

**Summer Institute in Aging
DENH 5027
Fall Semester 2016**

CLASS DAYS and TIME: Online course; Class begins first week of Fall semester and ends August 31, 2016

CLASSROOM: Online course

COURSE FACULTY: Beatriz Hicks, MA, RDH, Clinical Associate Professor

OFFICE LOCATION and HOURS: Monday through Friday from 8:30 a.m. to 5:00 p.m.

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READ THIS DOCUMENT CAREFULLY - YOU ARE RESPONSIBLE FOR ITS CONTENTS.

COURSE GOAL:

The primary goal for this course is to expand and advance the learner's base knowledge of geriatric health topics, which was established in previous educational programs. In this intensive course, health care professionals will have the opportunity to learn the most current practices, research findings, and teaching principles to enable the participants to apply this training to individual encounters, settings, and situations.

COURSE DESCRIPTION & OBJECTIVES (SEE BELOW):

Course Description: this course is an intensive interdisciplinary study of the assessment, health promotion, disease prevention, and treatment of the aging person. The course will examine physical, mental, dental, emotional, legal, cultural, and social aspects of gerontology. The course is also designed to encourage the learner to reflect on the impact of the elderly on society, the impact to the dental hygiene profession, and the learner on a personal level.

Pre-requisites – Students must be graduates of an accredited dental hygiene program.

Semester credit hours – 3 credit hours

Course Objectives:

The objectives provide guidance to students as to what areas are covered under each topic, what type of information is important to learn and apply during class sessions, as well as use in other relevant courses. Specific objectives for each topic area or lecture will be included in the individual outlines by guest speakers. Students will be encouraged to apply their knowledge to stimulate problem solving and critical thinking skills. Upon completing the Summer Intensive Geriatrics Course, dental hygiene students in the Dental Hygiene BS Program and the Dental Hygiene Master Program in verbal and written format will be able to apply critical thinking to the following objectives:

By the end of this course, each student should be able to:

- Describe and discuss the necessity for periodic assessments of the aging patient.
- Discuss issues related to functional limitations.
- Identify and distinguish among the symptoms of depression, cognitive Impairments such as dementia, Alzheimer's disease, and other psychiatric disorders in the aging.
- Identify the various aspects of diabetes management: pathophysiology, assessment, epidemiology, and nutrition.
- Discuss the management of the elderly diabetic patient that includes: pathophysiology, pharmacology, dental and medical management.
- Describe and discuss the management of the elderly with ear problems, visual impairments, the aging mouth and dysphagia, skin disorders, and cardiovascular disease.
- Discuss the impact of Nutrition & Exercise, and Pharmacological considerations in the elderly.
- Discuss the major issues with caregiver stress, Social Security, legal and end of life issues that impact the Elderly in the United States
- Demonstrate an understanding of the impact the Dental Hygiene Profession has on the overall health of the aging population.
- Apply Behavioral Modification theories and skills to increase the overall health of the elderly patient in dental hygiene practice.
- Recognize the physical and psychological contributions that a Dental Hygienist can have on the aging population in the United States.
- Develop a case study that involves the creation of various aspects of aging into dental hygiene clinical practice.

COURSE ORGANIZATION:

The main teaching modalities used in this course include:

1) Online course will be held in Canvas. The course is web-based supported and communication will occur on the courses Canvas site. It is the responsibility of the learner to log on to the course Canvas site for any new information or updates related to the course or course assignments.

2) Speakers will be viewed from the past Summer Institute in aging conference 2013-15. Speakers are recruited by the Co-Sponsors of this Course: The South Texas Geriatrics Education Center, the UT Health Science Center at San Antonio Medical, Dental, and School of Nursing, and the Geriatric Research Education, and the Clinical Center, South Texas Veteran's Health Care Systems.

3) Web-based learning activities will include case studies, article, discussions, reflections, etc...

Materials – There is no textbook for this course. Students will gain information through Canvas online activities.

Computer Access – Computers are required. No software is necessary but students must have the ability to access the internet for resources and posted links on Canvas.

Reading Assignments – All reading assignments will be posted on Canvas; See assignment manager for deadlines.

ATTENDANCE: Attendance is not required, since this is a Web based course.

TEXTBOOKS

Required: No textbooks required

Recommended: All recommended readings are listed in Canvas per module.

GRADING POLICIES AND EXAMINATION PROCEDURES

MS Completion Students:

General Information on course requirements is listed below. See *"Specific Course Requirements"* for details.

