

## SYLLABUS

**Name of course:** GERIATRICS – DIAG-415

**Length of course:** 44 Hours, 4 Units. 4 Hours/Week

**Course Description:** This course includes a survey of the aging process and health related issues in the fields of geriatrics and gerontology. Consideration is given to the case history, examination, health problems, and preventative health care of the older adult. Chiropractic management of the geriatric patient is emphasized.

**Prerequisites:** DIAG-327, DIAG-412, DIAG-340, DIAG-420, ACS-346.

**Course Offered by:** Department of Clinical Sciences

**Required Text:** Geriatric Note Packet available in bookstore

**Recommended Texts:**

Beers et al., editors. Merck manual of geriatrics, 3<sup>rd</sup> Edition. NJ: Merck Research Laboratories; 2000

Bickley, L. Bates guide to physical examination and history taking. 10th ed. PA: Lippincott Williams & Wilkins; 2009

Bougie, J.D, Morgenthal, A.P. The aging body. NY: McGraw-Hill; 2001

Coltrera, Francesca. Better balance: easy exercises to improve stability and prevent falls. MA: Harvard Health Publications; 2012

Gleberzon B.J. Chiropractic care of the older patient. MA: Butterworth-Heinemann; 2001

Kane, R.L. et al. Essentials of clinical geriatrics. 6th ed. NY: McGraw-Hill; 2009

Landefeld, C.S. et al., editors. Current geriatric diagnosis and treatment. NY: Lange Medical Books/McGraw-Hill; 2004

Mootz, R. editor. Chiropractic care of special populations. MD: Aspen; 1999

Rose, D.J. Fall Proof! : a comprehensive balance and mobility training program. IL: Human Kinetics; 2003

**Method of Instruction:** Lecture, group activities, speakers, presentations, handouts, videos.

**Evaluation:**

100 points: Project 1: Special topics relating to geriatric patients  
100 points: Project 2: Chiropractor Interviews  
35 points: Response papers to readings  
100 points: Final Exam

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335 points

**Projects:** Note: these are brief overview descriptions. Complete instructions will be given in class and detailed written instructions will be made available electronically.

Project I: Common geriatric conditions. For this project, students hone their information literacy skills and build their geriatrics knowledge by researching a condition that is prevalent in the geriatric population. The students will prepare an annotated bibliography and a summary about the condition. They will also give a presentation to the class. This project may be assigned as an individual or group project. If it is a group project, the groups will be assessed on their teamwork in addition to their bibliography, summary, and presentation. The goals of this project are to enhance the students' ability to identify appropriate resources about geriatric conditions, cite those sources using the NLM format, and synthesize information to convey knowledge to others in both written and oral formats.

Project II: Chiropractor interviews. The project consists of a written report and in-class activity to share clinical insights gained from interviewing two chiropractors who each have at least 5 years practice experience. The required components of the interviews will look at the most common presenting complaints of geriatric patients, how, why and when chiropractors modify their technique and/or case management for geriatric individuals, strategies for marketing to the geriatric community, and how office layout and ergonomics impact the chiropractor's ability to best serve the geriatric population. Students are encouraged to be creative and develop questions that help enhance their real-world understanding of the challenges and rewards of working with the geriatric population.

**Homework & quizzes:** Short response papers to assigned readings will be assigned at the beginning of the quarter to broaden the students' understanding of issues that impact older adults and help students synthesize and integrate the concepts discussed in class. These response papers may be submitted through Canvas at any time up until the 10th week of the quarter. Late response papers will not receive credit. Review quizzes will be periodically offered on Canvas. These quizzes will be for practice only and will not count toward the course grade.

