Course Change Proposal
Form A

Academic Group (College): Health and Human Services
Academic Organization (Department): Physical Therapy
Date: 02-08-11

Type of Course Proposal:
New _x_ Change ___ Deletion ___

Department Chair: Susan M. McGinty, PT, EdD
Submitted by: S. McGinty

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No _X_
For Catalog Copy: Yes _x_ No ___
CCE (Extension): Yes ___ No _X_
Semester Effective: Fall _X_ Spring ___, 2012___

Prefix & No.
PT 636

Title:
Geriatrics/Gerontology for Physical Therapists
Units: 2

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

Change from:
Subject Area (prefix) & Catalog Nbr (course no.): ___
Title: ___
Units: ___

Change to:
Subject Area (prefix) & Catalog Nbr (course no.): ___
Title: ___
Units: ___

JUSTIFICATION:
This is a new course as part of the new DPT program required for continued accreditation.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/aca/univmanual/crspsl.htm - Guidelines for Catalog Course Description)

This course explores normal and pathological aging and the implications of both on physical therapist practice. It will explore the ramifications of aging on components of patient management interventions including major practice patterns: musculoskeletal, neuromuscular, cardiopulmonary, and integumentary. It will also explore how aging may impact patient teaching. Open to Physical Therapy majors only.

Note:

Prerequisite:
BIO 633 Human Gross Anatomy for Physical Therapists
PT 600 Pathokinesiology
PT 608 PT/Patient/Professional Interactions
PT 630 Pathophysiology
PT 602 Evidence Informed Practice I
PT 604 Principles of Human Movement
PT 606 Therapeutic Measurements and Techniques
PT 614 Neuroscience for Physical Therapists
PT 618 Foundations for Patient Management
PT 620 Physical Therapy Interventions I
PT 622 Evidence Informed Practice II
Enforced at Registration: Yes _x_ No ___
### Corequisite:
- PT 632  Pharmacology for Physical Therapists
- PT 634  Diagnostic Imaging for Physical Therapists
- PT 638  Health, Wellness and Ergonomics in Physical Therapy

### Enforced at Registration:
- Yes _____ No  

### CAN (California Articulation Number):
- **Graded:** Letter  
- **Credit/No Credit:**  
- **Instructor Approval Required:** Yes _____ No __

### Course Classification (e.g., lecture, lab, seminar, discussion):
- **Lecture/discussion C-02**
- **Title for CMS (not more than 30 characters):** Geriatric/Gerontology for PT

### Cross Listed:
- **Yes ____ No __**

- **If yes, do they meet together and fulfill the same requirement, and what is the other course?**

### How Many Times Can This Course be Taken for Credit?
- **1**

### Can the course be taken for Credit more than once during the same term?
- **Yes ____ No ___**
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at [http://www.csus.edu/acsf/example.htm](http://www.csus.edu/acsf/example.htm)

All course objectives reference the overall educational goals and outcomes of the Department of Physical Therapy.

At the completion of this course, the student is expected to be able to:

**Goal 1.0:**

**Demonstrate Professional Physical Therapist Effectiveness**

1.1 Compare and contrast normal biological, physiological, and psychological mechanisms of the human body with pathophysiological factors that lead to impaired body functions and structure.
   1.1.1 Discuss the etiology and clinical features of major disorders.
   1.1.2 Describe how pathological processes affect normal function.
   1.1.3 Discuss common medical/surgical treatments for major disorders.
   1.1.4 Analyze the effects of pharmacological agents on human function.

1.2 Determine the physical therapy needs of any individual seeking services.
   1.2.2 Review pertinent medical records and conduct a comprehensive patient interview.
   1.2.14 Determine the need for additional information and utilize technological search mechanisms to find that information.
   1.2.15 Adapt delivery of physical therapy services with consideration for patients’ differences, values, preferences and needs.
   1.2.16 Apply current knowledge, theory, clinical judgment, and the patient’s values and perspective in patient management.