1. Daily Reflection & Articles

Each Learner will provide one summary reflection for each week (for a total of 5 reflections per week). Each reflection and articles are worth a total of 40 points, for a total of 200 points for all five weeks. The reflection should reveal what you learned from each topic and what role is helpful to your profession (worth 30 points). Each reflection should be at least a minimum of 3 typed pages in length. In addition, MS students will be required to research two articles on the topic of the day and discuss in a one page summary what you learned and how it affects your practice (worth 10 points). Articles posted must be evidenced based and come from peer reviewed journals.

APA format is required when citing any references, articles, or assessments. Late work for assignments, cases, discussions will result in *a 5% reduction for each week late*. Critical thinking and dialogue are highly encouraged. The Course Director is not looking for right or wrong answers but for evidence that the learner has captured a message on the topic. Each weekly reflection for each module will be placed in the weekly reflection assignment and articles drop box located in Canvas labeled for each week and is due no later than 9:00 pm on Sunday of each week.

2. MS Completion Case Study:

Each learner will be required to apply *knowledge acquired* during the 5 week video sessions of the "Summer Institute in Aging" conference and develop a case study relating to a "fictitious" dental geriatric patient. The learner shall include background information as well as social history, medical history and dental history. A case study template is available in Canvas for the learner's use as well as a grading rubric.

After the 3rd module, students will post an outline of their plan for the case they have made thus far. MS students will review the outlines and give feedback to their peers.

The completed case study is to be placed in the assignment drop box in Canvas. Upon completion of the case study, the learner shall pose discussion (minimum 2 discussions per case) to be placed on the discussion board on Canvas. Peers will participate in the discussions facilitated by the author of the case study. MS students enrolled in the course will facilitate all the discussions with the various students enrolled (includes BS completion students). Please see the assignment drop box in Canvas for the template and grading rubric.

A. Participation / Discussion of each case study submitted will be in Canvas:

1. Students will be required to discuss case studies posted by their peers. MS students are required to post to all their peers (BS completion students). If there are less than 2 people in the class, a minimum of 2 discussions per case study are required. MS students must post to the discussion a minimum of one (1) evidence based article which must come from a peer reviewed journal. Other articles are accepted once the evidence article is posted.
2. MS students will facilitate the discussions. If you are the only student taking this course, then discussions will happen by the week with the Course Director. Discussions will be informative and or question formatted.

3. Additional Course Guidelines:

Professionalism

As a professional RDH, the learner should be aware of the standards for which he/she will be held accountable. For clarification, learners may consult the UT Health Science Student Guide.

The Professionalism Guidelines utilized by dental hygiene courses may be reviewed for guidance in professionalism. Issues related to professionalism will be addressed verbally or in writing at the discretion of the course director. Professionalism issues that are validated by the course director will result in a one letter grade reduction of the overall course grade.

Grading System:

Evaluation MS Completion and MS

1. 5 Reflections/Articles	200 pts. (5 X 40)
2. 1 Case Study	400 pts.
3. <u>Discussion</u>	<u>200 pts.</u>
Total:	800 pts.

Successful Completion of the Course

Because the information in this course is critical in preparation, students must achieve a minimum of a "C" grade to successfully complete the course and progress.

Assignment of letter grades

A = 800 - 700

B = 699 - 600

C = 599 - 500

Failure of Course = Below 500 pts

REQUESTS FOR ACCOMODATIONS FOR DISABILITIES

In accordance with policy 4.2.3, Request for Accommodation Under the ADA and the ADA Amendments Act of 2008 (ADAAA), any student requesting accommodation must submit the appropriate request for accommodation under the American with Disabilities Act (ADA, form 100). to his/her appropriate Associate Dean of their School and a copy to the ADA Coordinator. Additional information may be obtained at <http://uthscsa.edu/eeo/request.asp>.

ACADEMIC INTEGRITY AND PROFESSIONALISM

Any student who commits an act of academic dishonesty is subject to discipline as prescribed by the UT System Rules and Regulations of the Board of Regents. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, signing attendance sheets for another student, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Additional information may be obtained at

<http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/academicdishonestypolicy/>

TITLE IX AT UTHSCSA

Title IX Defined:

Title of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

University of Texas Health Science Center San Antonio’s Commitment:

University of Texas Health Science Center San Antonio (UTHSCSA) is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, UTHSCSA does not discriminate on the basis of sex in its education programs and activities, and it encourages any student, faculty, or staff member who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to immediately report the incident to the Title IX Director.

