

PT 535: LIFE SPAN II Syllabus and Objectives, Summer 2021

DESCRIPTION: Examine the factors and forces that affect life quality in later years. The physiological, psychological, and sociological aspects of aging will be considered, including those influences in the cultural context that enhance and impede continued growth of the person.

DEPARTMENT OF PHYSICAL THERAPY

INSTRUCTORS: Emily Henneman, PT, DPT, Meridee Danks PT, DPT, NCS, and Cindy Flom-Meland, PT, MPT, PhD, NCS

CREDIT HOURS: Two (2) credit hours

CLOCK HOURS: Lecture, discussion, community activities, active learning: Tuesday/Thursday 10-12am.

BEHAVIORAL OBJECTIVES: Building on objectives of previous courses including clinical education by the end of this course the student will be able to:

1. Apply knowledge of the biological, physical cognitive, psychological and social changes commonly associated with aging.
2. Choose, administer, and interpret a validated and reliable tool/instrument appropriate for use with a given older adult to assess: a) balance, b) cognition, c) mood, d) physical function, e) posture f) nutrition and g) pain.
3. Define the purpose and components of an interdisciplinary comprehensive geriatric assessment and the roles individual disciplines play in conducting and interpreting a comprehensive geriatric assessment.
4. Differentiate between depression, delirium and dementia; demonstrate knowledge of the signs and symptoms of delirium and whom to notify if an older adult exhibits these signs and symptoms.
5. Develop treatment plans based on best evidence and on person-centered and person-directed care goals. Emphasis in this course is across the spectrum of function and includes primary prevention, health promotion, wellness, posture, osteoporosis, PD, general debility & end-of-life care.
6. Develop physical therapy plan of care for older adults receiving end-of-life care which integrates: patient/client goals, family and care giver goals, treatment setting, functional and palliative needs of patient/client. Define advance directives and discuss implications for physical therapy management.
7. Communicate and collaborate with older adults, their caregivers, healthcare professionals, payers and policy makers to achieve positive outcomes.
8. Provide information to older adults and their caregivers about the continuum of care services and supports such as community resources, home care, assisted living facilities, nursing facilities, sub-acute care facilities, palliative care and hospice care.

9. Explain how to access, and share with older adults and their caregivers/family members, information about the healthcare benefits of programs such as Medicare, Medicaid, Veteran's Service, Social Security and other public programs.
10. Assess specific risks and barriers to older adult safety, including falls, elder mistreatment (including need to report to authorities), and other risks in community, home and care environments.
11. Identify and inform older adults about evidence based approaches to fitness and wellness programs (including Silver Sneakers, Senior Athletics), screening, immunizations, health promotion and disease prevention.
12. Recognize the principles and practices of safe, appropriate and effective medication use in older adults.
13. Apply knowledge of the indications and contraindications for risks of and alternatives to the use of physical and pharmacological restraints with older adults.
14. The Department of Physical Therapy has multiple opportunities for students to participate in clinical practice activities under the supervision of UND faculty, all of whom are licensed physical therapists. During this particular course, you may be required to participate in the examination, evaluation, and physical therapy interventions of community members. You will be providing primary care to individuals with impairments and/or dysfunction during laboratory classes, community health fairs, pro bono clinics, and/or within traditional clinical practices.

COURSE PREREQUISITES: Registered in Professional Physical Therapy curriculum

TEACHING METHODS AND CURRICULUM PRACTICE MODEL: Teaching methods in this course include lecture, seminar, community & class activities and discussion. The above objectives contribute to the Curriculum model in the areas of Patient/Client & Practice Management Expectation, Professional Practice Expectations and Clinical Sciences.

METHODS FOR EVALUATION: Written examinations may include true/false, multiple choice, short answer, and/or essay questions. To answer both multiple choice and written questions you will need to draw from previous coursework and clinical information. The exam, final and projects/assignments all must be completed with a minimum score of 76%. See grading criteria below.

