

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**OTH 3416 Pathophysiology for Rehabilitation**  
**(3 credit hours)**  
**Fall 2025**

Delivery Format: In-Person & Online

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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:** Wednesday 8:30 am – 10:30 am

**Preferred Course Communications:**

**EMAIL** - Please make sure you copy 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:** (APK 2105C or CHM 2045) & (BSC 2005 or BSC 2010) & HSA 3111 & PHC 4101 all with a minimum grade of C, and Health Science major

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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. Explain 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.

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

Week #	Date	Topic Name	Readings	Due Dates
1	08/21	Unit 1A: The Cell (review)	Ch 1, 2 & 3	Visible Body – Getting Started due by 11:59 PM Sunday
2	08/25	Unit 1B: The Cell	Ch 4 & 5	Visible Body – Unit 1 due by 11:59 PM Sunday
3	09/01	Unit 2A: Mechanisms of Self-Defense Tues: Unit 1 Quiz	Ch 6, 7, & 8	
4	09/08	Unit 2B: Mechanisms of Self-Defense Thurs: Unit 2 Quiz (Reduced)	Ch 9 & 10	Visible Body – Unit 2 due by 11:59 PM Sunday

5	09/15	Unit 3: Cellular Proliferation – Cancer Thurs: Unit 3 Quiz (Reduced)	Ch 11, 12 & 13	Visible Body – Unit 3 due by 11:59 PM Sunday
6	09/22	Unit 4A: Neurological System <b>Tues: Exam 1 (Units 1-3)</b>	Ch 14 & 15	
7	09/29	Unit 4B: Neurological System	Ch 16, 17 & 18	Visible Body – Unit 4 due by 11:59 PM Sunday
8	10/6	Unit 5: Endocrine System Tues: Unit 4 Quiz	Ch 19, 20 & 21	Visible Body – Unit 5 due by 11:59 PM Sunday
9	10/13	Unit 6: The Hematologic System Tues: Unit 5 Quiz	Ch 22, 23 & 24	Visible Body – Unit 6 due by 11:59 PM Sunday
10	10/20	Unit 7: The Cardiovascular & Lymphatic Systems Tues: Unit 6 Quiz	Ch 25, 26 & 27	Visible Body – Unit 7 due by 11:59 PM Sunday  Unit 7 Quiz (open book at home) due Sun at 11:59 PM
11	10/27	Unit 8: The Pulmonary System <b>Tues: Exam 2 (Units 4-7)</b>	Ch 28, 29 & 30	Visible Body – Unit 8 due by 11:59 PM Sunday
12	11/3	Unit 9: The Renal & Urologic Systems Tues: Unit 8 Quiz	Ch 31, 32 & 33	Visible Body – Unit 9 due by 11:59 PM Sunday
13	11/10	Unit: 10: The Reproductive Systems Tues: Unit 9 Quiz	Ch 34, 35 & 36	Visible Body – Unit 10 due by 11:59 PM Sunday
14	11/17	Unit 11: The Digestive System Tues: Unit 10 Quiz	Ch 37, 38 & 39	Visible Body – Unit 11 due by 11:59 PM Sunday
15	11/24	Unit 12: The Musculoskeletal & Integumentary Systems Tues: Unit 11 Quiz	Ch 40, 41, 42, & 43	Visible Body – Unit 12 due by 11:59 PM Sunday  Unit 12 Quiz (open book at home) due Sun at 11:59 PM
16	12/1	<b>Tues: Exam 3 (Units 8-12)</b>		

## Course Materials and Technology

**Quizzes** – These online Canvas-based quizzes cover each Unit. They will be completed in class during the Tuesday section. These multiple-choice assessments will be graded on accuracy on the first try.

**Visible Body Submissions** – Visible Body will be an online interactive software built into Canvas. It will require minimum computer and video requirements per UF standards. You will be completing weekly (with two exceptions for Units) modules within Visible Body and your grade will be assessed on the completion of each section of the VB Module and any Quizzes.

### 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
2. Visible Body

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>

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## 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

Visible Body & In Class Points	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	5-6	11:45 AM – 1:40 PM	HPNP 1404	26691
Thursday	6	12:50 PM – 1:40 PM	HPNP 1404	26691

### 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 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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### **Policy Related to AI Use in This Course**

When authorized by the course director, students may use AI technologies in the completion of coursework as long as they cite all such use by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently in advance of the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 [Student Honor Code](#) and [Student Conduct Code](#).

It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are **never provided with confidential information**. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. For the avoidance of doubt, the use of such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students and intellectual property. You are also reminded that you should always review the terms and conditions of any third-party software you use (e.g. proof reading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people’s intellectual property without appropriate credit, this raises ethical concerns.

It is not acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs, but does not demonstrate development in your professional practice.

Students are responsible for understanding their dynamic data stewardship responsibilities to minimize personal, college, and university risk.

[UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines](#)

### ACADEMIC POLICIES & RESOURCES

University academic policies and resources can be found at: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

### **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 non-discrimination 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."

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