

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**OTH 3416 Pathophysiology for Rehabilitation**  
**(3 credit hours)**  
**Spring 2024**

Delivery Format: In-Person

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**Instructor Name:** Suny Darcy, OTD, OTR/L  
**Office:** HPNP 2165  
**Email Address:** [sdarcy@ufl.edu](mailto:sdarcy@ufl.edu)  
**Office Hours:** Thursday – 10 am – 12 – pm (Virtual Link on Canvas)

**Teaching Assistant:** Devin Valdes  
**Email Address:** DevinValdes@ufl.edu

**Teaching Assistant:** Stephen Franks  
**Email Address:** StephenFranks@ufl.edu

**Preferred Course Communications:**

**EMAIL** - Please make sure you copy **both** the TA and the instructor to **ALL** emails unless the email pertains any confidential information in which case you can address the email to **only** the instructor.

**\*\*Please DO NOT use the Canvas messaging feature to communicate with the instructor. It is unlikely the professor will see your message using this feature.\*\***

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**Prerequisites:** Anatomy and Physiology

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**PURPOSE AND OUTCOME**

**Course Overview:** The purpose of this course is to provide the student with basic understanding of pathophysiology as a change from normal physiological functioning of the various systems of the human body and to understand the implications it has on broader aspects of daily living. The course is based on illness and disease within a human body systems framework. Emphasis is on select conditions most often encountered by occupational therapists and other health professionals. The course focuses on critical thinking used to analyze the signs and symptoms based on understanding the pathophysiological mechanisms and integration of knowledge.

**Relation to Program Outcomes:** This is a required course for Junior students in the BHS program.

## Course Objectives and/or Goals

The student is expected to perform the following:

1. Apply physiological principles to understanding pathophysiological processes within the systems of the human body.
2. Understand the differences between physiological functioning and pathophysiological processes in the various systems of the human body.
3. Analyze the relationships among signs and symptoms and pathophysiological processes of selected illnesses and diseases in adults.
4. Apply critical thinking to analyze presentations of signs and symptoms based on the underlying pathophysiological processes.

## Instructional Methods

Recorded lecture videos, live lecture, group presentations, course texts, Visible Body software and notes posted on Canvas. Much of the course material will be delivered in a **blended learning** format.

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

| Week # | Date          | Topic Name        | Readings    | Due Dates*  |
|--------|---------------|-------------------|-------------|-------------|
| 1      | 01/08 – 01/14 | Unit 1A: The Cell | Ch 1, 2 & 3 |             |
| 2      | 01/15 – 01/21 | Unit 1B: The Cell | Ch 4 & 5    | Unit 1 Quiz |

|    |               |  |                     |                                      |
|----|---------------|--|---------------------|--------------------------------------|
| 3  | 01/22 - 01/28 | Unit 2A: Mechanisms of Self-Defense                  | Ch 6, 7, & 8        |                                      |
| 4  | 01/29 – 02/04 | Unit 2B: Mechanisms of Self-Defense                  | Ch 9 & 10           | Unit 2 Quiz                          |
| 5  | 02/05 – 02/11 | Unit 3: Cellular Proliferation - Cancer              | Ch 11, 12 & 13      | Unit 3 Quiz                          |
| 6  | 02/12 – 02/18 | Unit 4A: Neurological System                         | Ch 14 & 15          | Exam 1 (Units 1-3)                   |
| 7  | 02/19 – 02/25 | Unit 4B: Neurological System                         | Ch 16, 17 & 18      | Unit 4 Quiz                          |
| 8  | 02/26 – 03/03 | Unit 5: Endocrine System                             | Ch 19, 20 & 21      | Unit 5 Quiz                          |
| 9  | 03/04 – 03/10 | Unit 6: The Hematologic System                       | Ch 22, 23 & 24      | Unit 6 Quiz                          |
| 10 | 03/11 – 03/17 | Spring Break   |                     |                                      |
| 11 | 03/18 – 03/24 | Unit 7: The Cardiovascular & Lymphatic Systems       | Ch 25, 26 & 27      | Unit 7 Quiz<br>Unit 8 Quiz           |
| 12 | 03/25 – 03/31 | Unit 8: The Pulmonary System                         | Ch 28, 29 & 30      | Exam 2 (Units 4-7)                   |
| 13 | 04/01 – 04/07 | Unit 9: The Renal & Urologic Systems                 | Ch 31, 32 & 33      | Unit 9 Quiz                          |
| 14 | 04/08 – 04/14 | Unit: 10: The Reproductive Systems                   | Ch 34, 35 & 36      | Unit 10 Quiz                         |
| 15 | 04/15 – 04/21 | Unit 11: The Digestive System                        | Ch 37, 38 & 39      | Unit 11 Quiz                         |
| 16 | 04/22 -04/28  | Unit 12: The Musculoskeletal & Integumentary Systems | Ch 40, 41, 42, & 43 | Unit 12 Quiz+<br>Exam 3 (Units 8-12) |

## Course Materials and Technology

### A. Required:

1. Understanding Pathophysiology (7<sup>th</sup> Edition) by Sue E. Huether MS PhD, Kathryn L. McCance MS PhD

i ISBN-13: 0323639089

For technical support for this class, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu/>
- (352) 392-HELP (4357) - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

The grade is based on exams and quizzes, which are composed of objective questions (multiple choice and matching questions) only.