**GRADES:**

A =	(4.0)	90 – 100%	Superior Work
B =	(3.0)	80 – 89%	Above Average Work
C =	(2.0)	70 – 79%	Average Work
F =	(0.0)	69% and Below	Failure – Course will be repeated

**Grades and the Grading System Final Grades** are available online through the CAMS student portal. If there are any questions on grading procedures, computation of grade point average, or the accuracy of the grade report, please contact the Registrar's Office or the Office of Academic Affairs. Grades will be reported and evaluation will be based on the Academic Policies, Procedures, & Services. Please refer to Evaluation Policy (**Policy ID: OAA.0007**)

In order to maintain **Satisfactory Academic Progress**, a student must maintain a 2.0 or better in each and every course. **Any grade less than a C must be remedied by repeating the class.** Please refer to Satisfactory Academic Progress (**Policy ID: OAA.0006**)

**Attendance:** Please refer to Attendance Policy (**Policy ID: OAA.0002**)

**Conduct and Responsibilities:** Please refer to the Personal Conduct, Responsibility and Academic Responsibility Policy (**Policy ID: OAA.0003**)

**Make-up Exams:** Please refer to Make-up Assessment Policy (**Policy ID: OAA.0001**)

**Request for Special Testing:** Please refer to Request for Special Testing (**Policy ID: OAA.0004**)

**Accommodation for Students with Disabilities:**

If you have approved accommodations, please make an appointment to meet with your instructor as soon as possible. If you believe you require an accommodation, but do not have an approved accommodation letter, please see the Academic Counselor Lori Pino in the Office of Academic Affairs. Contact info: [Lpino@lifewest.edu](mailto:Lpino@lifewest.edu) or 510-780-4500 ext. 2061. Please refer to Service for Students with Disabilities Policy (**Policy ID: OAA.0005**)

**Electronic Course Management:**

**Canvas** is LCCW's Learning Management System (LMS). Canvas will be used throughout the quarter during this course. Lectures, reminders, and messages will be posted. In addition, documents such as the course syllabus and helpful information about the class project will be posted. Students are expected to check Canvas at least once a week in order to keep updated. The website address for Canvas is <https://lifewest.instructure.com/login/canvas> Please refer to the Educational Technologies Policy (**Policy ID: OAA.0009**)

**Course Goals:** The goal of this course is to familiarize students with the aging process and help them gain an understanding of conditions common to the geriatric population. This course will assist students in formulating strategies for implementing chiropractic management into geriatric healthcare in order to help people age successfully.

## **Course Objectives:**

- Week 1: Introduction & overview of the course  
Introduce the assignments and set deadlines.  
Describe use of Canvas to supplement class activities.  
Film: Surfing for Life
- Week 2: Physiology of aging  
In-class activities related to the Facts on Aging quiz to help students assess their preconceptions about aging and the elderly.  
Discuss common stereotypes, misconceptions and attitudes toward aging.  
Describe terminology relevant to geriatrics and gerontology.  
Discuss the spectrum of aging from successful aging to normal aging to pathological aging.  
Introduce the dominant theories on how and why aging occurs.  
Introduce normal age-related physiological changes by system.
- Week 3: Physiology of Aging Continued  
Discussion and activities about normal age-related physiological changes by system.  
Review terminology describing age-related changes.
- Week 4: Geriatric Assessment/Evaluation  
Video overview of the geriatric physical examination.  
Discussion on the differences between the geriatric examination and the standard adult physical examination.  
Describe the 5 “I”s memory aid for geriatric assessment (intellectual impairment, incontinence, instability, immobility, and iatrogenic drug reactions).  
Discussion about challenges in history taking.  
Activities to help develop strategies for communicating successfully with older people.  
Discuss generational differences and how they may impact doctor-patient communication.  
Discuss healthcare teams that may be involved in caring for older adults.  
Describe functional assessment and ADLs vs IADLs.  
Discuss the importance of caring for caregivers and signs of elder abuse.  
Describe 5-point chiropractic management plan.
- Week 5: Geriatric case management, Medicare  
Activities to help identify conditions that may require modification of adjusting techniques, why to modify, and what modifications would be appropriate.  
Review history and common misconceptions about Medicare.  
Discuss the impact of Medicare on chiropractic management.
- Week 6 Project I: Common geriatric conditions summaries and bibliographies due  
Presentations on common geriatric conditions

