



Aging at home – the Best Choice

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1. Aging		
Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
Aging – a part of life	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • psychological, physical and social aging • aging in different European countries. economic situation, elderly people social status, life changes, health, housing conditions, services <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • communicate with the elderly people • meet elderly people from or in different European country • help or advise elderly people to look for information about the social and health care in one's own country (or for the tourist who has been hospitalized) • work with Elderly people in different European countries <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • works independently and responsibly with elderly people in Europe 	<ul style="list-style-type: none"> • lessons – e.g. red, amber and green light • lesson about psychological, physical and social aging in theory • discussion about aging (you tube) • watching Lucky You interviews, compare differences or/and resemblances of elderly people in different countries • using Lucky You questionnaire for interviewing the elderly in one country • projects - interviewing the elderly – finding out about their personal history and putting it into context with the history of the country
Costs of aging	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • knows the European countries (Belgium, Finland, Czech, Latvia, Island and Spain) social economic situation • knows the European countries (Belgium, Finland, Czech, Latvia, Island and Spain) national attitudes towards elderly people and aging. • knows the costs in elderly care in European countries (Belgium, Finland, Czech, Latvia, Island and Spain) • knows the laws are regulation elderly care in Europe and the laws are different (Belgium, Finland, Czech, Latvia, Iceland and Spain) • know where to find the laws and regulations. (in each country) 	<ul style="list-style-type: none"> • lessons • conversation about differences and resemblances, why this is interesting, why this is good information • to do a group work by searching this kind of knowledge • drama: you have a patient from different country – how do you tell him/her about • contact local social services to gather more information.



	<ul style="list-style-type: none"> • know the rights each person has in case they get sick has (right to information, right to refuse treatment, right to choose a practitioner, etc.) • knows that elderly people live in different circumstances and are all individuals and it is easier to take care of them when we know a bit of their daily living <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • will be interested in their occupational details and be able to search for information. • are able to give their own opinion about the health care systems around Europe - can help or advise elderly people to look for information about the social and health care costs in patient's own country (or for the tourist who has been hospitalized) • students can explain the laws and be aware of changes made to the laws and inform patients about these so they are correctly informed about up to date information. • students can refer the elderly to the right person or service if they have more questions considering the topic <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • is able to meet a patient from different country <ul style="list-style-type: none"> • can help or advise patient to look for information about the social and health care costs in patient's own country (or for the tourist who has been hospitalized) • works independently and responsibly with elderly people in Europe 	
Evaluation		
<ul style="list-style-type: none"> • exam about theory or study work • project with elderly people • case study: certain situation: name the laws and regulations that apply to this case. • job-on-learning in home care, social service or volunteer service for elderly. 		



2. CGA - Comprehensive geriatric assessment

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
Comprehensive geriatric assessment	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • what CGA is in theory <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • use CGA as method finding out elderly people fragile points • use CGA as method helping elderly people to stay at home healthy and active as long as possible <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • works independently and responsibly using CGA as a tool 	<ul style="list-style-type: none"> • lesson(s) about CGA, using CGA in practise • case study using CGA
Evaluation		
<ul style="list-style-type: none"> • exam about theory • case study using CGA • job-on-learning in home care, volunteer service for elderly. 		



1. Functionality

1. Empowerment of the elderly in functionality		
Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
Empowerment of the elderly in functionality	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • the student is aware what the elderly think about functionality • the student knows the importance of the experience of the elderly • the student learns about empathy, the importance to listen to the elderly, to be creative in the approach to the elderly • the student learns about the importance of observation • the student is aware of the usefulness of validated scales <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • understand the variety of experience and the importance of individual lives • can use validated scales to measure functionality • is able to be empathic, are able to listen to the elderly, are able to be creative in the approach to the elderly • observe verbal and non-verbal reactions of the elderly • discuss about functionality with the elderly • inform the elderly about functionality • use information in an evidence based way (this includes own clinical expertise, patient values and preference, best research evidence) • use empathy in the meeting with the elderly <ul style="list-style-type: none"> • has an active input on functionality during intra- and / or interdisciplinary consultation <p style="text-align: center;">Competences</p> <p>Student:</p> <p>works independently and responsibly with elderly people in Europe</p>	<ul style="list-style-type: none"> • courses in school concerning aging, functionality and prevention of falling • visit elderly homes. • visit an elderly person who is still living at home • visiting rehabilitation centres • study cases • study scales



