the Center for AIDS Research (AI , AI , and AI) and from the National Institutes of Health (AI) and by the Research Center for AIDS.

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