

PHA5618 Geriatric Drug Use

Spring 2023

2 Credit Hours – [A-E Grading]

This course is designed to allow the student pharmacist with a strong interest in geriatrics to further develop the skills necessary to make optimal treatment decisions. The course will provide opportunities for advanced discussion of geriatric topics beyond those topics included in the Patient Care course series.

Student pharmacists will build upon their current knowledge of geriatric pharmacotherapy through a variety of interactive activities. A holistic approach to treatment through an interdisciplinary focus will be explored.

Teaching Partnership Leaders

Katie Vogel-Anderson, PharmD, BCACP, FCCP

- Email: kvanderson@cop.ufl.edu
- Office: Gainesville
- Phone: 352 – 294 - 5420

Office Hours: Please see the Canvas course site for posted office hours

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

1. EPA ST 1.4 Use health records to determine a patient's health-related needs relevant to setting of care and purpose of the encounter
2. EPA ST 2.3 Interpret laboratory test results.
3. EPA ST 2.4 Perform a comprehensive medication review (CMR) for a patient
4. EPA ST 2.7 Evaluate an existing drug therapy regimen
5. EPA ST 4.1 Write a note that documents the findings, recommendations, and plan from a patient encounter.
6. EPA ST 5.3 Recommend modifications or adjustments to an existing medication therapy regimen based on patient response.
7. EPA ST 6.3 Communicate a patient's medication-related problem(s) to another health professional.
8. EPA ST 6.4 Use setting appropriate communication skills when interacting with others

Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Describe the role pharmacists play in the care of a geriatric patient.
2. Identify technology which impacts geriatric pharmaceutical care.
3. Identify effective communication strategies to care for geriatric patients and their caregivers.
4. Apply current guidelines to optimize pharmacotherapy.
5. Define deprescribing and apply such principles to a patient case.
6. Prepare and present a geriatric patient case.

Course Pre-requisites

1. Satisfactory completion of Blocks 13 and 14 in the PharmD Curriculum

Course Co-requisites

1. None

Course Outline

See Appendix. Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

Required Textbooks/Readings

1. Access Pharmacy, McGraw-Hill Professional, New York, NY (This resource is available through the UF Health Science Center Library.)
2. DiPiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 10th Edition, 2017. ISBN-13: 978- 1259587481; ISBN-10: 1259587487 (Available in Access Pharmacy) Use UF VPN to access UF Libraries Resources when off-campus.

Use [UF VPN to access UF Libraries Resources](#) when off-campus.

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL: <http://www.library.health.ufl.edu/>

Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

Other Required Learning Resources

Enter Required Learning resources here

Materials & Supplies Fees

Enter Materials and Supply Fees here

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

[The Canvas® gradebook will be set-up using the percentages below to compute the grade.]

Table 1.1 Evaluation and Grading

Assessment Item	Grade Percentage
Perusall Reading and Annotations	10%
Post-ALS Reflection Questions (x4 @ 5% each)	20%
Podcast Reflection	10%
Geriatric Case Presentation Part 1: Peer Review and Self-Reflection	25%
Clinical Applications of Deprescribing	10%
Geriatric Case Presentation Part 2: Final Presentation	25%
Total	100%

Table 1.2 Grading Scale

Percentage	Letter Grade
92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

Description of Assignments

***Note:** All assignments in this course are graded on a pass/no-pass basis. However, students are strongly encouraged and expected to strive for an A grade by completing all the assignments with maximum effort and meeting the course requirements to the best of their abilities.*

Perusall Reading and Annotations (10%)

Using the social annotation tool Perusall, students will read and annotate an article that explores the implications of direct-to-consumer pharmacogenomic testing for community pharmacy practice. Further instructions and assignment parameters for this activity will be outlined by the instructor in Canvas.

Post-ALS Reflection Questions (20%)

Students will complete reflection assignments after each ALS that fall in alignment with the module material and learning objectives to foster critical thinking and analysis of the content.