2. Prevention is better than cure

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
<p>Prevention is better than cure</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • the student is aware what the elderly think about functionality • the student knows the importance of the experience of the elderly • the student learns about empathy, the importance to listen to the elderly, to be creative in the approach to the elderly • the student learns about the importance of observation • the student is aware of the usefulness of validated scales <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • the student understands the variety of experience and the importance of individual lives • the student can use validated scales to measure functionality • the student is able to be empathic, are able to listen to the elderly, are able to be creative in the approach to the elderly • the student can observe verbal and non-verbal reactions of the elderly • the student can discuss about functionality with the elderly • the student can inform the elderly about functionality • the student use information in an evidence based way (this includes own clinical expertise, patient values and preference, best research evidence) • the student use empathy in the meeting with the elderly • the student has an active input on functionality during intra- and / or interdisciplinary consultation <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • works independently and responsibly 	<ul style="list-style-type: none"> • courses in school concerning aging, functionality and prevention of falling • visit elderly homes. • visit an elderly person who is still living at home • visiting rehabilitation centres • study cases • study scales



3. Technology supports functionality

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
Technology supports functionality	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • what gerotechnology is • which tools exist • the student knows where you can get helping tools • where to find the prices of the helping tools • how to read a manual <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • analyse the use of technology in the elderly care • follow the development of gerotechnology • is open-minded to new technology • is prepared to cooperate in testing new technologies in the work field • can formulate the needs of a patient with regard to technological support • can evaluate technological tools, used by the patient • can give feedback in a constructive way • can use the available tools in various situations <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • works independently and responsibly with elderly people in Europe 	<ul style="list-style-type: none"> • courses in school • analyse manuals of technological tools • visiting organisations, technology fair around technology • visit institutions that are known for the use of technology in functionality • learning to use technological tools during internship • giving health education about technological tools during the internship
Evaluation		
<ul style="list-style-type: none"> • discussion using cases based on functionality and technology • reflections after internship around used technology • showing skills and competences during the internship 		



2. Nutrition

1. Introduction		
Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
<p>Socio-familiar environment of the elderly. The diet impact in their health</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • The social and family environment of the elderly in their country. • The historical and cultural evolution of the elderly in their country. • The benefits that the elderly people have when they live at their homes as autonomously as possible. • The different situations of autonomy in which an old man can be found when he lives in his home. • The characteristics that an old man's diet must have in order to be accepted by him in a realistic way. <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • Summarise on a poster the evolution of geriatrics in his country. • Identify in a practical case the degree of autonomy and support needed. • Conduct a study in a nursing home about the real possibilities that the elderly would have to live in their homes. • Interview elderly people from a civic and social centre, and value the benefits that elders perceive when they live in their homes. • Receive information about their grandparents' diet and evaluate if it is accepted by them, proposing changes for their improvement. <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • Incorporates training in geriatric sociology into 	<ul style="list-style-type: none"> • In theoretical lessons in the classroom. • In the homes of the elderly. • In civic centres. • Through interviews with their grandparents and their parents. • Through theoretical simulations in the classroom where students assume different roles (grandparents, children, caregivers, trainers...) • Making informative documents: posters. • Information collection on the internet. • Cooking workshops.



	<p>their curriculum.</p> <ul style="list-style-type: none"> • Works independently collecting information on the nutritional situation of the elderly in their homes and in nursing homes. • Is able to identify the risk of malnutrition depending on the eating behaviour of an elderly person who has been previously characterised. • Is able to describe the social, family and food situation of an elderly person who has been previously characterised. 	
Evaluation		
<ul style="list-style-type: none"> • Theoretical exams: Can you tell what are the risks of malnutrition in the elderly? • Theoretical exams: Can you describe what are the nutritional problems that a socially isolated elderly person can have? 		

2. Malnutrition as an indication of the risk of geriatric dependency

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
<p>Malnutrition as an indication of the risk for geriatric dependency.</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • The different risk indicators of geriatric dependence. • The importance of malnutrition as a risk factor for dependence in the elderly. • The direct relationship between risk factors (social situation, functionality, depression and cognitive disorders) and nutritional deterioration. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Ability to search for scientific information related to the interaction between different risk indicators of geriatric dependence. • use of scales and their interpretation. • Ability to apply the knowledge learned in practical cases of interviews with elderly people with possible nutritional alterations associated with other risk indicators of geriatric dependence. <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • Incorporates knowledge that interrelates the different risk factors of geriatric 	<ul style="list-style-type: none"> • Theoretical classes at school. • Search of scientific information in Medline, PubMed... • Interviews with elderly people living in their homes to assess their nutritional status and the relationship with other indicators of dependence risk. • Testimony of grandparents of students related to the possible incidence of malnutrition linked to other risk factors.



