

# Geriatrics

OTA2350 301

## Course Description

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Students will learn about the normal aging process and performance skill deficits common to the aging population, and interventions to bridge the gap between performance and dysfunction. Designated as a service-learning course.

Prereq: Complete all second semester courses

Semester: Fall

Students will learn about the normal aging process and performance skill deficits common to the aging population, and interventions to bridge the gap between performance and dysfunction. Designated as a community-engaged learning course.

## Course Student Learning Outcomes

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- Identify key physical and psychosocial symptomatology and characteristics of the elderly population (including continence issues, medicine needs, etc.).
- Determine projected numbers, etiology, and trends of the elderly population which may require occupational therapy over the next 30 years.
- Identify how health and wellness programming can serve as preventative services in the elderly population.
- Determine how and what type of occupation based interventions can contribute to best practice with the elderly.
- Identify practice settings that employ or could potentially employ occupational therapy assistants to work with elderly.
- Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors in relation to the elderly population.

- List stages of death and dying clients and families experience.
- Identify fall prevention strategies.
- Identify compensatory strategies, equipment, and lifestyle redesign that can assist the elderly to maintain independence in their homes.
- Identify major legislation, ethical issues, and funding challenges in current health care pertaining to the aging population.
- Explain how legal power of attorney and medical power of attorney might affect occupational therapy service provision.
- Provide training in techniques to enhance community mobility with the elderly population.
- Demonstrate ability in discharge planning and documenting of therapy outcomes in a geriatric setting.
- Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.
- Organize and present information and ideas visually, orally, and in writing according to assignment criteria.
- Apply mathematical methods of measurement in home visits to promote safety, access, and recommendations for compensatory equipment needs.
- Identify and describe unsafe situations with the elderly including neglect & abuse including correct responses and/or resources.
- Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.
- Identify strategies for legal and ethical supervision of nonprofessional personnel as well as describe the criteria for becoming a fieldwork educator.
- Engage in a community based service-learning project to enhance the academic experience.
- Engage in principled, vigorous, and respectful dialogue.
- Successfully engage in a partnering relationship with peer students to develop intervention strategies.

- Identify the role of occupational therapy to the consumer in the assessment of a home environment.
- Identify of the roles of socio-cultural, socioeconomic, diversity factors and life style choices when working with others.
- Successfully utilize technology and navigate web resources for coursework completion.

## Course Prerequisites

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Successful completion of all 2nd semester coursework.

## Communication Plan

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Example language:

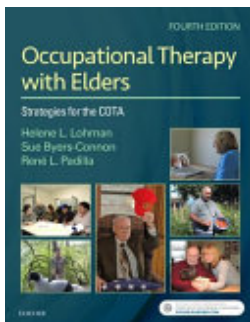
I will respond to email within 24-48 hours

I will offer feedback on major assignments within 2 weeks.

The best way to contact me is my email at [mary.pugh@slcc.edu](mailto:mary.pugh@slcc.edu)

## Required Text or Materials

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**Title: Occupational Therapy with Elders**

**ISBN: 9780323498463**

**Authors: Helene Lohman, Sue Byers-Connon, Rene Padilla**

**Publisher: Mosby**

**Publication Date: 2018-01-25**

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Case Study 3</a>	Assignment	10
	<a href="#">Clinic Participation</a>	Assignment	50
	<a href="#">Discussion 1</a>	Assignment	10
	<a href="#">Discussion 2</a>	Assignment	10
10/3	<a href="#">Case Study 1</a>	Assignment	10
10/16	<a href="#">Midterm</a>	Quiz	100
10/24	<a href="#">Dementia treatment project</a>	Assignment	100
11/7	<a href="#">Case Study 2</a>	Assignment	10
12/3	<a href="#">Patient Handout</a>	Assignment	75
12/3	<a href="#">Service Learning: Elderly Person Interview</a>	Assignment	150
12/5	<a href="#">Professionalism and Participation points</a>	Assignment	75
12/12	<a href="#">Final</a>	Quiz	100

## Brief Description of Assignments/Exams

Assignment descriptions and instructions are posted in canvas.

## Grading Scale

GRADING SCALE:

95-100% A

90-94% A-

87-89% B+

83-86% B

80-82% B-

78-79% C+

75-77% C

71-74% C- Course retake required for C- and below

67-70% D+

64-66% D

60-63% D-

0-59% E

## How to Navigate to Canvas

## Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)