Podcast Reflection (10%)

Prior to ALS 3 on Caregiver and Patient Communication, students will listen to a podcast and respond to reflection questions in a templated document provided by the instructor. The goal of this assignment is to promote engagement with the given topic and to give students a critical and evaluative voice regarding the discussion taking place in the podcast.

Geriatric Case Presentation (50% total)**Part 1 Description (25%):**

In part 1 of this geriatric patient case presentation project, students will individually prepare a first draft of a case presentation for a geriatric patient. The case should include a summary of the patient's medical history, current health status, medications, and any other relevant information. Students will then be paired up to peer-review each other's work, providing constructive feedback and suggestions for improvement. The goal is to ensure that each student has a well-written and comprehensive case presentation that accurately reflects the patient's unique needs and circumstances.

Part 2 Description (25%):

In part 2 of the geriatric patient case presentation project, students will present their final case presentation in class. Each student will have a set amount of time to present the case and answer questions from the instructor and classmates. The goal is to demonstrate the ability to present the patient's medical history and current health status, as well as an ability to analyze and interpret the information to provide appropriate care recommendations. This assignment will also allow students the opportunity to practice presenting patient cases prior to rotations and have a tool to use to present to preceptors.

Clinical Applications of Deprescribing (10%)

In this case-based assignment, students will be tasked with reviewing the medication regimen of a geriatric patient and identifying potential drugs that can be safely discontinued or reduced in dose. Students will consider the patient's medical history, current symptoms, and any potential drug interactions or side effects. The goal is to optimize the patient's medication therapy and improve their overall health outcomes. Students will provide a detailed report of their findings and recommendations for deprescribing, along with any necessary follow-up monitoring.

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. Canvas™ Learning Management System
2. Perusall

For technical support, navigate to [Educational Technology and IT Support Contact Information](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the General [Pharm.D. Course Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Makeup Assignments

Makeup assignments may be required for excused absences from all Active Learning Sessions. Students will be required to complete the makeup assignment within one week of the missed session.

Late Assignments

Late assignments will be discussed on a case-by-case basis with Dr. Vogel Anderson.

Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the [UF COP Course policies](#).

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF [COP Student Mistreatment Report](#).

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Appendix A. Course Directory

Teaching Partnership Leader/Course Director(s):

Katie Vogel-Anderson, PharmD, BCACP, FCCP

- Email: kvanderson@cop.ufl.edu
- Office: Gainesville
- Phone: 352 – 294 – 542

Office Hours: Please see the Canvas course site for posted office hours

Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Instructional Designer:

Skylar Johnson, M.A.

- Email: skylarjohnson@cop.ufl.edu
- Phone: 352 – 273 - 5719

Academic Coordinator Gainesville Campus:

Ashleigh Langford

- Email: lynn8597@cop.ufl.edu
- Office: HPNP 4309
- Phone: 352 – 273 - 6002

[2PD Absent Ticket](#)

[3PD Absent Ticket](#)

Educational Coordinators

Katie Orben

- Email: korben06@ufl.edu
- Office: Jacksonville Campus
- Phone: 904-244-9590

Andrea M Arredondo

- Email: aarredondo1@cop.ufl.edu
- Office: Orlando Campus
- Phone: (407) 313 - 4087

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)

- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of Exemplify and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