- Exams (multiple choice and matching): 3 exams
- Weekly Prep Work: Completed in Visible Body

### Grading

| Test   | Percent grade |
|--|---------------|
| Exam 1   | 25            |
| Exam 2   | 25            |
| Exam 3   | 25            |
| Quizzes  | 15            |
| Online Assignments (Assignments, Hot Sheets, etc.) | 10            |
| <b>Total</b>                                       | <b>100%</b>   |

#### Percentage/Point Conversion

| Letter Grade    | Letter Grade    |
|-----------------|-----------------|
| A (92.5-100%)   | C+ (76.5-79.4%) |
| A- (89.5-92.4%) | C (69.5-76.4%)  |
| B+ (86.5-89.4%) | D+ (66.5-69.4%) |
| B (82.5-86.4%)  | D (62.5-66.4%)  |
| B-(79.5-82.4%)  | D- (59.5-62.4%) |
|                 | E (<59.4%)      |

According to college policy, a grade of "C" is necessary to pass the course for students who take this as a required course.

Letter grade to grade point conversions are determined by the University of Florida and cannot be changed. For more information on letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Attendance

It will be very difficult to succeed in this course without regular attendance. While a significant portion of the course materials is presented before class using a flipped format, class time provides opportunity for clarifying the material, identifying key information, and connecting concepts. For that reason, regular attendance is mandatory. Make-up work/information will be provided **only** for excused absences approved prior to class or in extenuating circumstances, using the following procedures.

**Excused Absences:** Email the professor **at least 72 hours before you anticipate missing class**. Students with an approved absence will be provided with make-up work and/or opportunity to access information shared in class on the day missed.

**Extenuating Circumstances:** Occasionally, there circumstances such as illness or a personal emergency that cannot be anticipated. In these circumstances, students are expected to email the professor at the earliest opportunity. Students should identify the days missed and any days they anticipate missing in the future as a result of the circumstance. **Students must email within 1 week of the missed class date to receive access to make-up work/class information.**

All faculty members are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Class Schedule

| Day       | Period | Time                | Location     | Section# |
|-----------|--------|---------------------|--------------|----------|
| Tuesday   | 4/5    | 10:40 am – 12:35 pm | HPNP<br>1404 | 14987    |
| Wednesday | 5      | 11:45 am – 12:35 pm | HPNP<br>1404 | 14987    |
| Tuesday   | 7/8    | 1:55 pm – 3:50 pm   | HPNP<br>1404 | 15006    |
| Wednesday | 7      | 1:55 pm – 2:45 pm   | HPNP<br>1404 | 15006    |

### Faculty Emergency Health Plan

In a rare or unforeseen situation, and I am unable to come to campus due to a chronic health condition, I will send out a Canvas announcement no later than 6:30am the morning of class. Class will be adjusted in one or more of the following ways:

1. Class may be taught via Zoom during normal class time.

2. Sections may be combined (as students' schedules allow) and taught via Zoom. In this case, class will also be recorded for those students unable to attend the alternate lecture time.
3. A recorded lecture with asynchronous class activities will be provided.
4. Supplemental office hours will be provided.
5. Due dates will be adjusted as needed.
6. If you have read this far, you have an extra credit opportunity. Email Dr. Darcy a funny meme or picture to earn 2 points on your first Exam. This must remain a secret, do not tell your peers, and allow your peers to earn their own. If it is detected or sensed that this has been given away, no extra credit will be provided. Have fun.

### **Exam Policy**

**Lock Down Browser:** Exams will be conducted online using Lock Down Browser. Please make sure you review the Lock Down Browser guidelines thoroughly. Be sure to test your device using Honor Lock. Make-up exams will not be offered for students who are unable to access the Honor Lock program.

**Scheduling:** Exams are scheduled for a different time than class. If you have a valid scheduling conflict, please **email the TA and Instructor at least 1 week prior to the exam** so that we can accommodate you. Scheduling adjustments requested after the deadline **will not** be honored.

**Make-Up Exams/Assignments:** Makeup exams are only offered in instances of extreme sickness or personal emergency. Documentation must be provided (ex: doctor's note). The student must notify the professor within 48 hours of the missed exam and provide documentation as to the reason for the absence. Failure to do this will result in a zero grade for that test or assignment.

Undocumented absence from an exam or an assignment will result in a score of "0" on that assignment.

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

1. **Preparation for Class:** To maximize the use of class time, you are expected to:
  - Look at E-learning for announcements and get the notes prior to **each** class.
  - Read and study assigned readings prior to class.
2. **Class Expectations:**
  - Be on time for class
  - Stay until class is dismissed
  - Silence your cellular phone
  - Be courteous by refraining from chatter and other distracting behaviors
  - Do not look at external material during class (newspaper, Facebook, twitter, etc.)

- Arrange with the instructor in advance if you cannot attend class so you can get pertinent handouts and announcements

### **Communication Guidelines**

Please email the instructors and TAs directly (email addresses are above) rather than using the Elearning. For digital communication expectations see: *Netiquette Guidelines*:  
<http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code:  
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background,

experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to nondiscrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:



Alachua County Crisis Center  
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575.

The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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