1.3 Develop a plan of care based on the best available evidence and that considers the patient’s personal and environmental factors.
   1.3.1 Prioritize patient/client problems taking into consideration the patient/client’s needs and goals, health condition, physiological and biological mechanisms within the constraints of the environment and resources.
   1.3.2 Write measurable, functional goals that are time referenced with expected outcomes.
   1.3.3 Determine a patient prognosis by predicting the level of optimal improvement in function and the amount of time required to achieve that level.
   1.3.4 Recognize barriers that may impact the achievement of optimal improvement within a predicted time frame.
   1.3.9 Include in the plan of care indirect interventions, such as coordination of care, patient/family education, modifications to physical and social environments, and referral to other providers.
   1.3.10 Seek and find information using contemporary technology that addresses the specific needs of the patient care plan.

1.4 Implement the physical therapy plan of care designed to restore and/or maintain optimal function applying selected procedural interventions that demonstrate safe and effective psychomotor and clinical reasoning skills.
   1.4.1 Perform efficient and effective procedural interventions utilizing evidence-informed physical therapy procedures in a competent manner.
   1.4.2 Modify or redirect selected procedural interventions in light of reexaminations and/or patient/client’s response to interventions.

1.5 Demonstrate effective verbal and written communication skills with patients, families, other health care professionals, and the public, to facilitate interventions and interdisciplinary interactions and cooperation.
   1.5.4 Communicate efficiently and effectively with other health care providers involved in the patient/client’s management.

1.6 Utilize data from selected outcome measures to document intervention effectiveness.
   1.6.1 Select relevant outcome measures for levels of body functions and structural impairments, activities and participation with respect for their psychometric properties.
   1.6.2 Collect relevant evidenced-based outcome measures that relate to patient/client goals and/or prior level of function.

1.7 Determine an appropriate discharge, discontinuation of service, or transfer of care plan for patients/clients. Re-examine patients/clients to determine if continued physical therapy services are indicated.
   1.7.2 When a patient/client has reached optimal goals with physical therapy interventions and, when other related services are still needed, seek resources and/or consult with others to identify alternative resources.
   1.7.3 Determine needed resources for patients/clients to ensure timely discharge, including follow-up care.
   1.7.4 Discontinue care when physical therapy services are no longer indicated.

1.8 Provide consultative services applying the unique knowledge and skills of a physical therapist to identify problems, recommend solutions, or produce an outcome or product.

1.9 Engage in education activities consistent with imparting information and knowledge unique to the expertise of physical therapists to individuals or groups using relevant and effective teaching methods.
   1.9.1 Promote health behaviors through educational interventions and modeling.
   1.9.2 Apply basic educational concepts of teaching to the practice of physical therapy.
   1.9.3 Educate colleagues and other health care professionals about the roles, responsibilities and academic preparation of the physical therapist and scope of physical therapy practice.
1.9.4 Present topics/issues using current evidence and sound teaching principles (i.e. case studies, in-service, journal article review, etc).

1.10 Demonstrate the ability to plan, organize, administer, direct, and supervise human and fiscal resources for physical therapy practice management, including:
1.10.1 Billing and reimbursement.
1.10.2 Electronic medical records documentation.
1.10.3 Contemporary electronic communication.
1.10.4 Direction and supervision of support personnel, including Physical Therapist Assistants (PTAs) and aides.
1.10.5 Patient rights, consent, confidentiality and the Health Information Portability and Privacy Act (HIPPA).

Goal 2.0: Demonstrate Professional Behaviors

2.1 Recognize cultural, ethnic, age, economic, and psychosocial differences and apply a humanistic and holistic approach to the delivery of a clinical service.
2.1.1 Practice physical therapy demonstrating cultural competence with all individuals and groups.
2.1.2 Work effectively with challenging patients.
2.1.3 Respect personal space of patients/clients and others.
2.1.4 Demonstrate behaviors that are non-judgmental with regards to patients/clients' lifestyles.
2.1.5 Respect roles of support staff and delegate appropriately.

2.2 Communicate effectively for varied audiences and purposes.
2.2.1 Demonstrate effective interpersonal (verbal, nonverbal, electronic) communication skills considering the diversity of populations and environments.
2.2.2 Facilitate therapeutic communication and interpersonal skills.
2.2.3 Discuss difficult issues with sensitivity and objectivity.
2.2.4 Appropriately utilize communication technology efficiently, professionally, and effectively.
2.2.5 Respect roles of support staff and communicate appropriately.