	<p>dependency and its impact on the nutrition of the elderly. Students look for information in the scientific literature on the influence of the risk factors of the Comprehensive Geriatric Assessment, focusing on malnutrition.</p> <ul style="list-style-type: none"> • carries out interviews with the elderly to know in what way situations of depression, dementia, loneliness or functional deterioration, can affect the nutritional status of the elderly. • applies different scales of geriatric assessment and compare their results with those obtained in the Mini Nutritional Assessment, to assess the nutritional status of an elderly person. 	
Evaluation		
<ul style="list-style-type: none"> • Theoretical exams: List the risk factors of geriatric dependency after a deep bibliographic review • Theoretical exams: Can you cite the risk factors that an elder presents after an interview? 		

3. The elderly at home. Eating environment

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
<p>The elderly at home. Eating environment</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • The nutritional benefits and risks of feeding at home related on their functionality. • In a generic way what a healthy diet is in the gastronomic context. • It is very important to have knowledge of gastronomy to make a balanced diet and have good health • The importance of food prices in the nutritional impact of the elderly. • The technical aids designed to facilitate feeding in the disabled elderly. <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • assess the acceptance of menus by the 	<ul style="list-style-type: none"> • Valuing food costs in a supermarket. • Relating purchasing power and balanced diet in the elderly at home. • Conducting informative days on the advantages of feeding the elderly in their own home. • In the classroom through analysis of theoretical assumptions in groups of students. • Learning how to use technical aids for food.



	<p>elderly.</p> <ul style="list-style-type: none"> • Analyse the price of a menu. • Create and elaborate simple recipes to teach to the elderly. • They relate culinary skills and food planning with personal autonomy in the elderly. • Handle technical aids during the ingestion of a type menu. <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • Incorporates gastronomy concepts applied to geriatric nutrition into their training. • Associates economic aspects to the nutrition of the elderly. • Knows in depth the management and usefulness of technical aids in food (cutlery, glasses, plates, jars ...). 	
Evaluation		
<ul style="list-style-type: none"> • Practical exams, for example: Can you calculate the cost of a menu and relate it to the purchasing power of an elderly person? • Observation. After interviewing an old man who lives in his house, and another who lives in an elderly home, can you cite the advantages and disadvantages of his diet? • Practical exams for example: A typical menu for an old man is presented. The student is asked to identify the criteria of: healthy, tasty and easy to cook. • Practical exam. Observation. Previous a menu characterised (for example with meat, soup, juices, fish, etc.), demonstrate the knowledge and skill in the use of the utensil. 		

4. Physiological changes in the elderly related to nutrition

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
Physiological changes in the elderly related to nutrition	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • The physical, psychological and social changes that occur in the elderly. • The scientific reason why these changes occur. • Physical, psychological and social 	<ul style="list-style-type: none"> • Through theoretical lessons in the classroom during the courses. • In the homes of the elderly during practical lessons. • In nursing homes through the performance of scholar works directed by the teacher. • Through simulations in the classroom inviting elderly people to participate.



	<p>changes related to food and that may have a nutritional and health impact.</p> <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • Summarise the physiological changes that occur in the elderly, with special emphasis on those that affect nutrition. • Interview an elderly person and identify the changes that have occurred, with special emphasis on food aspects. • Collect information in a nursing home about the most frequent changes occurring in the dependent elderly, especially those related to nutrition. • Demonstrate communication skills to interview the elderly and collect information on physiological changes occurring in the elderly, as well as provide timely support according to their possibilities. <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • Understands and identifies the physiological changes that occur during the old age. • Is sensitive to them and know how to incorporate knowledge when performing their profession. • Is aware of the different socio-family realities present in the elderly population. 	<ul style="list-style-type: none"> • By conducting research studies on physiological changes that affect nutrition. For example: they carry out a population study on the food intake of elderly people suffering from tooth loss.
Evaluation		
<ul style="list-style-type: none"> • Theoretical examinations on the modification of the physiology of the elderly. • Oral expositions about identification of physiological changes occurred in a characterised elderly. • Evaluation of school related tasks in this chapter: posters, notebooks, interviews, videos... • Resolution of practical cases, proposed by the teacher. 		