OUTLINE OF CONTENT: See attached course schedule

REQUIRED/ READINGS: 1. *Geriatric Physical Therapy: A Case-Based Approach*, William Staples and 2. *Functional Performance in Older Adults 4th Ed*, Bette Bonder/Vanina Dal Bello-Haas (both available on Access Physiotherapy); *ACSM Guidelines for Exercise Testing and Prescription*; and other readings as assigned.

RECOMMENDED (not required): *Functional Movement Development Across the Life Span*, by Donna J Cech and Suzanne Martin; *Geriatric Physical Therapy* by Andrew Guccione, Rita Wong and Dale Avers.

ATTENDANCE: Class attendance is expected 100% of the time. Students must first attempt to notify the instructor by phone or in person for any absences. The student must also contact the instructor directly through e-mail or written documentation for any absences.

MAKE UP WORK/EXAMINATIONS: If an absence is anticipated, make up examinations should be completed *prior* to the absence. If an absence is unanticipated, arrangements for make-up examinations must be made *by the student within three days* of the student's return to classes. **Students may be assigned additional coursework for all absences.** Students will not be allowed to make-up in-class quizzes/projects due to an absence.

ASSIGNMENTS & GRADING RUBRICS: As posted on Blackboard

Class Participation/Professionalism	5%
Quizzes	25%
Patient Portfolio	30%
Assignments	10%
Final Exam	30%

Overall Course Grading

90-100% = A

80-89% = B

76-79% = C

Less than 76% Unsatisfactory

ACADEMIC INTEGRITY: In accordance with the rules concerning scholastic dishonesty in the *Code of Student Life** at the University of North Dakota, I affirm that I understand these rules and I agree to comply with them.

I will not:

- a) receive any additional information or assistance for any exam other than what was provided during class or approved tutor sessions
- b) copy from another student's test
- c) collaborate with or seek aid from another student who may have previously taken the exam
- d) knowingly use/buy/sell/steal/solicit in whole or in part the contents of any exam
- e) bribe another person to obtain information about any exam

DISABILITY ACCESS STATEMENT: Contact me, Emily Henneman (office 777-2831, email emily.henneman@und.edu or visit Rm E327 UND SMHS) to request disability accommodations, discuss medical information, or plan for an emergency evacuation. To get confidential guidance and support for disability accommodation requests, students are expected to register with DSS at www.UND.edu/disability-services/, 180 McCannel Hall, or 701.777.3425.

NOTICE OF NONDISCRIMINATION: It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

REPORTING SEXUAL VIOLENCE: If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu or go to UND.edu/affirmative-action/title-ix.

FACULTY REPORTING OBLIGATIONS REGARDING SEXUAL VIOLENCE: It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at UND.edu/affirmative-action/title-ix.

OMBUDS OFFICE: "It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences" (Audre Lorde). Before your differences with others become difficult and costly conflicts or formal grievances, in both seen and unseen ways, talk with the Ombuds Office in an informal, identity-protecting, impartial, and independent space. 314 Cambridge St Room 201. 701.777.6239. www.UND.edu/ombuds.

UND CARES RESPONSE TEAM: The [UND Cares Response Team](#) is available to assist with incidents involving UND students 24 hours a day, seven days a week. They respond to incidents such as major accidents, missing students, sickness that interferes with attending classes, death, suicidal ideations, situations involving self-harm, psychological trauma and sexual violence. Contact directly at 701.777.2664 during regular business hours OR 701.777.3491 after hours.

If problems occur, students are required to work through channels of communication to resolve the problem before going to the chair or dean. The channel is student, instructor, chair, associate dean, dean.

