



4.

- Utilize knowledge regarding pathologic changes to develop a beginning plan of care for the aging client.
5. Initiate the diagnostic reasoning process for common presenting problems specific to the geriatric client.
    - Define diagnostic reasoning.
    - Define critical thinking.
    - Analyze diagnostic reasoning in the context of primary care.
    - Begin to apply critical thinking and diagnostic reasoning in the context of primary care.
  6. Recognize the concerns for the geriatric clients when multiple medications are being used for concurrent management of disease processes.
    - Define the goals for identifying potentially inappropriate medications used by the geriatric client.
  7. Utilize critical thinking skills in class discussion, written work, online assignments, and oral/visual/voice-enhanced presentations.
    - Utilization of appropriate informational resources.
    - Value writing and speaking skills.
    - Integrate course concepts into all assignments

**METHODOLOGY:**

- A. Teaching and Learning Strategies:** Interactive Lecture, Discussion, Online & Independent Ara, D ants

**Assignments:**

Discussion Board (All Objectives)	20%
Written Assignments (All Objectives)	40%
Exams (All Objectives)	40%

**COURSE SCHEDULE AND SCHEDULE:**

Course assignments are designed to serve as a guide to keep students on track. Any assignment not completed by the end of designated time will not be accepted and could prevent students from progressing.

	<b>Assignment</b>	<b>Points</b>
Week 1	Discussion board	50
	Video evaluation	100
	Case study	100
Week 2	Discussion board	50
	GED summary	100
Week 3	Discussion board	50
	Delirium education	100
Week 4	Discussion board	50
	Functional assessment	100
	Exam 1	350
Week 5	Discussion board	50
	Ageism Assignment	100
	Case study	100
Week 6	Discussion board	50
	Diagnostic reasoning	100
	Clinical problem	100
Week 7	Discussion board	50
	Medication evaluation	100
	Exam 2	330

**\* The instructor reserves the right to change or add assignments as needed**

**\* Refer to Canvas for rubric**

**COURSE POLICIES****Academic Integrity:**

Please familiarize yourself with Wilmington University's **Academic Integrity Policy**: <https://www.wilmu.edu/studentlife/acadintegrity.aspx>. Plagiarism and self-plagiarism, whether it be intentional or unintentional is subject to **disciplinary action** in accordance with the **Academic Integrity Policy**. To assist in identifying plagiarism, **SafeAssign** is utilized within

Blackboard. For more information regarding **SafeAssign**:  
<http://www.wilmu.edu/blackboard/toolsresources/safeassign.aspx>

**College of Health Professions Attendance Policy:**

Because class sessions are highly interactive, any student's absence diminishes the quality of learning for everyone.

Students are expected to attend all in-class sessions and to log on and participate in all online sessions, as the course format requires. Failure to do so may be considered an unexcused absence. Be apprised that faculty have the ability to monitor your access to Blackboard sessions. Please note that your weekly attendance is electronically tracked and is a criterion for your final course grade. Communication with your course faculty is essential.

**College of Health Professions Late Assignment Policy:**

Late assignment submissions will not be accepted unless prior communication and approval have been provided with the instructor. No exceptions. (d) a - (t) - 0 - 9 - (i) M (6) 2 : h 1 4 f e r \* (M) C y 8 5 (t) 0 - (d) 2 C L A T M (6) D