In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact UPD at 210-567-2800. Additional information may be obtained at <http://students.uthscsa.edu/titleix/>

EMAIL POLICY

All email requests will be responded to within 24 hours. Emails sent on Friday’s will be responded to by Tuesday of the following week.

USE OF RECORDING DEVICES

No recording devices will need to be used as this is an online course.

ELECTRONIC DEVICES

Not applicable for this online course

CLASS SCHEDULE

Summer Institute in Aging DENH 4027

Fall Semester 2016

SUMMER INSTITUTE IN AGING -ASSIGNMENT MANAGER/SCHEDULE

This assignment tracking sheet will assist you in managing your assignments and serve as your course schedule. It is arranged, from left to right, in the following order: activity, week, description of assignment, points, and due date. Students may choose to turn in assignments before the due date.

Note: It is important to note the dates the modules will open. The modules will not be open prior to that date.

TOPIC	DATE	✓ Assignment	POINTS	COMPLETION DATE
Introduction and Module 1	July 5- July 10	<ul style="list-style-type: none"> ✓ Read through the Course Syllabus ✓ Review and read the Course Assignment Manager/Schedule ✓ Complete Module 1, take notes on each presenter ✓ Reflect on Module 1 (see assignment box for questions) ✓ Keep in mind important information about this Module will be useful for building your Case Study. ✓ I suggest printing out the rubric for the case study assignment to review all the different sections that will be needed. During each module, as you take notes highlight important points you may use for your case and <u>work on the case as you go along.</u> ✓ Post to the Introduce yourself discussion forum 	Reflection & Articles #1=40 points	Reflection Due: Sunday July 10, 2016 by 9:00 pm Post to Introduce yourself Discussion Forum due: Sunday July 10th by 9:00 pm
Module 2	July 11- July 17	<ul style="list-style-type: none"> ✓ Complete Module 2, take notes on each presenter ✓ Reflect on Module 2 (see assignment box for questions) ✓ Keep in mind important information about this Module will be useful for building your Case Study at the end of this course 	Reflection & Articles #2=40 points	Reflection Due: Sunday July 17, 2016 by 9:00 pm
TOPIC	DATE	✓ Assignment	POINTS	COMPLETION

				DATE
Module 3	July 18- July 24	<ul style="list-style-type: none"> ✓ Complete Module 3, take notes on each presenter ✓ Reflect on Module 3 (see assignment box for questions) ✓ Keep in mind important information about this Module will be useful for building your Case Study at the end of this course ✓ Begin work on Case Study... ✓ <u>Post to Case Study Progress Discussion</u>-outline of what you have so far for your Case ✓ MS Students will respond to all BS students. 	<p>Reflection & Articles #3=40 points</p> <p>Non-graded; but will contribute to the overall final Case discussion grade</p>	<p>Reflection Due: Sunday July 24, 2016 by 9:00 pm</p> <p>Case Study progress Discussion Due: Friday 07/29/16 10:00 pm</p>
Module 4	July 25- July 31	<ul style="list-style-type: none"> ✓ Complete Module 4, take notes on each presenter ✓ Reflect on Module 4 (see assignment box for questions) ✓ Keep in mind important information about this Module will be useful for building your Case Study at the end of this course ✓ 	<p>Reflection & Articles #4=40 points</p>	<p>Reflection Due: Sunday July 31, 2016 by 9:00 pm</p>
Module 5	Aug 1- Aug 7	<ul style="list-style-type: none"> ✓ Complete Module 5, take notes on each presenter ✓ Reflect on Module 5 (see assignment box for questions) ✓ Keep in mind important information about this Module will be useful for building your Case Study at the end of this course ✓ 	<p>Reflection & Articles #5=40 points</p>	<p>Reflection Due: Sunday Aug 7, 2016 by 9:00 pm</p>
Case Study & Discussions	Aug 8- Aug 25	<ul style="list-style-type: none"> ✓ This Case study is a compilation of many of the topics you learned about throughout the semester. See the assignment section on Canvas and rubric for specific criteria. ✓ Students will post their Case Study for other students to see and post a minimum of 3 discussions per case study. Discussions are dependent upon how many students are in the class. In some cases, the discussion is with the Course Director. ✓ Complete Course Evaluation 	<p>Case Study worth 400 points</p> <p>Facilitated Discussions worth 200 points</p> <p>Course Evaluation</p>	<p>Case Study Due: Thursday Aug 18, 2015 by 9:00 pm</p> <p>Discussion will open on August 10th, Case Study Due: Thursday Aug. 25, 2016 by 9:00 pm</p> <p>Crse Eval due: Aug. 31; 9 pm</p>