

**Geriatrics in Physical Therapy**  
**Department of Physical Therapy, College of PHHP, University of Florida Spring, 2024**  
**Delivery Format: On-Campus Lecture (MW 4:30-6:30pm)**  
**Course Website: E-Learning**  
**PHT 6374 (2 credit hours)**

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 Office Hours: By appointment  
 Preferred Course Communications: Email  
 Clock hours:

**PURPOSE AND OUTCOME**

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.

**Course Objectives and/or Goals**

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.
  - 1.1. – 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.
    - 1.1.1.– Recognize the differences between typical, atypical, and optimal aging with regards to all systems.
    - 1.1.2.– Discuss the appropriate response to normal biological changes of somatosensation and the special senses that commonly occur with aging.
  - 1.2. – Interpret a client's behavior within the context of various psychological and social theories of aging.
    - 1.2.1.– Discuss the various psychological and social theories of aging so that associated behaviors are addressed.
  - 1.3. – Administer a validated and reliable instrument appropriate for use with a given older adult to assess cognition, mood, physical function, nutrition, and pain.
    - 1.3.1.– Differentiate the appropriate instrument to assess cognition, mood, physical function, nutrition, and pain.
  - 1.4. – Interpret the signs and symptoms of delirium and distinguish whom to notify if an older adult exhibits these signs and symptoms.

- 1.5. – Demonstrate verbal and non-verbal communication strategies to overcome potential sensory, language, and cognitive limitations in older adults.
- 1.6. – recognize potential signs of abuse in older adults and the reporting requirements for such abuse.
2. – Formulate a comprehensive treatment plan based on best evidence as well as person-centered and person-directed care goals.
  - 2.1. – Deduce the preferences, care goals, physical needs, psychological needs, social needs, and spiritual needs of an older adult client.
    - 2.1.1.– Discuss advance directives so that their implications for physical therapy management are addressed.
    - 2.1.2.– Determine the palliative care needs of an older adult client so that they can be integrated into a comprehensive treatment plan.
    - 2.1.3.– 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.
  - 3.1. – Utilize the principles and practices of safe, appropriate, and effective medication use in older adults.
    - 3.1.1.– Discuss the common pharmacokinetic factors that should be considered when providing physical therapy interventions to older adults.
    - 3.1.2.– Describe the influence of age and polypharmacy on pharmacokinetics and drug interactions.
    - 3.1.3.– Demonstrate considerations for the indications, contraindications, risks, and alternatives to the use of physical and pharmacological restraints with older adults.
  - 3.2. – Collaborate with older adults, their caregivers, healthcare professionals, and direct care workers to incorporate discipline specific information into overall team care planning and implementation.
    - 3.2.1.- Discuss implementation, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values
    - 3.2.2.- Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources
    - 3.2.3- Discuss management the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations, and administrative policies and procedures of the practice environment
    - 3.2.4 Discuss how to create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care
  - 3.3. – 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.
    - 3.3.1. 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
    - 3.3.2. Discuss circumstances that would require a report to appropriate authorities suspected cases of abuse of vulnerable populations
  - 3.4.-Advocate to older adults and their caregivers, payors, and other members of the healthcare team 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 a combination in person and online synchronous format. The course will have two required in person lab components as noted in the schedule.

**Required textbooks:** None

**Recommended Resources:** APTA membership (to provide full access to website resources)  
Guccione's Geriatric Physical Therapy 4<sup>th</sup> Edition

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

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week	Date(s)	Topic(s)
1	Jan 8 <sup>th</sup> , 10 <sup>th</sup>	Intro to Geriatrics Physiologic Changes in Aging
2	Jan 15 <sup>th</sup> , 18 <sup>th</sup>	MLK Day (No Class) Implications of Aging
3	Jan 22 <sup>nd</sup> , 24 <sup>th</sup>	Psychosocial considerations in the Older Adult Lab I (8am-12pm) Older Adults and Caregiving (4:30-6:30pm)
4	Jan 29 <sup>th</sup> , Jan 31 <sup>st</sup>	Posture/Gait Intro Exam I
5	Feb 5 <sup>th</sup> , 7 <sup>th</sup>	Gait with Guest Lecture Balance
6	Feb 12 <sup>th</sup> , 13 <sup>th</sup>	Pharmacy in the Older Adult Lab II (8am-12pm) End of Life (4:30-6:30pm)
7	Feb 19 <sup>th</sup> , 21 <sup>st</sup>	Aging Across the Physical Therapy Settings (Case Study Due) Special Topics/Review
8	Feb 26 <sup>th</sup>	Final Exam

### Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

### **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, readings and preparation. 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.

