全国高等学校临床医学专业卫生部规划教材英文版

案例分析系列

生 理 学

Case Files™ Physiology

原　　著 Toy · Weisbrodt · Dubinsky
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出版说明

为贯彻教育部、卫生部关于加强双语教学的精神，配合全国各医学院校开展双语教学的需要以及适应以问题为中心的教学发展趋势，人民卫生出版社特引进了本套案例分析系列英文教材。该教材原版由美国麦格劳希尔教育出版集团出版，在美国各大医学院使用后反响良好。

书中通过剖析临床实例对相关的临床或基础知识进行回顾和复习，有助于医学生将医学基础知识和临床实践相结合。这种以问题为中心的学习（PBL）模式强调发挥学生主动思考的潜力，培养其自我学习能力。在编排上，作者有意将案例顺序随机化，目的是模拟真正的患者就医情景。为方便查询，书后附有以字母为序的案例排列索引。

加入中文编注后的案例分析系列基本保持原书风貌，并根据我国国内教学情况对重要知识点和词汇进行了点评和加注。本套教材语言叙述通俗、简练，即可加强读者对医学知识的理解，又可学习医学英语。

本系列首批教材包括12本：临床医学6本（内科学、外科学、妇产科学、儿科学、精神病学、急诊医学），基础医学6本（解剖学、生理学、生物化学、微生物学、病理学、药理学），将于2007年全部推出。

前　言

本书对生理学基本理论的阐述是通过对52个病例的讨论展开的。每个病例都是精心选择的，既有典型的临床表现和处理，又与生理学中一定的知识点相联系。通过每一病例的临床现象，提出生理学相关问题，在分析讨论的基础上归结出要掌握的生理学知识要点。读者可在临床作业的情景中学习到生理学的基本理论，这是本书有别于其他生理学教科书的最大特点。它使临床医生在自己熟悉的专业领域内得到知识的伸延，打消了面对厚重的生理学教科书的畏惧；也使医学生扩展了视野，找到了理论知识与临床实践的衔接点，消除了理论学习的枯燥。因此，本书最适合的阅读对象是具有一定实践经验的临床医师和医学院校的本科生与研究生；亦可作为其他医务工作人员的参考用书。

本书是美国McGraw-Hill公司出版的案例分析系列丛书中的一个分册。我们受人民卫生出版社国际出版中心的委托，对本书做了注释，供读者阅读时参考。注释中对一些较专业的和生僻的词汇做了中文翻译，以方便阅读；对每一病例做了点评和局部内容的注解，以适应不同读者群体的知识背景。限于我们的英语和专业知识水平，注释中难免有错误和不妥之处，敬请广大读者予以批评指正，在此先致感谢。

在本书的注释过程中，山西医科大学的王昭君、张苏丽、包海军、李晓宇、贾佳、焦建琴、刘慧、王澎、吕小萍等老师参加了文字录入、文字校对等工作，在此一并致谢。

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INTRODUCTION

Often, the medical student will cringe at the "drudgery" of the basic science courses and see little connection between a field such as physiology and clinical situations. Clinicians, however, often wish they knew more about the basic sciences, because it is through the science that we can begin to understand the complexities of the human body and thus have rational methods of diagnosis and treatment.

Mastering the knowledge in a discipline such as physiology is a formidable task. It is even more difficult to retain this information and to recall it when the clinical setting is encountered. To accomplish this synthesis, physiology is optimally taught in the context of medical situations, and this is reinforced later during the clinical rotations. The gulf between the basic sciences and the patient arena is wide. Perhaps one way to bridge this gulf is with carefully constructed clinical cases that ask basic science-oriented questions. In an attempt to achieve this goal, we have designed a collection of patient cases to teach physiologyrelated points. More important, the explanations for these cases emphasize the underlying mechanisms and relate the clinical setting to the basic science data. We explore the principles rather than emphasize rote memorization.

This book is organized for versatility: to allow the student "in a rush" to go quickly through the scenarios and check the corresponding answers and to provide more detailed information for the student who wants thought-provoking explanations. The answers are arranged from simple to complex: a summary of the pertinent points, the bare answers, a clinical correlation, an approach to the physiology topic, a comprehension test at the end for reinforcement or emphasis, and a list of references for further reading. The clinical cases are arranged by system to better reflect the organization within the basic science. Finally, to encourage thinking about mechanisms and relationships, we intentionally used open-ended questions in the cases. Nevertheless, several multiple-choice questions are included at the end of each scenario to reinforce concepts or introduce related topics.