- Week 7 Presentations on common geriatric conditions
- Week 8 Activities and discussion of geriatric case management  
Evaluation of health information – activities to critically assess websites and other sources of health information for the elderly  
Dementia, delirium, depression  
Discuss the similarities and differences among dementia, delirium and depression.  
Describe the screening tools used to identify each.  
Discuss referrals and management strategies for each.  
Discuss care for caregivers and ways for caregivers to best connect with elders who have dementia.
- Week 9: Project II: D.C. interviews due  
Discuss insights gained from interviewing chiropractors who take care of elders.  
Fall prevention  
Describe the adverse outcomes associated with falls amongst the elderly.  
Describe the intrinsic and extrinsic risk factors for falls.  
Discuss strategies for eliminating or managing risk factors and the role of the chiropractor in fall prevention.
- Week 10: Article assignments (Starting Strength and Fall prevention) due  
Complete any unfinished material, summarize strategies for healthy aging  
TED talk: Dan Buettner, How to live to be 100+  
Review for final exam
- Week 11: COMPREHENSIVE FINAL EXAM: See finals schedule for date, time and room.

**Student Learning Outcomes:** After completing the course, the student will be able to:

- Assess an elder individual and differentiate benign age-related changes from abnormal findings and make clinical decisions about the type of care the individual requires. [PLO: 1,2,3,8,10]
- Describe the key characteristics of common conditions that impact aging adults, including the risk factors, the physical exam, laboratory, and imaging findings, differential diagnosis, and how these conditions would be managed by an allopathic physician and by a chiropractor. [PLO: 1,2,3,4,5,8,9,10]
- Develop strategies for ways chiropractors may alter their history taking, office procedures, physical examinations, chiropractic adjustments, and case management for older adults, including incorporating interdisciplinary healthcare and/or community services to optimize care for elders. [PLO: 1,2,4,5,8,9,10]
- Critically evaluate websites and other health information resources targeting the geriatric population. [PLO: 2,3,4,6,8,9]

**Program Learning Outcomes (PLO):** Students graduating with a Doctor of Chiropractic degree will be proficient in the following:

1. **ASSESSMENT AND DIAGNOSIS:** An assessment and diagnosis requires developed clinical reasoning skills. Clinical reasoning consists of data gathering and interpretation, hypothesis generation and testing, and critical evaluation of diagnostic strategies. It is a dynamic process that occurs before, during, and after the collection of data through history, physical examination, imaging, laboratory tests and case-related clinical services.
2. **MANAGEMENT PLAN:** Management involves the development, implementation and documentation of a patient care plan for positively impacting a patient's health and well-being, including specific therapeutic goals and prognoses. It may include case follow-up, referral, and/or collaborative care.
3. **HEALTH PROMOTION AND DISEASE PREVENTION:** Health promotion and disease prevention requires an understanding and application of epidemiological principles regarding the nature and identification of health issues in diverse populations and recognizes the impact of biological, chemical, behavioral, structural, psychosocial and environmental factors on general health.
4. **COMMUNICATION AND RECORD KEEPING:** Effective communication includes oral, written and nonverbal skills with appropriate sensitivity, clarity and control for a wide range of healthcare related activities, to include patient care, professional communication, health education, and record keeping and reporting.
5. **PROFESSIONAL ETHICS AND JURISPRUDENCE:** Professionals comply with the law and exhibit ethical behavior.
6. **INFORMATION AND TECHNOLOGY LITERACY:** Information literacy is a set of abilities, including the use of technology, to locate, evaluate and integrate research and other types of evidence to manage patient care.
7. **CHIROPRACTIC ADJUSTMENT/MANIPULATION:** Doctors of chiropractic employ the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring the discrimination and identification of dysfunction, interpretation and application of clinical knowledge; and, the use of cognitive and psychomotor skills.
8. **INTERPROFESSIONAL EDUCATION:** Students have the knowledge, skills and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical or simulated learning environments.
9. **BUSINESS:** Assessing personal skills and attributes, developing leadership skills, leveraging talents and strengths that provide an achievable expectation for graduate success. Adopting a systems-based approach to business operations. Networking with practitioners in associated fields with chiropractic, alternative medicine and allopathic medicine. Experiencing and acquiring the hard business skills required to open and operate an on-going business concern. Participating in practical, real time events that promote business building and quantifiable marketing research outcomes
10. **PHILOSOPHY:** Demonstrates an ability to incorporate a philosophically based Chiropractic paradigm in approach to patient care. Demonstrates an understanding of both traditional and contemporary Chiropractic philosophic concepts and principles. Demonstrates an understanding of the concepts of philosophy, science, and art in chiropractic principles and their importance to chiropractic practice.