

**Division of Academic Affairs for Diagnosis  
Department of Clinical Specialties  
Spring 2012 Syllabus**

**Course Title:** Senior Adult Health & Wellness  
**Course Number:** CP5221  
**Credit Hours:** 2.5 (2-lecture, .5-lab)  
**Course Meeting Time and Location:**  
**Lecture:** Tuesday @ 10:00 (R-100) and Friday @8:00 (R-204)  
**Lab:** A/B Wednesday @ 3:00-5:00 (L-201)

**Contact Information:**

Course Instructor: Dr. Kimary L. Farrar, M.S., D.C., D.A.C.B.S.P.  
Office: 216-Iwama Building  
Office Hours: Tuesday 11:00-2:00, Wednesday 10:00-12:00, Thursday 10:00-11:00  
and 12:00-1:00  
Phone: 281-998-5723  
E-mail: [kfarrar@txchiro.edu](mailto:kfarrar@txchiro.edu)  
<http://edvance360.com/txchiro>

**Course Material**

Required Texts:

1. Rose, Debra J., Fallproof! A Comprehensive Balance and Mobility Training Program, Human Kinetics 2010.

Recommended Texts:

1. Gleberzon, B.J. (Ed.) (2001). Chiropractic Care of the Older Patient. Oxford: Butterworth-Heinemann.

2. Jones, C. Jessie & Rose, Debra J., Physical Activity Instruction of Older Adults, Human Kinetics 2005.

**Resources:**

Web based: [www.livingto100.com](http://www.livingto100.com)

[www.stopfalls.org](http://www.stopfalls.org)

**Course Description:**

This course will provide an introduction into the biology of aging and associated physiological and pathological changes that may occur in an older adult. This course will focus on chiropractic application in dealing with successful aging parameters, balance and mobility, senior fitness, common medical and psychological conditions seen in the elderly, nutritional advice, health screenings, and goal setting.

Prerequisite: Physical Examination and Diagnosis, Advanced Communication and History Taking Skills

**CCE Competencies:**

The council on Chiropractic Education has set competencies that are required for a graduate of any Doctor of Chiropractic Program.

History Taking

Record Keeping

Physical Examination

Neuromusculoskeletal Examination

Diagnosis

Diagnostic Studies

Case Management

Psychosocial Assessment

Chiropractic Adjustment

Emergency Care

Wellness

Doctor-Patient Relationship

**TCC Competencies:**

Special Populations

Physical Therapeutic Procedures/Communication

Health Care Informatics

Nutritional Counseling

Referral/Collaborative Care

**Learning Outcomes:**

At conclusion of this course:

1. The student will be able to describe various theories and common types of aging.
2. The student will be able to describe and differentiate normal from pathological changes that occur in the neuromusculoskeletal and visceral system due to aging.
3. The student will be able to select appropriate historical questioning and determine what comprises an appropriate physical examination for an older adult.
4. The student will be able to determine proper management for an older adult that includes issues such as senior fitness, balance and mobility, nutritional advice and spinal mobilization.
5. The student will be able to perform and instruct an older adult on common flexibility exercises, strengthening exercise, and balance training.
6. The student will be able to determine proper chiropractic and exercise alterations based on seniors co-morbidity.

**Learning Objectives:****Knowledge**

The student must:

1. Explain the difference between chronological, biological, and functional aging.

2. Differentiate between usual, pathological, and successful aging.
3. Describe and distinguish between biological, psychological, and sociological theories of aging.
4. Discuss how aging and physical inactivity lead to progressive declines in the cardiovascular, respiratory, neuromusculoskeletal, and sensory systems.
5. Compare and contrast how normal and pathological changes due to aging affect an older adult's quality of life.
6. Describe theories of behavior change and how they apply to exercise compliance by older adults.
7. Describe specific exercise principles that apply to older adults.
8. Describe the main features of the ACSM and NIA guidelines for exercise by older adults.
9. Describe appropriate modifications for warm up, cool down, aerobic activity and resistive exercise depending on a seniors co-morbidity.
10. Describe terminology used in the study of balance.
11. Identify the multiple systems which contribute to balance and postural stability.
12. Identify the changes in the gait cycle due to aging.
13. State extrinsic and intrinsic risk factors that contribute to falls and make recommendations to modify patient's behaviors in order to decrease those factors.
14. List and describe common signs and symptoms associated with medical conditions that have an increased incidence in the aging population.
15. Discuss and analyze appropriate health screens that are required for wellness care in the older adult population.