HOW TO GET THE MOST OUT OF THIS BOOK

Each case is designed to introduce a clinically related issue and includes openended questions usually asking a basic science question, but at times, to break up the monotony, there will be a clinical question. The answers are organized into four different parts:

PART I

1. **Summary**
2. A **straightforward answer** is given for each open-ended question
3. **Clinical Correlation**—A discussion of the relevant points relating the basic science to the clinical manifestations, and perhaps introducing the student to issues such as diagnosis and treatment.

PART II

An approach to the basic science concept consisting of two parts

1. **Objectives**—A listing of the two to four main principles that are critical for understanding the underlying physiology to answer the question and relate to the clinical situation.
2. **Discussion** of the physiologic principles.

PART III

Comprehension Questions—Each case includes several multiple-choice questions that reinforce the material or introduces new and related concepts. Questions about the material not found in the text are explained in the answers.

PART IV

Physiology Pearls—A listing of several important points, many clinically relevant, reiterated as a summation of the text and to allow for easy review, such as before an examination.

CONTENTS

SECTION I

Applying the Basic Sciences to Clinical Medicine

PART 1. APPROACH TO LEARNING PHYSIOLOGY

Physiology is best learned through a systematic approach, by understanding the cellular and macroscopic processes of the body. Rather than memorizing the individual relationships, the student should strive to learn the underlying rationale, such as: "The cell membrane allows passage of some molecules and not others based on lipid solubility, size of the molecule, concentration gradient, and electrical charge. Because the cell membrane is formed by a lipid bilayer, molecules that are lipid-soluble pass through more easily. Smaller molecules and those without an electrical charge also transfer more easily. Finally, the concentration gradient 'drives' the molecular transport, with the larger gradient providing a greater 'force.'"

PART 2. APPROACH TO DISEASE

Physicians usually tackle clinical situations by taking a history (asking questions), performing a physical examination, obtaining selective laboratory and imaging tests, and then formulating a diagnosis. The synthesis of the history, physical examination, and imaging/laboratory tests is called the **clinical database**. After a diagnosis has been reached, a treatment plan usually is initiated, and the patient is followed for a clinical response. Rational understanding of disease and plans for treatment are best acquired by learning about the normal human processes on a basic science level; similarly, being aware of how disease alters the normal physiologic processes is best understood on a scientific level. Physiology also requires the ability to appreciate the normal workings of the human body, whereas pathophysiology focuses on how disease or disruption of the normal state affects the same mechanisms. The student should strive to learn the reason a disease manifests as certain symptoms or signs.

PART 3. APPROACH TO READING

There are six key questions that help stimulate the application of basic science information to the clinical setting:

1. **What is the likely mechanism for the clinical finding(s)?**
2. **What is the likely cellular response to a certain change in environment?**
3. **With the biochemical findings noted, what clinical processes are expected?**
4. **Given physiologic readings (hemodynamic, pulmonary, etc.), what is the likely disease process?**
5. **What is the likely cellular mechanism for the medication effect?**

6. What graphic data best depict the physiologic principle?

1. What is the likely mechanism for the clinical finding(s)?

The student of physiology should try to place the understanding of the body in the context of molecular interactions, cellular adaptation, and responses by organ system. The physician must elicit data by asking questions and performing a physical examination. Through this process, the clinician forms a differential diagnosis of possible causes for the patient's symptoms. An understanding of the mechanisms by which physiologic events give rise to the clinical manifestations allows for rational therapy and prognosis and directs future research. The student is advised to "think through" the mechanisms rather than memorize them. For instance, a pituitary adenoma may affect peripheral vision. Instead of memorizing this fact, the student should recall that the medial (nasal) aspects of both ocular retinas are innervated by optic nerves, which travel close to the midline and cross at the optic chiasm near the pituitary gland. Thus, an enlarging pituitary adenoma will impinge first on the nerve fibers at the optic chiasm, leading to a loss of visual acuity in the bitemporal regions, so-called bitemporal hemianopia. The clinician can screen for this by testing the patient's visual fields through testing peripheral vision on the lateral aspects.