5. Nutritional requirements of the elderly

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
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<p>Nutritional requirements of the elderly</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • The importance of the contribution of energy in the diet of the elderly and relate it to the physiological, pathological, psychological and social changes that occur in the elderly. • The importance of macronutrients (proteins, lipids and carbohydrates) in the diet of the elderly according to their physical and psycho-social limitations. • The importance of micronutrients (vitamins and minerals) in the diet of the elderly according to their physical and psycho-social limitations. • The importance of good hydration in the elderly. • The importance of fibre consumption in the elderly. • The composition of food and its importance in meeting the nutritional requirements in the elderly. <p style="text-align: center;">Skills</p> <p>Students can:</p> <ul style="list-style-type: none"> • In a theoretical assumption, associate the lack of nutrients with the malnutrition of the elderly. • Make a dietary history in an elderly person and identify possible deficiencies. • Make a list of foods rich in a certain nutrient. • Relate nutrients and food. For example: if I want to increase the supply of calcium, what foods would you choose? • Use a food composition table to analyse the nutrient content of the same. <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • Is able to recognise symptoms and signs of malnutrition. • Has intellectual resources to look for information related to the shortage of nutrients in the diet of an elderly person. • Is able to detect nutritional deficiencies in the diet of the elderly. 	<ul style="list-style-type: none"> • In the classroom through theoretical lessons. • Looking for information in scientific pages on the internet. • Performing work related to the nutritional composition of food. • Inviting nutrition experts to explain issues related to the nutritional requirements of the elderly. • Reviewing medical/nutritional histories, to find information about possible nutritional deficiencies of the elderly.
<p>Evaluation</p>		



- Theoretical exams on the subject taught.
- Oral presentation on the knowledge acquired.

6. Nutritional assessment of the elderly

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
Nutritional assessment of the elderly	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • The importance of periodic nutritional assessment in the elderly to identify and prevent nutritional alterations. • The symptoms and signs of malnutrition in the elderly. • The existence of instruments for the detection and prevention of malnutrition in the elderly. • The criteria of malnutrition in the elderly. <p style="text-align: center;">Skills</p> <p>Students can:</p> <ul style="list-style-type: none"> • Manage instruments for the detection of malnutrition in the elderly: food records, anthropometric evaluation (weight, height, calf diameter...), nutritional screenings (Mini Nutritional Assessment, MUST...). • Establish good empathic communication in interviews with the elderly. • Assess the nutritional status of the elderly. <p style="text-align: center;">Competences</p> <p>Students:</p> <ul style="list-style-type: none"> • Are provided with sufficient resources to recognise malnutrition in the elderly. • Obtain technical skills to perform a correct nutritional assessment. • Have acquired communication skills that allow them to collect nutritional information. 	<ul style="list-style-type: none"> • Debates in the classroom about the quality of the elderly's diet. • Theoretical lessons in the classroom during the official nursing courses. • Practical lessons of anthropometry among the students themselves in the classroom. • Assessment of the intake of the students themselves. • Evaluation of the intake of an elderly person. • Nutritional interpretation of a blood test.
Evaluation		
<ul style="list-style-type: none"> • Theoretical exams in which the student demonstrates his knowledge about nutritional assessment in the elderly. • Observation: Before a theoretical assumption of an old person characterised, the student shows that he is capable of solving it. 		



- Observation: students demonstrate skills to solve a nutritional problem in an elderly person

7. Planning and making of diets for the elderly. Culinary resources.

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
<p>Planning and making of diets for the elderly. Culinary resources</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • The socio-cultural aspects of the elderly's diet: habits, traditions, tastes and appetites... • The main eating disorders in the elderly's diet: consumption of sweets, salty foods, excess alcohol, etc. • The most frequent diseases that can affect the nutrition of the elderly: diabetes, hypertension, overweight, etc. • The nutritional criteria for preparing a balanced diet in the elderly. • Students know medicines and food interactions. • The international nutritional recommendations included in the food guides (food pyramid, RDA (Requirement Dietary Allowances). • Basic culinary skills to adapt the nutritional criteria to the menus of the elderly. <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • Detect tastes, customs and appetites in conversations with the elderly. • Analyse the diet of an elderly person qualitatively and/or quantitatively and draw conclusions. • The students know how to work with 	<ul style="list-style-type: none"> • Through interviews on eating habits in the elderly. • Theoretical lessons in the classroom. • Management of the table of composition of foods for the elaboration of diets in the classroom, in the domicile of the old people, in nursing homes (in last case). • Exercises for the preparation of diets with the system of rations contemplated in the international recommendations (Food Pyramid). • Elaboration of balanced menus (recipes) at school, at home, in the homes of the elderly. • Conducting dietary interviews in the classroom with elderly guests, or at the home of the elderly. • Carrying out anthropometric assessments in the school, homes, geriatric residences, etc.... (weight, height, perimeters...) • Cook balanced recipes for the elderly in school, at home, in the home of the elderly...



	<p>different systems of elaboration of balanced menus (nutritional software, food guides).</p> <ul style="list-style-type: none"> • Use the table of food composition, to know the intakes made and propose recipes and daily, weekly or monthly menus. • Prepare diets with the rations system; the concept of "rations" for the preparation of "diets". • Demonstrate skills to cook healthy, tasty, affordable and easy to make dishes for the elderly. <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • Is able to understand the elderly's diet as an integral concept that improves health and prevents dependency. • Is capable of making healthy food proposals. • Possesses the basic gastronomic resources to plan the feeding of the elderly. 	
Evaluation		
<ul style="list-style-type: none"> • Theoretical examinations on calculation of energy needs and their adaptation to the menus of the elderly. • Practical exams, for example: Demonstrate the ability to use the table of food composition in the analysis and design of menus. • Solve exercises for the analysis of intake through the management system. • Practical exams : students cook dishes healthy, tasty, cheap and easy to cook culinary recipes. 		