Intro	Wed	5/19/2021 (On campus)	Intro to Aging Activity	
Lesson 1	Tues	5/25/2021 (Zoom)	Intro to the Course (Emily) Musculoskeletal Lecture: Impairments and Function in the Elderly (Meridee) Reading: Theories of Aging (Bonder); pages 3-27; Musculoskeletal (Staples) pg 7-8	
	Thurs	5/27/2021 (Zoom)	Quiz #1: Aging and Musculoskeletal Review Quiz/Discussion Patient Portfolio Development	Artifact #1: Aging --Due 5/31 @5pm Reflections on Aging --Due 5/31 @5pm
Lesson 2	Tues	6/1/2021 (Zoom)	Neuromuscular/Sensory Lecture: Sensory impairments (Cindy) Reading: Sensory Function (Bonder) pg 129-139; Neuromuscular (Staples) pg 41-42	
	Thurs	6/3/2021 (Zoom)	Quiz #2: Neuromuscular, Sensory function Review Quiz/Discussion Patient Portfolio Development	Assignment #1 and #2 --Due 6/7 @5pm Artifact #2: Musculoskeletal --Due 6/7 @5pm
Lesson 3 Group C/D	Tues	6/8/2021 (On campus)	Falls/Balance Lecture: Falls/balance in the older adult (Emily) LAB: Falls/Balance/Functional Assessments Reading: Falls Risk and Prevention (Bonder) pg 249-257	
	Thurs	6/10/2021 (TBD: Zoom or On Campus)	Quiz #3: Falls risk and prevention Review Quiz/Discussion Patient Portfolio Development	GROUP C/D Impairment "tidbit" --Due 6/14 @5pm Artifact #3: Neuromuscular/Sensory --Due 6/14 @5pm
Lesson 3 Group A/B	Tues	6/15/2021 (On campus)	Falls/Balance Lecture: Falls/balance in the older adult (Emily) LAB: Falls/Balance/Functional Assessments	
	Thurs	6/17/2021 (TBD: Zoom or On Campus)	Quiz #3: Falls risk and prevention Review Quiz/Discussion Patient Portfolio Development	GROUP A/B Impairment "tidbit" --Due 6/14 @5pm Artifact #3: Neuromuscular/Sensory --Due 6/14 @5pm
Lesson 4	Tues	6/22/2021 (Zoom)	Functional Assessments Home exercise programming/strengthening Lecture: Functional assessment from senior fitness guide (Meridee) Lecture: HEP, Proper Dosing (Emily)	
	Thurs	6/24/2021 (Zoom)	Quiz #4: Functional Assessments Group discussion about pre-reading articles/info brought to class Patient Portfolio Development	Falls/Balance"tidbit" --Due 6/21 @ 5pm Artifact #4: Falls/balance --Due 6/21 @ 5pm
Time TBD: Telehealth Functional Assessments with Older Adult outside of class hours				
Lesson 5	Tues	6/29/2020 (Zoom)	Psych Aspects Medical Conditions in Later Life Guest Lecture: Cindy Janssen, OT Reading: Consideration for Medical Care of Older Adults (Bonder) pg. 263-272	
	Thurs	7/1/2020 (Zoom)	Quiz #5: Considerations for Medical Care of Older Adults Patient Portfolio Development	Functional Assessment "tidbit" --Due 6/28 @ 5pm Artifact #5: Psych Aspects --Due 6/28 @5pm
Time TBD: Telehealth Functional Assessments with Older Adult outside of class hours				
Lesson 6	Tues	7/6/2020 (Zoom)	Dementia/Delirium/Depression Continuum of care, discharge planning, community resources, hospice/end of life Lecture: 4Ms (Cindy) Lecture: End of Life Considerations (Emily) Reading: Cognitive Function (Bonder) pg 181-194	Complex Diagnoses "tidbit" --Due 7/5 @ 5pm
	Thurs	7/8/2020 (Zoom)	Quiz #6: Cognitive function and End of life considerations. Patient Portfolio Development	
		TBD:	Final Exam	Pt Portfolio Assignments #5, #6, and #7 --Due 7/13 @5pm