Fountain of Youth: Geriatric Pharmacotherapy
PHAR 7290.003
Spring Semester 2025

Course Description

This elective course focuses on the development and application of skills needed to provide optimal patient care for geriatric patients.

Additional Course Information

This course introduces the student to the challenges, opportunities, and management of geriatric patient care. The student will be exposed to general social, ethical, economic, biomedical, and pharmacotherapy issues of aging. The course provides students with the opportunity to practice patient interviewing and counseling in addition to identifying and managing drug- and health-related problems.

Course Credit

2 credit hours

Pre-Requisites

PHAR 7487 Integrated Pharmacotherapy: Special Populations

Co-Requisites

None

Class Meeting Days, Time & Location

Wednesdays, 2:00 pm – 4:00 pm; W.T. Brookshire Hall room 234

Course Coordinator

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Wednesdays: 12:30p – 3p
Preferred method of contact: Email

Fisch College of Pharmacy (FCOP) and UT Tyler Policies
This is Part 1 of the syllabus. Part 2 contains UT Tyler and the FCOP policies and procedures. For experiential courses (i.e., IPPE and/or APPE), the Experiential Manual contains additional policies and instructions that supplement the Syllabus Part 1 and 2. Please note, the experiential manual may contain policies with different deadlines and/or instructions. The manual should be followed in these cases.

Required Materials

Most course required materials are available through the Robert R. Muntz Library. These materials are available either online* (http://library.uttyler.edu/) or on reserve.

1. Required materials will be posted on the classes' Canvas site. The site address is: uttyler.edu/canvas.

Recommended Materials
1. Hutchison LC and Sleeper RB. Fundamentals of Geriatric Pharmacotherapy, 2nd Edition. American Society of Health-System Pharmacy. 2015. ISBN: 978-1-58528-435-1

Course Format

The course may include, but are not limited to, the following activities:
1. Independent study of selected readings
2. Lecture
3. Individual readiness assessment tests (iRATs)
4. Active learning strategies
5. Team-based learning, active learning strategies:
   a. Team readiness assessment tests (tRATs)
   b. Team application of content and concepts

Course Learning Outcomes (CLOs)

[1]CLOs	PLO(s) Assessed for this CLO (1-12)	Assessment Methods	ACPE Appendix 1	ACCP Didactic Toolkit	NAPLEX (1.1-6.5)
1. Describe the challenges involved in providing optimal geriatric care	8, 10	1		1	
2. Discuss the ethical and socioeconomic circumstances that must be considered when providing geriatric care	1, 8	1, 3, 5		1	1.2
3. Review the biomedical principles of aging	1, 8	1		1	1.5, 3.10
4. Review the various assessments involved in geriatric care	1	1, 4, 5	1	1	1.1
5. Discuss common adverse drug events and the prevalence of polypharmacy	7	1		1	3.3, 3.6, 3.7, 3.8
6. Demonstrate how to appropriately management a geriatric patient's medications	1, 2, 6	1, 2, 3, 5, 6		1	3.3, 3.11
7. Explain the dynamics of palliative and hospice care	8	1		1	
8. Examine pharmacotherapy issues of aging	1, 2, 6	1, 2, 3, 5, 6, 7		1	3.11

⁴Course Assessment Methods

	Assessment Method	Description *Please provide a brief description of each summative assessment that you plan to use in this course to allow us to identify which ACPE standards are being assessed*
1	Final Exam Multiple Choice or Multiple Selection Question(s)	*Standard MCQ and Select All that apply questions.*
2	Final Exam Open Ended Question(s)	*Handwritten calculations*
3	Comprehensive Case	
4	Skills Assessment	
5	Simulation	*Students will be assessed on their ability to integrate and apply the knowledge and skills learned in this class, through distinct patient scenarios*
6	SOAP Note	
7	Individual Project	

1. **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.**
   a. Example 1: This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.
   b. Example 2: During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.
   c. Example 3: Most assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited. When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations or assignments unless explicitly permitted and instructed to do so.
   d. Example 4: In this course, we may use AI tools (such as ChatGPT and Copilot) to examine how these tools may inform our exploration of the class topics. You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

Grading Policy & Grade Calculation
Grades will be determined based on evaluation of individual and team readiness assessment tests (iRATs, tRATs), midterm examinations, final written examinations, skills assessments, graded application assignments, participation in team-based projects, peer evaluations and other assessment methods that may include, but not limited to, Pseudo-Objective Structured Clinical Examinations (POSCE). Examinations and RATs may consist of, but not limited to, multiple-choice, true/false, fill in the blank, short-answer, essay, and problem-based questions.

During the time the course is in progress, students whose cumulative course percentage falls below 70.0% may receive an academic alert and be subject to periodic course content review in special sessions with the course
instructor(s). The student's faculty advisor may receive an academic alert to act upon on the student's behalf.

All examinations, tests, and assignments, including the final examination, may be **cumulative.** Students are responsible for material presented during the prior courses. The grading scale for all graded material is below. The final course grade will be assigned according to the calculated percentage and the percentages will not be rounded upward or downward. For additional information, see examination/assessment policy below.

As part of this course, students are required to participate in a workshop hosted by the UT Tyler Nursing and Pharmacy programs designed to educate students about dementia. There are two dementia programs scheduled during the Spring 2019 semester (January and March). The class will be divided into two groups. One group will attend the January workshop and the other group will attend the March workshop. Each workshop will last 8 hours. In order to compensate for the 8 hours spent in the workshop, students will have 4 class periods off. To reiterate, attendance at the workshop is mandatory and students will be assessed on the knowledge gained at the workshop.

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Standard Grade Calculation*

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iRATs/Other Individual Activities	10%
Midterm Exam	35%
Final Exam	40%
tRATs / Team Application(s)	15%
Total	**100%**

The final course letter grade will be determined according to the following grading scheme:

A	90 - 100 %
B	80 - 89.999 %
C	70 - 79.999 %
D	65.0 - 69.999 %
F	< 65.0 %

Course Schedule

WEEK	DAY	TOPIC	Instructor	CLO[1]	WSOP Category[8]
1	1/15	Challenges in Geriatric Care / Ethical and Socioeconomic Considerations / Biomedical Principles of Aging	Newsome		S18.02
2	1/22	No Class			S18.02
3	1/29	Geriatric Assessment / Adverse Drug Events, Polypharmacy, and Medication Management	Newsome		
4	2/5	Palliative and Hospice Care	Newsome		S18.02
5	2/12	No Class			S18.02
6	2/19	Cardiovascular Disorders / Respiratory Disorders	Newsome		S18.02
7	2/26	Renal and Urologic Disorders	Newsome		
8		**Midterm Exam (Comprehensive Case – 3/4/2020)**			
9		**SPRING BREAK (March 9th – 20th)**			

11					
	3/25	Psychiatric Disorders	Newsome		S18.02
12					
	4/1	Gastrointestinal Disorders and Nutrition	Newsome		S18.02
13					
	4/8	Central Nervous System Disorders / Psychiatric Disorders	Newsome		S18.02
14					
	4/15	Pain and Sensory Disorders / Musculoskeletal and Connective Tissue Disorders	Newsome		S18.02
15					
	4/22	Final Exam			

Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification of the change.