3. Social situation

1. Preventing social isolation		
Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
Preventing social isolation	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • about possibilities and resources available • the importance of good social situation • how to find information about options in other European countries (e.g. Belgium, Finland, Czech, Latvia, Iceland and Spain) <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • observe an elderly person's situation • interact with elderly and the other near byes • look for all appropriate information • use the obtained data <p style="text-align: center;">Competence</p> <p>Student:</p> <ul style="list-style-type: none"> • uses appropriate scales to evaluate, maintain and improve the social situation of elderly people • finds and decides what can be done • explains the options to the client • instructs the elders on possibilities the state, town or other organisations offer 	<ul style="list-style-type: none"> • practicing in the real situations • project • team learning • problem based learning • study material • lessons • visits /visitors • study network • blogs, learning diaries • practical periods/ internships • simulation • group works • cases • games • peer learning • in variable study environments: <ul style="list-style-type: none"> ▪ working places ▪ project learning in several surroundings and practice places ▪ colleges ▪ internet network ▪ social media ▪ visits ▪ homes
Evaluation		
<ul style="list-style-type: none"> • tests • exams • simulations • writings • group work evaluation • self evaluation • showing the competence in practice or at school 		
Skills demonstration		



	<p>At the School</p> <ul style="list-style-type: none"> • During their study process and in theoretical and practical lessons – simulation, case analysis, team work etc. - <i>knowledge prevention of social isolation simply expands the knowledge of a student, so she/he can use the information she/he has also in other study modules</i> <p>In the internship</p> <ul style="list-style-type: none"> • During their internships in different places (nursery homes, hospitals, elderly home, home situations etc.). <p>At the working places visits/projects etc.</p> <ul style="list-style-type: none"> • house doctors cabinets/ health centers • hospitals, different kinds of units • nursery homes • elderly homes • social care and rehabilitation houses • homes • observing therapists in their work <p>Somewhere else:</p> <ul style="list-style-type: none"> • doing interviews • observing in variable situations
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Material	
	<ul style="list-style-type: none"> • use the material from “Dropbox” • use the resource material • use the ideas of curriculums to create the study program

2. Technology to improve and maintain social welfare of elderly

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
Technology to improve and maintain social welfare of elderly	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • what gerotechnology is, what different possibilities are there, where it is available and how to get it • if the aids are for rent or to be bought, where to look for the prices • how to find out how the aids and equipment 	<ul style="list-style-type: none"> • Lectures: what is gerotechnology, who / how / why they use it, costs. • Presentations about different kinds of topics: (for example: large phones, iPads, computers, security aids, screens etc.) • Case study about elderly living home: for example, what would be



	<p>work</p> <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • observe the situation and see the needs by the elderly • communication and interact with the elderly • give information about gerotechnology • use the technological devices • guide and practice with elderly people the gerotechnological devices • is able to search for new developments in different European countries <p style="text-align: center;">Competence</p> <p>Student:</p> <ul style="list-style-type: none"> • analyses the use of gerotechnology in elderly care • follows the development of gerotechnology, looks for the research and do researches of the topic • uses the available gerotechnology in various situations • recommends available gerotechnology for elderly people • evaluates the need and the use of gerotechnology • gives feedback about use of the gerotechnology • works independently 	<p>the ideal environment for the elderly (in/outside of the house)</p> <ul style="list-style-type: none"> • Lesson about communication: how to inform the patient, what gerotechnological devices are used/seen/known, learn to evaluate different matters • Lessons from experts on the subject • Visits to institutions: rehabilitation centres, exhibitions etc. • Multiprofessional teamwork (therapists, nurses, students, patients) • Feedback about practical training • Student looks up by himself the different material and development. • Visit the producers • Student gives info to the elderly about using computer. • Problem based learning • From study material • Visitors from practice, boards • Study network • Policies, guidelines from different work life places • Simulation • Group works and research • Laboratory working - practical working • in variable study environments: <ul style="list-style-type: none"> ■ Working places ■ Project learning in several surroundings and practice places ■ Homes (e.g. teacher and student to go home of elderly to observe, give suggestions and help with technology) ■ Practical training in institutions and home care where the gerotechnology is used
Evaluation		
<ul style="list-style-type: none"> • tests • exams • simulations • writings • group work evaluation • showing the competence in practice or at school 		



