**Geriatrics in Physical Therapy**

**Department of Physical Therapy, College of PHHP, University of Florida**

**Spring, 2021**

**3-5 PM on Tuesdays-Zoom and Clinical Learning Center for labs**

**8:30-10:30 AM on Thursdays-Zoom**

**2 Credit Hours**

Instructor: William McGehee, PT PhD william.f.mcgehee@gmail.com

Office Hours: By appointment-Personal Zoom Room: https://regis.zoom.us/j/3548277850

Phone: 309-370-1802

Purpose of the Course: The purpose of this course in Geriatric Physical Therapy is to provide students with the knowledge and skills necessary, along with other courses in the curriculum, to meet the essential competencies in the care of older adults as outlined by the APTA Academy of Geriatric Physical Therapy.

Course Goal:

The PHT6374 student will be able to provide high quality, physical therapy interventions to older adults, utilizing knowledge of the biological, physical, cognitive, psychological, and social changes commonly associated with aging to design and administer an evidence-based plan of treatment that meets a client’s care goals.

Cognitive Learning Objectives:

1. – Incorporate knowledge of the biological, physical, cognitive, psychological, and social changes commonly associated with aging into a comprehensive evaluation and assessment of an older adult client.
	1. – Integrate a comprehension of normal biological aging across physiological systems, effects of common diseases, and the effects of inactivity when interpreting examination findings and establishing intervention plans for aging individuals.
		1. – Recognize the differences between typical, atypical, and optimal aging with regards to all systems.
		2. – Discuss the appropriate response to normal biological changes of somatosensation and the special senses that commonly occur with aging.
	2. – Interpret a client’s behavior within the context of various psychological and social theories of aging.
		1. – Discuss the various psychological and social theories of aging so that associated behaviors are addressed.
	3. – Administer a validated and reliable instrument appropriate for use with a given older adult to assess cognition, mood, physical function, nutrition, and pain.
		1. – Differentiate the appropriate instrument to assess cognition, mood, physical function, nutrition, and pain.
	4. – Interpret the signs and symptoms of delirium and distinguish whom to notify if an older adult exhibits these signs and symptoms.
	5. – Demonstrate verbal and non-verbal communication strategies to overcome potential sensory, language, and cognitive limitations in older adults.
2. – Formulate a comprehensive treatment plan based on best evidence as well as person-centered and person-directed care goals.
	1. – Deduce the preferences, care goals, physical needs, psychological needs, social needs, and spiritual needs of an older adult client.
		1. – Discuss advance directives so that their implications for physical therapy management are addressed.
		2. – Determine the palliative care needs of an older adult client so that they can be integrated into a comprehensive treatment plan.
		3. – Discuss the physiological changes that accompany aging so that their impact upon interventions are addressed – musculoskeletal, neuromotor, cardiopulmonary, integumentary.
3. – Administer a comprehensive treatment plan so that healthcare systems, caregiver support, team care, health promotion, and safety are fully addressed.
	1. – Utilize the principles and practices of safe, appropriate, and effective medication use in older adults.
		1. – Discuss the common pharmacokinetic factors that should be considered when providing physical therapy interventions to older adults.
		2. – Describe the influence of age and polypharmacy on pharmacokinetics and drug interactions.
		3. – Demonstrate considerations for the indications, contraindications, risks, and alternatives to the use of physical and pharmacological restraints with older adults.
	2. – Collaborate with older adults, their caregivers, healthcare professionals, and direct care workers to incorporate discipline specific information into overall team care planning and implementation.
	3. – Communicate the availability and effectiveness of resources for older adults and caregivers that help them (the patient) meet personal goals, maximize function, maintain independence, and live in their preferred and/or least restrictive environment.
		1. Discuss the resources available to older adults and their caregivers that provide long-term care and support so that community resources, home care, assisted living facilities, nursing facilities, sub-acute care facilities, and hospice care are addressed

 3.4.-Advocate to older adults and their caregivers about interventions and behaviors that promote physical and mental health, nutrition, function, safety, social interactions, independence, and quality of life.