2. What is the likely cellular response to a certain change in environment?

The study of physiology must be approached on different levels. The macroscopic as well as the microscopic responses are important. When a change in the environment occurs (a stressor), individual cells adapt so that the organ adjusts, and ultimately the entire organism adapts. For instance, during an overnight fast, when serum glucose levels fall, leading to hypoglycemia, the body adapts. In the short term, the effects of insulin and glucagon on several key regulatory reactions in intermediary metabolism are directly opposed. During the fasting state, insulin levels fall and glucagon levels rise; these hormones act on glycogen synthesis or breakdown. Net production or breakdown of glycogen is dependent on the relative rates of the two reactions. These facts illustrate the hormonal responses.

In regard to biochemical factors, often these reactions are controlled by phosphorylation-dephosphorylation cycles, and sometimes, these effects can be attributed to one common factor: in this case, cyclic adenosine monophosphate (cAMP). Glucagon activates *adenyl cyclase*, causing an increase in cellular cAMP levels and *protein kinase A* (PKA) activity. Insulin binding to its receptor, a *tyrosine kinase*, activates a signaling pathway that activates *protein kinase B* (PKB) and *protein phosphatase-1*. An example of the regulatory effects of these two hormones is the glycogen synthetic pathway. Glycogen levels are controlled by the relative rates of glycogen synthesis and glycogenolysis. *Glycogen synthase* activity is regulated by a phosphorylationdephosphorylation cycle. In the absence of insulin, glycogen synthase is phosphorylated by a specific protein kinase. That kinase is inactivated in the presence of insulin, reducing the phosphorylation of glycogen synthase. The reaction is reinforced by an insulin-dependent activation of protein phosphatase-1 that dephosphorylates and activates glycogen synthase. Protein phosphatase-1 has multiple substrate proteins within the cell, one of which is phosphorylase. Phosphorylase catalyzes the breakdown of glycogen and is activated by phosphorylation with PKA and inactivated by dephosphorylation.

Thus, after the ingestion of a carbohydrate-containing meal, the rise in plasma insulin levels will cause an activation of glycogen synthase and an inhibition of phosphorylase. A fall in the plasma glucose reduces secretion of pancreatic insulin and stimulates secretion of glucagon. The hepatocyte responds to these changes with a decrease in protein phos-phatase activity (as a result of decreased insulin levels) and an increase in PKA activity (as a result of elevated glucagon levels). The overall effect is an increase in glycogenolysis with the production of glucose.

3. With the biochemical findings noted, what clinical processes are expected?

This is the converse of explaining clinical findings by reference to cellular or biochemical mechanisms. An understanding of the underlying molecular biology allows an extrapolation to the clinical findings. The student is encouraged to explore relationships between microscopic function and clinical symptoms or signs. The patient is aware only of overt manifestations such as pain, fatigue, and bleeding. Usually, substantial subclinical changes are present. The student's understanding of these relationships, as depicted below, provides opportunities to detect disease before it is clinically evident or to disrupt the disease process before it becomes advanced.

Biochemical→Cellular→Subclinical changes→Clinical symptoms

One example is the understanding of the development of cervical cancer. It is known that human papillomavirus (HPV) is the primary oncogenic stimulus in the majority of cases of cervical intraepithelial neoplasia (CIN) and cervical cancer. HPV, particularly in the virulent subtypes, such as 16 and 18, incorporates its DNA into the host cervical epithelium cells, leading some women to develop CIN. Over years, the CIN progresses to cervical cancer; when this becomes advanced, it becomes evident by the patient's development of abnormal vaginal bleeding, lower abdominal pain, or back pain if metastasis has occured. Awareness of this sequence of events allows for the possible development of an HPV vaccine, assays for

HPV subtypes to assess the risk of CIN or cancer, and cytologic analysis of CIN when it is still asymptomatic (Pap smear), with appropriate treatment before cancer arises. The result is a 90 percent decrease in mortality from cervical cancer compared with the situation before the advent of the Pap smear.