16. Recognize when referral or co-management is warranted in caring for an older adult.

17. Suggest the importance of regular health screening for conditions which are prevalent in the older adult population.

### **Lab Skills**

The student must:

18. Demonstrate empathy for older adults with impairments and functional limitations

19. Demonstrate active listening for effective communication.

20. Be cognizant of a safe practice environment for older adults

21. Construct a focused history tailored toward older adult issues and concerns.

22. Perform physical exam procedures based upon an older adult's historical finding.

23. Perform fitness (strength, flexibility, and cardiovascular) testing that is appropriate for the older adult population.

24. Demonstrate resistance and flexibility exercises that are commonly prescribed to older adults.

25. Perform balance testing based on the older adults functioning level.

26. Manipulate task and environmental demands in order to achieve different sensory contributions to balance.

27. Demonstrate modification of HVLA adjusting to ensure additional safety for older adults with osteoporosis, degeneration or vascular concern.

**Teaching Philosophy:**

The teaching philosophy of this course includes Socratic lectures based on power point presentations, active participation in performance of senior balance and fitness testing, web based assignments and class discussion. Discovery of learning will be utilized in order to empower the student in becoming a self motivated learner who is on their way to becoming a doctor of chiropractic. Students are required to investigate topic areas that relate to an Older Adult's quality of life. Reading assignments are to be completed prior to class so that discussion is that of higher learning. I will do my best to present all material in an enjoyable, understandable, and informative atmosphere.

**Student Responsibilities:**

Students should:

1. Attend the entire class. Students leaving early will be marked either tardy or absent. Be attentive and respectful of others.
2. Take notes during the class. In class discussion will be a substantial part of the material tested on.
3. Complete all reading assignments prior to class.
4. Turn in all assignments on time (must be typed). Assignments are due at the start of class time. Late assignments will not be accepted.
5. Be prepared for all exams.
6. Be responsible for completing the appropriate paperwork and meeting the appropriate deadlines should you withdraw from this course.
7. Not engage in any activity during class time that is not directly related to the days topic of discussion (i.e. surfing the net, e-mail, texting, cell phone usage...)

## Lecture Course Content and Outline:

Week	Topic	Reading Assignment/Due Dates
1	Intro, syllabus, intro into aging/ Wellness /Successful aging	Physical Activity Chpt 1
2	Special examinations for seniors /NB-no class	Physical Activity Chpt 2& 5
3	Physiological aspects of aging	Physical Activity Chpt 4
4	Physiological aspects of aging Case / <b>First Exam</b>	
5	Senior Fitness Testing/ Designing exercise, Stages of Readiness	Physical Activity Chpt. 6 & 8-9
6	Fitness Principles for Seniors	Physical Activity Chpts. 10-13 Fallproof Chpt. 8-9
7	Balance	Physical Activity Chpt. 14 Fallproof Chpts. 1,3
8	Balance Testing/Balance Rehab, Case / <b>Second Exam</b>	Fallproof Chpt 3-7
9	Medical Conditions	Fallproof Chpt. 2
10	Medical Conditions	Physical Activity Chpt 21
11	Medical Conditions	
12	Medical Conditions/Good Friday -no class	
13	Student Presentations	
14-15	FINAL	

## Grading Method and Scale:

Evaluation:

First Exam (Multiple choice, fill-in, True-false, short answer, extended matching)	20%
Second Exam (Multiple choice, fill-in, True-false, short answer, extended matching)	25%
Final (Multiple choice, fill-in, True-false, short answer, extended matching)	25%
Presentations (Format to be discussed in class)	10%
Lab 2-10 pt practical's (to be discussed in class)	20%

You are to be prepared for each lab with the knowledge required and the equipment and forms needed to gain higher practical application of each session. **You will lose a minimum of 1 point each time you are not fully prepared for each lab. You will lose a minimum of 1 point each time you are not professional in lab.**

Final Grade Scale:

A = 90-100

B = 80-89

C = 70-79

F = below 70

**Your final grade is your final grade. If you score an 89.5 you will get an “A” in the course. If you score an 89.2 you will get a “B” in the course. Please do not ask me if you can do extra credit to raise your score.**

**You have 2 weeks to review your test from the day the grade is posted. After that you may not review your test.**

**Essential Policy Information:** “For specific procedures on how each policy is enforced see the Student Handbook.”

**Attendance:** Regular and punctual attendance at all scheduled classes is expected. A student is subject to academic penalty if absences exceed **ten percent**. Absences exceeding **twenty percent** subject a student to dismissal from the course. Three incidences of tardiness will constitute an absence.