**Instructional Methods**

Lecture, small group discussion and presentation of topics will occur in an online synchronous and asynchronous blended format. The course will be offered mostly on-line in the Spring 2021 Semester with the exception of two labs as noted in the schedule.

**Required textbooks:** None

**Recommended Resources:** APTA membership (to provide full access to website resources)

**Additional readings:** See Canvas site for assigned readings

**On Campus Face-to-Face**

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

* You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
* This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
* Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
* Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
* If you are experiencing COVID-19 symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), please use the UF Health screening system (https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/) and follow the instructions on whether you are able to attend class. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

**Week Date Topic**

1 Jan 12 Introduction-Physiology of Aging

 Jan 14 Physiology of Aging; Balance and Falls

2 Jan 19 Balance and Falls

 Jan 21 Cognition, Delirium, Dementia, Depression

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3 Jan 26 Cognition, Delirium, Dementia, Depression

 Jan 28 **EXAM 1**; Orthopedic Related topics in Older Adults

4 Feb 2 Pain, Integumentary, and Orthopedic Related topics in Older Adults

 Jan 4 Aging Cardiovascular and Pulmonary System-Guest Speaker

 5Feb 9 Exercise Prescription Lab

Feb 11 Medication Use and Polypharmacy

6 Feb 16 Case Studies

 Feb 18 Case Studies

7 Feb 23 Lab on advanced assessment in Older Adults; Course Evaluation

 Feb 25 Advance Directives and Palliative Care

 8 Mar 04 **EXAM II**

**READING ASSIGNMENTS AND RESOURCES FOR EACH WEEK ARE POSTED ON THE CANVAS COUSE SITE-YOU ARE RESPONSIBLE FOR READINGS BEFORE CLASS AND BEING PREPARED FOR CLASS ACTIVITIES**

**Textbook: None Required**

**Grading Exam I 30%**

###  Exam II 30%

 **Quizzes, Assignments and In-Class Activities 30%**

 **On-line Course Participation 10%**

**Grading Scale**

Grade Scale:

A 93-100% A- 90-92% B+ 87-89% B 83-86%

B- 80-82% C 70-79% D 60-69% E < 60%

#### Academic Integrity

The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), referred to as the “Orange Book” and available here: , so that you are aware of our standards. Any violation of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of the faculty member’s policy on collaboration in this course and all other, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.

**The Honor 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 by abiding by the Student Honor Code. On all work submitted for credit by students 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.”**

**Attendance and Make-up Work**

I expect you to attend and be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Absence from class due to illness, isolation, or quarantine related to contracting, or high risk exposure to, the COVID-19 virus will be considered “excused”. Consistent with UF and UFDPT policies, you will have opportunities to complete missed content including, but not limited to, in person skills laboratories, assignments, examinations and quizzes.

**Professional Behavior Expectations**

Disregard of health and safety guidelines for the safe return to in-person classes will be considered a critical professionalism infraction – “behavior or communication that is illegal *or endangers the welfare of the student, a patient, another student, TA, or faculty*” (pg 37 Student handbook Class of 2022). Examples of this behavior include attending class while symptomatic, after high risk contact with a person or persons known to have COVID19, attending class while awaiting COVID19 test results, or attending class after a positive COVID19 test without being cleared by UF Screen, Test & Protect.

There will be no opportunity to make up content missed as a result of a critical professional behavior infraction in this class. Sanctions shall include lowering of grade for assignment, quiz, exam, and/or overall course grade; sanctions from Professional Development Committee (i.e. oral or written reflection, observation and practice of affective skills in clinical setting, etc); referral to the Dean of Student’s Office; loss of eligibility for scholarships, trips (i.e. Nicaragua), awards, TA or leadership positions. A critical professional behavior infraction is grounds for dismissal from the program.

**Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

****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 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.

Do not wait until you reach a crisis to talk to someone. We have helped many students through stressful situations impacting his/her academic performance. You are not alone so do not be afraid to ask for assistance.