2.3 Participate in professional activities that serve the community and advance the profession of physical therapy.
2.3.1 Participate in community service activities.
2.3.2 Recognize the importance of participation in professional association activities.
2.3.3 Recognize one's role as a member and leader of the health care team.
2.3.4 Promote participation in clinical education.

2.4 Recognize the need for personal and professional development.
2.4.1 Participate in self-assessment to improve clinical and professional performance.
2.4.2 Welcome and seek new learning opportunities.
2.4.3 Assume responsibility for professional lifelong learning.
2.4.4 Accept responsibility and demonstrate accountability for professional decisions.
2.4.5 Recognize own biases and suspend judgments based on biases.

2.5 Demonstrate entry level generic abilities, including:
2.5.1 Professional accountability and commitment to learning.
2.5.2 Recognition of one's own limitations.
2.5.3 Effective use of constructive feedback.
2.5.4 Effective use of time and resources.
2.5.5 Demonstrate integrity, compassion, and courage in all interactions.

Goal 3.0: Practice in an Ethical and Legal Manner

3.1 Practice physical therapy in a manner consistent with established legal and professional standards.
3.1.1 Demonstrate awareness of and adherence to state licensure regulations.
3.1.2 Practice within all applicable regulatory and legal requirements.
3.1.3 Demonstrate the ability to search and find information about laws and regulations pertaining to physical therapy practice from state and federal electronic sources.
3.1.4 Demonstrate accountability by adhering to laws and regulations governing physical therapy fiscal management.

3.1 Practice in a manner consistent with the professional code of ethics
3.2.1 Demonstrate knowledge and application of ethical decision-making.
3.2.2 Treat patients/clients within scope of practice, expertise and experience.
3.2.3 Seek informed consent from patients/clients.

Goal 4.0: Demonstrate Scholarship

4.1 Apply basic principles of statistics and research methodologies within the practice of physical therapy.
4.1.1 Formulate and reevaluate positions based on the best available evidence.
4.1.2 Evaluate the efficacy and efficiency of physical therapy procedural interventions.
4.1.3 Critically evaluate and interpret professional literature as it pertains to practice, research, and education.
4.1.4 Utilize contemporary technology consistently to access evidence.
**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

<table>
<thead>
<tr>
<th>GRADING PROCEDURES:</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Grading will be based on the following:</td>
<td></td>
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<tr>
<td>Participation</td>
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<tr>
<td>3 Written assignments</td>
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<tr>
<td>Final Examination</td>
<td>30%</td>
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**GRADING:**

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<th>Grade</th>
<th>Description</th>
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<tr>
<td>≥92.0 = A</td>
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<tr>
<td>≥90.0 and &lt;92.0 = A-</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>≥82.0 and &lt;88.0 = B</td>
<td></td>
</tr>
<tr>
<td>≥80.0 and &lt;82.0 = B-</td>
<td></td>
</tr>
<tr>
<td>&lt;60.0 = F</td>
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</tbody>
</table>

For whom is this course being developed?

Majors in the Dept. X Majors of other Depts. X Minors in the Dept. X General Education X Other X

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No X

If yes, identify program(s):  DPT

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes X No X

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Physical Therapy

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td>2/16/1</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>2/16/1</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
</tr>
<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Health and Human Services
Department of Physical Therapy

PT 636 Geriatrics/Gerontology for Physical Therapists

Summer

COURSE CREDIT: 2 units

INSTRUCTOR: TBA

LOCATION: TBA

TIME: TBA

COURSE DESCRIPTION:
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REQUIRED TEXTS:

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TEACHING STRATEGIES AND LEARNING ACTIVITIES:
1. Case–method teaching
2. Lecture by instructor and/or guests
3. Discussion groups
4. Mock interviews and real patient interviews
5. Multiple writing assignments including journaling
6. Reading assignments
7. Internet assignments