This lecture and lab course meets for 15 weeks (3 hours per week). The total amount of seat time is 45 hours. **Over ten percent** of this time would be **5 missed classes**. Over twenty percent of this time would be 10 missed classes. **I will give you a “WF” if you miss 10 classes.**

Missed Examinations:

Students must notify faculty before missing any examination. If an examination is missed for good and sufficient reason and the student has notified the faculty member in advance, a make-up examination may be given subject to a fee of \$40.00. The fee for the make-up examination is a minimum of \$75.00 if a standardized patient is required for the exam. Additional required standardized patient hours may increase this \$75.00 minimum fee. All intra-term examination must be made up prior to final examinations. Missed final examinations must be made up within the first week of the next semester. A student may be allowed a maximum of two missed examination dates for good and sufficient reason per trimester. These two missed examination dates are for all enrolled courses in a trimester, not for each individual course. Any request for additional make-up

examinations will require documentation substantiating the absence and must be approved by the Dean of Academic Affairs.

**All make-up examinations will be short answer/essay. You have 2 weeks from the date you return to make up exams missed during the trimester.**

Students arriving late for written examinations will not be allowed extra time. Students arriving late after an examinee has turned in their test will not be allowed to take the written examination and must schedule an appointment for a make-up provided they have appropriate acceptable documentation as to why they were late.

**Incompletes:** Course assignments and examinations must be completed prior to the final examination in that course. Those not completed will receive a grade of zero.

**Classroom Management Policy:** TCC is committed to the fundamental principles of freedom of speech, including controversial positions taken in the classroom by faculty and/or students. However, all types of speech and behavior must be balanced with principles of appropriate classroom behavior in a professional school. Faculty have a right to establish clear expectations in this regard and students should share the responsibility for maintaining an appropriate, orderly learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor (either in the syllabus or at the time the behavior occurs) may be subject to discipline in accordance with the procedures described below and the College's Student Discipline Policy (see Student Handbook).

Identification of disruptive behavior by students may include but is not limited to:

- Mild to moderately disruptive behavior;
- Persistent speaking without permission
- Engaging in activities not related to the class
- Inappropriate use of computers, cell phones or other electronic devices
- Sleeping in class
- Chronically entering class late or leaving early
- Eating or drinking in the classroom if the faculty members syllabus specifically disallows it

Disputing authority in an argumentative or disrespectful manner with faculty and/or other students

Moderate to severely disruptive behavior;

Verbal or physical threats

Physical altercations

Destruction of property

**Cellular phones/Electronic Devices:** Electronic communication devices are to be turned off or placed in silent mode when in the classroom. These devices are **NOT** allowed to be on your person during testing situations. Cellular phones may **NOT** be answered during class time without prior permission from the faculty member. Texting or e-mailing is **NOT** allowed during class time. All devices will be confiscated if used during class and the student will lose 10% of their final total grade per offense. There is **NO** warning on this issue. Refusal to turn over your electronic device constitutes “insubordination” and an incident report will be filed.

**You may only use your lap top for taking notes and following along with Dr. Farrar’s power point. Should you have any other screen up you will lose the privilege of using a lap top in ALL class you have now or will have in the future with Dr. Farrar. This will be considered unprofessional conduct and you will lose 10% of your final grade.**

**Guidance and Counseling:** The Guidance and Counseling Department is prepared to confidentially assist you with personal, relationship or academic issues. With appropriate documentation, the Director of Guidance and Counseling coordinates academic related special needs with instructors.

**Plagiarism:** “Plagiarism is defined as copying or paraphrasing information from any published or non-published source, except for properly referenced citation, and presenting this material as one’s own, original work for credit in a course. Plagiarism is considered the equivalent of cheating.” **I will give you a “WF” if you are given an individual assignment and you do it with someone else. I will give you a “WF” if you cut and paste material from anywhere (internet, other**

**professor's slides) and turn it in as your own work. All turned in work is to be a summary of material in your own words whether it is referenced or not.**

**Disclaimer:** This syllabus is a living document. The faculty reserves the right to reasonably alter the sequence of activities, evaluations, and assignment dates. Every effort will be made to inform the class with sufficient notice. Students are responsible for following the syllabus and any change instituted by the faculty.

## Lab Content and Outline: Spring 2012 Senior Health

Week	Activity
1	Health Activity Questionnaire/ Focus History Role Playing
2	Mini Mental Status Examination/GDS, Par-Q
3	ROF/Stretching for Seniors
4	Resistance Exercise for Seniors
5	Senior Fitness Test/30 foot walk
6	Focus Hx, PE, ROF and tx for Older Adult
7	Lab Practical
8	Fullerton Advanced Balance Scale Testing
9	Balance Rehab
10	Balance Rehab
11	Adjusting Older Adults
12	Balance rehab/Neuromuscular re-education/vertigo rehab/cane use
13	Lab Practical