Skills demonstration	
	<p>At the school</p> <ul style="list-style-type: none"> - During their study process in theoretical and practical lessons – simulation, case analysis, team work etc. - <i>knowledge of gerotechnology simply expands the knowledge of a student, so she/he can use the information she/he has also in different study modules, becoming a professional.</i> <p>In the internship</p> <ul style="list-style-type: none"> - During their internships in different places (nursery homes, hospitals, elderly home, home situations etc.). <p>At the working place visits/projects etc.</p> <ul style="list-style-type: none"> - house doctor's office - hospitals, different kinds of units - nursery homes - elderly home - social care and rehabilitation houses - day-care centres - visiting people at home - doing interviews

Material	
	<ul style="list-style-type: none"> • use the material from “Dropbox” • use the resource material • use the ideas of curriculums to create the study program

3. The voice of elderly- when I need you to stop me feeling lonely

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
The voice of elderly- when I need you to stop me feeling lonely	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • about the different assessment scales • the way to communicate and interact with elderly people in different social conditions. • how to be an active listener to the elderly 	<ul style="list-style-type: none"> • in school: by theoretically lessons • in school: by practical lessons • practicum: hospital, nursery home, home care, day care, daily assistance company or other suitable place • cases • group works: in school or in working field



	<p>people</p> <ul style="list-style-type: none"> • how to make a situation comfortable to talk to the elderly person • how to deal with prejudices for elderly people <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • use the assessment scales • practice and develop the communication ways that they have learned theoretically • create an good atmosphere for a conversation and listen patiently the elderly people • obtain an open vision (respect, tolerance, independently, individuality) for elderly people <p style="text-align: center;">Competence</p> <p>Student:</p> <ul style="list-style-type: none"> • is responsible to find out the correct information to fill in the assessments • is receptive for feedback in general 	<ul style="list-style-type: none"> • projects • simulations • experts: social workers • volunteering • specific courses about social situation • self-study e.g. about the assessments • Using the internet, social media etc.
Evaluation		
<ul style="list-style-type: none"> • Examination: oral examination, written examination • Skills test in school or in an internship • Testing assessments scales • self-evaluating themselves during practice • giving feedback to each other during practice • permanent evaluation 		
Skills demonstration		
		<p>At the school:</p> <ul style="list-style-type: none"> • They can use the Internet to find the good assessments, regulations about the costs etc. so that they can use it to become a professional. • Also during the theoretical and practical lessons during school (roleplay) the student can grow in the communication skills. <p>In the internship:</p> <ul style="list-style-type: none"> • hospital, nursery home, home care, day care, daily assistance company



	<p>At the working place visits/projects etc.:</p> <ul style="list-style-type: none"> hospital, nursery home, home care, day care, daily assistance company <p>Somewhere else:</p> <ul style="list-style-type: none"> making interviews co-operation with the third sector workers
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Material	
	All materials, videos and interviews are folded in the Dropbox



4. Depression

1. Introduction - Mental Disorders of the Elderly		
Study module	Content: Knowledge, skills and competence	How, when and where
Mental health in the elderly	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • what mental health means • what affects mental health in present day life and society • differences among generations and their perceptions of the world • specifics of communication with patients affected by mental health issues • pathology specific to elderly (depression vs dementia vs cognitive problems) <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • recognise signs of depression, dementia and cognitive problems • use communicative skills specific for elderly people • make a correct interview • use and interpret a scale <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • has the knowledge about what mental health problems may occur in the elderly • can evaluate their situation with use of relevant scales • recognizes problems and acts accordingly 	<ul style="list-style-type: none"> • courses in school concerning mental health, aging and mental health • study scales (GDS, CGA, Beck scale, Suicidal Intention Scale, etc.) • visit elderly homes. • visit an elderly person who is still living at home • study cases • visit medical institutions caring for mental health • visit geriatric surgeries • visit non-profit organisations caring for mental health
Evaluation		
<ul style="list-style-type: none"> • common discussion on cases and on the elderly people students met or on interviews with the elderly 		