### **ACADEMIC REQUIREMENTS AND GRADING**

#### **Grading:**

**20%:** In class assignment participation x10 (2% each)

10-20 minute case scenarios for review at conclusion of lecture to emphasis lecture based principles into real life patient application. Group work encouraged.

**20%:** Case Study (Due Feb 19<sup>th</sup>)

This assignment includes application of clinical reasoning with use of the ICF model to include appropriate screening, evaluation, formulation of a plan of care, exercise prescription, and appropriate discharge planning for a clinically complex older adult. 4-5 hours to complete.

**20%:** Lab Assignments x2 (10% each)

This assignment will be performed in part during planned lab sessions with additional time potentially required for thorough completion of case studies. Assignments based on practical components of treatment of older adults including case scenarios and interpreting data based on lab values. 2-3 hours to complete.

**20%:** Midterm Exam

Material from Week 1-4

**20%:** Final Exam

Material from Week 5-8 (some information is cumulative requiring understanding of first half principles)

**100%: Total**

### Written examinations

Three exams will be administered. Exams will be held administered synchronously, online through the eLearning platform using the Respondus LockDown Browser. **\*Bring your own laptop to the exam\*** Exams will cover reading assignments, class lectures/discussions, on-line tutorials, homework assignments and labs. While each exam focuses on the course content of the previous weeks, some aspects are by necessity cumulative. This course requires the use of LockDown Browser for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser from this link: [LockDown Browser-UF](#) Test your system **BEFORE** attending an exam. An ungraded practice test has been posted to Canvas, as an opportunity to test your laptop/device in advance. To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this [Student Quick Start Guide \(PDF\)](#)

### Point system:

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

Note that students must maintain a "B" average in a semester (GPA 3.0) to avoid being placed on academic probation.

<b>Letter Grade</b>	<b>Grade Points</b>
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

### **Policy Related to Make up Exams or Other 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.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

Attendance is required for all lectures, labs, and exams unless otherwise excused. Please see link below for university policies regarding excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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

### **Expectations Regarding Course Behavior**

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.

Here is something related to professional behavior for you to consider:

**Professional Behavior:**

Professional behaviors are expected at all times in this class. Mastering core areas of professional behavior is critical for a successful transition from the classroom to the clinical setting. We recognize the importance of these behaviors and have incorporated the development, as well as the evaluation, of these professional behaviors into each academic course.

**Core areas of professional development and growth:**

1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

*Professional Behavior is described in the DPT Student Handbook and is exemplified by the following:*

1. attendance to classes and labs,
2. timeliness,
3. attentiveness,
4. respectful and polite interaction with peers, instructors, and patients,
5. active learning as demonstrated by questions and discussion,
6. active participation in lab activities,
7. responsibility shown for maintenance, organization, and cleanliness of lab equipment and facilities,
8. leads and/or contributes to lab preparation and clean-up, as requested,
9. appropriate communication with the course instructor when absence from class is unavoidable,

10. appropriate lab and lecture attire,
11. adherence to all university policies,
12. acceptance of self-responsibility e.g., test preparation, seeking of information, seeking assistance when necessary, maintaining professional demeanor, recognizing one's own stressors, et al.,
13. and other attributes as described on Professional Behaviors and Student Responsibilities in the Student manual.

You will receive constructive feedback from instructors for the first observed minor deviation from expected "beginning level" professional behavior (see Professional Development Tool). Repeated deviation from expected behavior will result in the deduction of 1-point from the total class grade and referral to your mentor and Professional Development Committee (PDC) to develop a growth plan to improve behaviors to the expected level. Major/serious deviations from expected behaviors will result in referral to the Dean of Students Office (DSO) and PDC. Major or serious deviations may result in loss of points or letter grade as determined by DSO.

### **Communication Guidelines**

*Netiquette Guidelines:*

**<http://teach.ufl.edu/wp-content/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 or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

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

### **Recording Within the Course:**



Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. Please note that guests are not permitted to attend either cadaver or wet labs. No further extensions will be granted. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

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

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **SUPPORT SERVICES**

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

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter.

Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **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.
- **U 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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.

### **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." 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)