GRADING PROCEDURES:
Grading will be based on the following:
Participation 10%
3 Written assignments 60%
Final Examination 30%
GRADING:

≥92.0 = A  
≥90.0 and <92.0 = A-
≥88.0 and <90.0 = B+ 
≥82.0 and <88.0 = B 
≥80.0 and <82.0 = B-

≥78.0 and <80.0 = C+ 
≥72.0 and <78.0 = C 
≥70.0 and <72.0 = C-
≥60.0 and <70.0 = D 
<60.0 = F

Attendance: Daily attendance and timeliness is expected. Courtesy and professional responsibility requires notification of the instructor for any absence in advance. Failure to notify the professor of an absence can result in lowering your participation grade and is considered unprofessional. Students are responsible for any missed work and may be required to complete make-up assignments.

Behavioral expectations: Students are responsible for appropriate behaviors as defined by the generic abilities. Failure to comply with behavioral expectations during class may result in a student first being warned that behavior is inappropriate, then, if inappropriate behavior continues, a student may be asked to leave a class. Repeated failure to comply with behavioral expectations can lead to failure in the course. Cell phones and beepers should be off or silent (set to vibration mode) during the class. No text messaging is permitted in class.

Special accommodations: During the course of the year, some students may utilize prearranged accommodations. If you are a student with a learning disability, physical disability, or other special needs, please let me know as soon as possible if you need special accommodation. These kinds of confidential discussions are best handled during my office hours or by special appointment. You can expect confidentiality and cooperation regarding any circumstances and needs that have been verified though the Office of Services to Students with Disabilities (SSWD).

MAJOR ASSIGNMENTS:

1. Write a 3-5 page reflection on your own experience with older individuals and how what you have learned in those encounters might inform your future practice.
2. You all interviewed an individual over the age of 70 for your PT 608 course. Please identify another individual over the age of 70 from a different culture than your previous person (different gender, ethnicity or life style). Write a 3-5 page reflection paper following your experience and reflect on the differences and commonalities between the two interviews.
3. Write a 3-5 page reflection paper discussing the major dysfunctions seen in older patients in one area of physical therapy specialty (for example: orthopedics, neurology, wounds, electrotherapeutics). Describe how their age might impact your interventions.
4. Final Examination—short answer essay
PROPOSED COURSE OUTLINE:

TENTATIVE SCHEDULE: Depending on the frequency of the meeting format, you may need to change this tentative schedule table to meet the specific needs of a given class.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Weeks 1 &amp; 2</td>
<td>Major aging theories</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Weeks 3, 4, &amp; 5</td>
<td>Normal biological aging by systems</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Weeks 6</td>
<td>Psychosocial &amp; economics of aging</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Weeks 7 &amp; 8</td>
<td>Pathological aspects of aging</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 9</td>
<td>Nutritional needs of aging</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 10</td>
<td>Pharmacology &amp; aging</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 11, 12, 13</td>
<td>Principles of geriatric interventions with multiple practice patterns</td>
<td>Chapters 9, 10, 11, 12, 13, 14, 15</td>
</tr>
<tr>
<td>Week 14 &amp; 15</td>
<td>Education &amp; the older adult</td>
<td>Chapter 18</td>
</tr>
</tbody>
</table>

**THE SCHEDULE AND CONTENT OF THE SYLLABUS ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR.**

STUDENTS SHOULD READ AND BECOME FAMILIAR WITH THE UNIVERSITY’S ACADEMIC HONESTY, POLICY & PROCEDURES WHICH CAN BE FOUND AT: www.csus.edu/admbus/umanual/UMA00150.htm The following are direct quotes from the first sections of that document:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento (CSUS) expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. CSUS is a publicly-assisted institution legislatively empowered to certify competence and accomplishment in general and discrete categories of knowledge. The President and faculty of CSUS are therefore obligated not only to the world at large but also to California to guarantee that substantive knowledge is actually acquired and the ability to acquire it is actually demonstrated by those to whom they assign grades and whom they recommend for degrees. Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses and its degrees. This fraud is accomplished to the extent that faculty, students or campus employees knowingly or unwittingly allow academic dishonesty to work its deception.”
“....Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.”