2. Voice of the Elderly

Study module	Content: Knowledge, skills and competence	How, when and where
<p>Getting to know the voice of the elderly</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • the changes in elderly people (physical, psychological, spiritual, existential) • the needs of the elderly • pathology specific to elderly • the personal history and which impact this has on an elderly person • various communication skills <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • use communicative skills specific for elderly people (use easy, simple language for example: not use words like cerebral vascular accidents but use the word stroke, sign language, use your hands and pictograms, etc.), take the time so they can process what you said, be patient, etc. • take a correct interview • use and interpret a scale <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • recognizes problems and act accordingly • recognizes what elderly people want and need • uses appropriate scales • acts when there is a risk of a problem • integrates acquired knowledge in daily, real situations 	<ul style="list-style-type: none"> • making questionnaires and use a question bank. • using certain scales (GDS, CGA, Beck scale, Suicidal Intention Scale, etc.) • conference with elderly people where the elderly people meet each other, are put into different groups and come to a conclusion about what they think is important and what they want and present this to the municipalities • visits to elderly homes • visit to elderly person who is still living at home • interviews with elderly people. • internships / practical learning in an elderly home or home nursing • assessing situations and recognizing problems before they happen and using the appropriate approach (questionnaires, scales, etc.)
Evaluation		
<ul style="list-style-type: none"> • students interview an elderly person and analyse the results • with the use of case studies, students fill in a CGA, GDS, etc. and interpret it 		



3. Prevention

Study module	Content: Knowledge, skills and competence	How, when and where
<p>Looking on the bright side</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • the different lifestyle aspects that have a crucial impact on developing a depression • the working mechanism of depression • the risk factors and different symptoms of depression • the different scales (GDS, BDS, SIS...etc.) to evaluate depressive symptoms • the importance and effect of a good sleep hygiene on depression • the importance and effect of nutrition on depression • the importance and effect of sport or physical activity on depression • the importance and effect of social activities and contacts on depression • where to find the different possibilities of daily and preventive activities in their own country/region/city • the importance of a professional relationship in the guiding and supporting of the elderly people <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • inform and give education about the working mechanism of depression • inform and give education about the different and important lifestyle aspects (sleep, nutrition, physical and social activities) related to depression • recognize risk factors and symptoms of depression and can cope and alarm the responsible persons (e.g. family doctors) • use scales to make an objective evaluation of the seriousness of the depression • build a professional relationship so he can communicate on empathic way • help to find the positive factors in the elderly person's life and use them for his motivation • help the elderly people to find and contact the different possibilities of daily and preventive activities in their own country/region/city <p style="text-align: center;">Competence:</p> <p>Student:</p> <ul style="list-style-type: none"> • has the acquired knowledge about the prevention of depression by elderly people 	<ul style="list-style-type: none"> • lessons at school about the different lifestyle aspects, working mechanism of depression, risk factors and symptoms of depressions, scales and different possibilities of daily and preventive activities • study material: e-study or -learning courses • internships in the homecare organisations so they can observe the healthy and depressed elderly people • organise projects, group work or individual tasks about the prevention of depression • group discussions about the prevention of depression with elderly people • invite a specialist and an experienced expert of depression by elderly people • invite a healthy elderly people to exercise the different skills in real life • invite other specialists so they can share their thoughts about the prevention of depression • visit different organizations (ex. senior centres, etc...) who focus on the daily activities with elderly people and get information about the impact of those activities • practical trainings in these organisations • practice to apply the different scales and link them to a study case • practice the different communication skills on each other (role play) before going to the real elderly people • visit an elderly person and practise in the real life communication



	<ul style="list-style-type: none"> • the student can apply the different skills to help the elderly people to prevent getting depressed 	
Evaluation		
<ul style="list-style-type: none"> • examination of the theory and prevention of depression • permanent observing the interest and work motivation of the students in the group and individual tasks • evaluating the presentations of the gathered knowledge • observing in internship the communication skills • students' self-assessment on their knowledge and competences 		

4. Care		
Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
<p>Caring for a depressive elderly person</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • which specialists and organisations to contact when there is a problem • different symptoms and diagnoses <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • spot symptoms of depression • communicate with the elderly person adequately • decide what to do and who to contact • use certain scales (GDS, CGA, Beck scale, Suicidal Intention Scale, etc.) <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • acts accordingly when they spot a possible depression in the elderly • is able to assess situations and recognize problems before they happen and use the appropriate solution (questionnaires, scales, etc., contact specialists) 	<ul style="list-style-type: none"> • courses in school concerning elderly care, pathology, etc. • visit elderly homes • visit an elderly person who is still living at home • internships / practical learning in an elderly home or nursing home or home care agency. • make questionnaires and use a question bank. • study and use of certain scales (GDS, CGA, Beck Scale, Suicidal Intention Scale, etc.)
<ul style="list-style-type: none"> • students make interviews with elderly people and assess their situation 		