4. Given physiologic readings (hemodynamic, pulmonary, etc.), what is the likely disease process?

The clinician's ability to interpret data relative to the physiologic and pathophysiologic processes is fundamental to rational therapy. For instance, a pulmonary artery catheter may be used to approximate the measure of a patient's left atrial pressure. In an instance of severe hypoxemia and diffuse pulmonary infiltrates on a chest radiograph, a common diagnostic dilemma is whether the patient has fluid overload and is in congestive heart failure or whether this represents acute respiratory distress syndrome (ARDS). In volume overload, the increased hydrostatic pressure drives fluid from the pulmonary capillaries into the pulmonary interstitium, leading to inefficient gas exchange between the alveoli and the capillary. The treatment for this condition would be diuresis, such as with furosemide, to remove fluid. In contrast, with ARDS, the pathophysiology is leaky capillaries, and the pulmonary capillary pressure is normal to slightly low. The therapy in this case is supportive and entails waiting for repair; diuresis may lead to hypovolemia and hypotension. In essence, the question is whether the patient is "wet" or "leaky," and the wrong therapy may be harmful. The pulmonary artery wedge pressure catheter is helpful in this case, because high pressures would suggest volume overload whereas normal to low pressures would suggest ARDS with leaky capillaries.

5. What is the likely cellular mechanism for the medication effect?

The student is best served by understanding the cellular mechanisms for not only physiologic responses but also responses to medications. For instance, an awareness of the behavior of digoxin allows one to understand its effect on the heart. Digoxin is a cardiac glycoside that acts indirectly to increase intracellular calcium. Digitalis binds to a specific site on the outside of Na^+-K^+-ATPase, reducing the activity of that enzyme. All cells express Na^+-K^+-ATPase, but they express different isoforms of the enzyme; the isoforms expressed by cardiac myocytes and vagal neurons are the most susceptible to digitalis. Inhibition of the enzyme by digitalis causes an increase in intracellular Na^+ and decreases the Na^+ concentration gradient across the plasma membrane. This Na^+ concentration provides the driving force for the Na^+-Ca^{2+} antiporter. The rate of transport of Ca^{2+} out of the cell is reduced, and this leads to an increase in intracellular Ca^{2+} and greater activation of contractile elements and an increase in the force and velocity of contraction of the heart. The electric characteristics of myocardial cells also are altered by the cardiac glycosides. The most important effect is a shortening of the action potential that produces a shortening of both atrial and ventricular refractoriness. There is also an increase in the automaticity of the heart both within the atrioventricular(AV) node and in the cardiac myocytes.

6. **What graphic data best depict the physiologic principle?**

The basic scientist must be able to interpret data in various forms and propose explanations and theories that then are tested. Data in long lists of numbers are often inconvenient and untenable to analyze. Thus, graphic representation to allow for the determination of relationships and trends is critical. The student also should be skilled in the interpretation of graphic data and the correlation of those data to physiologic processes. For instance, the brain has a well-developed autoregulatory capacity to maintain a constant cerebral blood flow despite the fact that the systemic blood pressure is variable. In other words, with hypotension, the cerebral vessels dilate to allow for brain perfusion, whereas with hypertension, the cerebral vessels constrict. Of course, there are limits to this adaptation at the extremes of blood pressures(see Figure I-1).

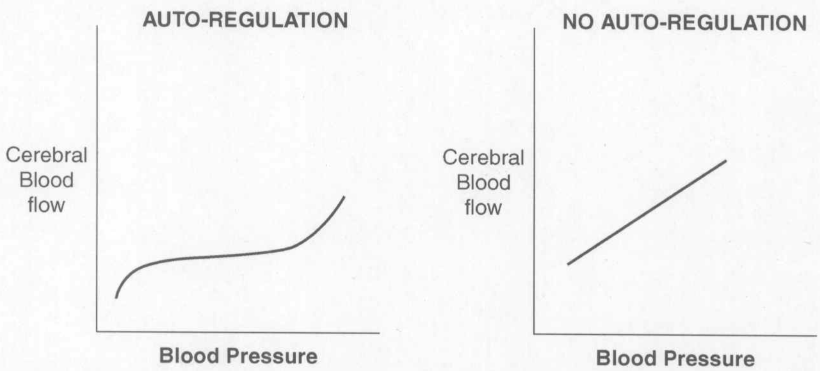

Figure I-1. Cerebral blood flow versus peripheral blood pressure.

PHYSIOLOGY PEARLS

- There are six key questions to stimulate the application of basic science information to the clinical arena.
- The student should strive to understand physiology from the molecular, cellular, organ, and entire organism viewpoints.
- Understanding the physiology allows for rational diagnostic and therapeutic interventions.

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SECTION Ⅱ

Clinical Cases