Appendix B: Course Outline

Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
04/25/23		Lecture Video	Course Introduction		Katherine L Vogel Anderson
	1	Module	Geriatric Sensitivity		Katherine L Vogel Anderson
04/25/23	1.1	Lecture Video	Intro to Geriatric Sensitivity	0.5	Katherine L Vogel Anderson
04/25/23	1.2	Lecture Video	Presenting a Patient Case	0.75	Katherine L Vogel Anderson
04/25/23	1.3	Reading	ASHP: How to Present a Patient Case	0.5	Katherine L Vogel Anderson
04/25/23	1.4	Reading	AGS 2019 Updated AGS Beers Criteria for Potentially Inappropriate Medication Use in Older Adults	1.5	Katherine L Vogel Anderson
See Canvas		Active Learning Session	ALS 1: Geriatric Sensitivity	2	Katherine L Vogel Anderson
4/27/23 at 11:59pm		Assignment (Graded)	Post-ALS Reflection Questions		Katherine L Vogel Anderson
	2	Module	Gerotechnology		Katherine L Vogel Anderson
04/27/23	2.1	Lecture Video	Intro to Gerotechnology	0.5	Katherine L Vogel Anderson
04/27/23	2.2	Reading	Gerotechnology for Older Adults with Cardiovascular Diseases (2020) [pp. 2650-2659]	1	Katherine L Vogel Anderson
05/01/23		Other	Summative Case Presentation Draft Preparation	2	Katherine L Vogel Anderson
5/2/23 at 12pm		Assignment (Graded)	Perusal Reading and Annotations: Ready or Not, Here it Comes: Direct-to-Consumer Pharmacogenomic Testing and Its Implications for Community Pharmacists (Gammal, Mayes, Caudle 2019)	1	Katherine L Vogel Anderson
5/2/23 @ 12pm-1:50pm		Active Learning Session	ALS 2: Gerotechnology	2	Katherine L Vogel Anderson
5/2/23 at 11:59pm		Assignment (Graded)	Post-ALS Reflection Questions		Katherine L Vogel Anderson
	3	Module	Caregiver and Patient Communication		Katherine L Vogel Anderson
05/03/23	3.1	Lecture Video	Caregiver and Patient Communication	0.5	Katherine L Vogel Anderson

Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
05/03/23	3.3	Reading	Speaker Evaluations: Don't You Be The Ugly One! (Doering 2009)	0.5	Katherine L Vogel Anderson
05/03/23	3.4	Podcast	It'll Make Sense When You're Older: Old Age (12.5 minutes)	0.25	Katherine L Vogel Anderson
05/03/23	3.5	Podcast	Magic Words: Rainy Days and Mondys (20 minutes)	0.4	Katherine L Vogel Anderson
05/03/23	3.6	Podcast	Auto Show: End of The Road (First 3 minutes)	0.1	Katherine L Vogel Anderson
05/03/23	3.7	Podcast	The Heart Wants What it Wants, Prologue (8 minutes)	0.2	Katherine L Vogel Anderson
05/03/23	3.8	Podcast	76-year-old Quarterback Throws Hail Mary Pass (4 minutes)	0.1	Katherine L Vogel Anderson
5/4/23 at 2pm		Assignment (Graded)	Podcast Reflection Questions	1	Katherine L Vogel Anderson
5/4/23 at 2pm		Assignment (Graded)	Peer Review and Self-Reflection: Final Case Presentation Part 1	2	Katherine L Vogel Anderson
5/4/23 @ 2pm-3:50pm		Active Learning Session	ALS 3: Caregiver and Communication	2	Katherine L Vogel Anderson
5/4/23 at 11:59pm		Assignment (Graded)	Post-ALS Reflection Questions		Katherine L Vogel Anderson
	4	Module	Deprescribing		Katherine L Vogel Anderson
05/05/23	4.1	Lecture Video	Deprescribing	0.5	Katherine L Vogel Anderson
05/05/23	4.2	Reading	Community pharmacists as catalysts for deprescribing: An exploratory study using quality improvement processes (2020)	1	Katherine L Vogel Anderson
05/05/23	4.3	Reading	PPI Deprescribing Algorithm Infographic	0.5	Katherine L Vogel Anderson
05/05/23	4.4	Reading	Antihyperglycemics Deprescribing Algorithm Infographic	0.5	Katherine L Vogel Anderson
5/8/23 at 12pm		Assignment (Graded)	Pre-ALS Assignment: Clinical Application of Deprescribing	1	Katherine L Vogel Anderson
05/08/23		Other	Summative Case Presentation Preparation	1	Katherine L Vogel Anderson
5/8/23 @ 12pm-1:50pm		Active Learning Session	ALS 4: Deprescribing	2	Katherine L Vogel Anderson
5/8/23 at 11:59pm		Assignment (Graded)	Post-ALS Reflection Questions		Katherine L Vogel Anderson

Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
	5	Module	Forging Ahead		Katherine L Vogel Anderson
05/09/23	5.1	Lecture Video	Forging Ahead and Course Wrap-Up	0.5	Katherine L Vogel Anderson
5/10/23 @ 12pm- 1:50pm		Active Learning Session	ALS 5: Geriatric Case Presentations	2	Katherine L Vogel Anderson
05/10/23		Assignment (Graded)	Summative Project: Geriatric Case Presentation		Katherine L Vogel Anderson
			Total Contact Hours	28	

Appendix C:

General Assignments Rubrics

Assignment	Pass	No Pass
Post ALS Reflection Questions	Reflections are at least 3 sentences and expand beyond “This ALS was good” or “This ALS was bad.” The student’s reflections are thoughtful, with personal interpretations of what was discussed.	Reflections are less than 3 sentences. “This ALS was good” or “This ALS was bad” are unsatisfactory reflective comments. Reflection is submitted after 11:59PM on the day of the ALS.
Perusall Annotations	Perusall posting includes one original annotation and two responses to peers. The original annotation pertains to the article and makes strong connection to the reading/practice. The comments to peers are thoughtful, longer than one word and expand beyond “I agree.”	Perusall posting is missing an original annotation and/or two responses to peers. The original annotation is a personal opinion regarding the article (that is, “This is the worst study.”) Comments to peers are “I agree” or “Great idea,” without supporting statements. Perusall annotation and comments are submitted after 12pm on 5/2/23.
Podcast Reflection Questions	Reflections are at least 3 sentences each and expand beyond “This podcast was good” or “This podcast was bad.” The student’s reflections are thoughtful, with personal interpretations of what was presented in the podcasts.	Reflections are less than 3 sentences. “This podcast was good” or “This podcast was bad” are unsatisfactory reflective comments. Reflection is submitted after 2pm on 5/4/23.
Peer-Review	Written comments are respectful and meaningful. Feedback such as “Your case was great because...” or “Your slides were difficult to read because...” are meaningful and provide guidance to your peers.	Written comments show disrespect for peers. “Your case was great” or “Your slides were hard to read,” with no further explanation are not acceptable for peer-review. Peer-review is submitted after 2pm on 5/4/23.
Pre-ALS Assignment: Deprescribing	The assignment submitted is complete, with all questions answered.	The assignment submitted is incomplete, without all questions answered. The assignment is turned in after 12pm on 5/8/23.

Appendix D:

Summative Case Presentation Rubric

In order to receive a “pass” for this presentation assignment, the student must not receive more than one “No Pass” among the 4 categories in the rubric below. Thus, a “pass” is required in 3 of the 4 categories.

	Pass	No Pass
Content	Presentation uses template provided. Recommendations are evidence-based. The presentation should provide a clear and concise overview of the patient's medical history, current symptoms, and medication history.	Presentation does not use template provided. No evidence is used to support recommendation
Communication	Communicates in a manner that enables understanding by the listener (that is, no hesitation, good eye contact, adequate volume). The presentation should effectively communicate complex medical information in a clear and concise manner, using appropriate language and terminology.	Communicates in a manner that interferes with and/or prevents understanding by the listener OR fails to communicate at all.
Professionalism	The presenter should demonstrate a professional attitude, including respect for patient confidentiality, ethical decision making, and adherence to professional standards and guidelines.	The presenter does not demonstrate a professional attitude, including respect for patient confidentiality, ethical decision making, and adherence to professional standards and guidelines.
Presentation Time	Presentation is 5 minutes or less	Presentation is 5:01 or longer.