5. Technology		
Study module	Content: Knowledge, skills and competence	How, when and where
Technology can help our mind	<p style="text-align: center;">Knowledge</p> <p>Student knows</p> <ul style="list-style-type: none"> • available technology (devices, applications, websites) • where to find info about new possibilities <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • use certain technology • instruct elderly people why and how to use it <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • has learnt how to instruct an elderly person about assistive technology 	<ul style="list-style-type: none"> • courses in school • occupational therapists who use a certain technology can come and explain latest development to students • visit expositions about new technology that are useful for the elderly • organise presentations of assistive technology at school, at a community centre, public library or an elderly home • problem learning about technology through case studies (for example, case about an elderly woman: which technological aids could you use to improve this woman's daily life and prevent depression) • make simplified manuals for the elderly concerning technologies that are easy to understand but have all the necessary information
Evaluation		
<ul style="list-style-type: none"> • case studies: analyse the case and situation, find the problem and find a useful technology for the patient in the case to solve the problem • group discussions about the technology to see if students know what they are talking about and actually understand it 		



5. Cognition

1. Normal brain aging

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
Normal brain aging	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • basics in cognitive psychology • what cognition is • basic cognitive functions • the importance of detecting risk factors for cognitive decline in midlife people <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • find information about cognitive functions in the aging • describe cognitive function • follow decline of patients' cognitive functions <p style="text-align: center;">Competences</p> <p>Student is able:</p> <ul style="list-style-type: none"> • to give correct information and help patients and relatives to find the right information about brain aging 	<ul style="list-style-type: none"> • Lectures about brain aging • Video showing the cognitive decline • By learning in these module about the central nerve system aging • Individual search for materials available on the Internet • Case study about normal cognitive brain aging • Team learning • Making informative documents: posters. • Group work
Evaluation		
<p>Evaluation of the knowledge and skills by: examination of the theory on cognitive decline permanent observation of the interest and work motivation of the students in the group and individually observation of communication skills during internship asking student to make self-assessment on their knowledge and competences</p>		

2. Neurocognitive changes in Aging – description of cognitive processes related to brain aging

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)



<p>Neurocognitive changes in aging – Description of cognitive processes related to aging</p> <p>2.1. Crystallized and Fluid Intelligence 2.2. Processing speed 2.3. Attention 2.4. Memory 2.5. Speech and language 2.6. Visuospatial Abilities/ construction 2.7. Executive Functioning</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • changes in cognitive functions in the elderly • the working mechanism of cognitive decline • the risk factors and different symptoms of cognitive functions • how to differentiate between normal cognitive brain aging and abnormal neurodegenerative diseases <p style="text-align: center;">Skills</p> <p>Students can:</p> <ul style="list-style-type: none"> • find information about neurocognitive changes in Aging • describe cognitive functions and neurodegenerative diseases • inform and give education about the working mechanism of cognition and cognitive decline <p style="text-align: center;">Competences</p> <p>Student is able:</p> <ul style="list-style-type: none"> • to analyse inter-individual variability in cognitive functions • to recognize the problem • to find solutions of the problem 	<ul style="list-style-type: none"> • Lectures about neurocognition changes in Aging, for example forgetfulness • Lessons by experts in the subject • Practical training • Videos showing the cognitive decline • Theoretical analysis • Presentations about different kinds of topics • Attention Tests • Work on study materials • Case analysis • Presentations about different kinds of topics • Practical training applying tasks on processing speed
Evaluation		
<p>Evaluation of the knowledge and skills by:</p> <ul style="list-style-type: none"> examination of the theory on cognitive decline permanent observation of the interest and work motivation of the students in the group and individually observation of communication skills during internship asking student to make self-assessment on their knowledge and competences evaluation of the presentations 		



3. Methods of cognitive assessment

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
<p>Methods of cognitive assessment:</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • international cognitive assessment methods • the different scales (MMSE, Clock drawing test, neuropsychological tests etc.) to evaluate cognitive function <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • use scales to make an objective evaluation of cognitive decline • analyse inter-individual variability in cognitive functions <p style="text-align: center;">Competences</p> <p>Student is able:</p> <ul style="list-style-type: none"> • to analyse patients' needs on cognitive level • to use cognitive scales/tests and results 	<ul style="list-style-type: none"> • Theoretical analysis MMSE; MoCA • Students practice communication with the elderly • Practice with MMSE, MoCA and Clock drawing tests • Students practise how to test cognition by different scales (MMSE, Clock drawing test, neuropsychological tests etc.) to evaluate cognitive function
Evaluation		
<p>Evaluation of the knowledge and skills by:</p> <ul style="list-style-type: none"> examination of the theory on cognitive decline permanent observation of the interest and work motivation of the students in the group and individually observation of communication skills during internship asking students to make self-assessment on their knowledge and competences 		



4. Prevention -Activities for maintaining cognitive function in older adults

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
<p>Prevention activities for maintaining cognitive function in older adults</p> <p>4.1. Intellectually engaging activities 4.2. Physical activities 4.3. Social engagement</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • the different lifestyle aspects that have a crucial impact on developing cognitive decline • the importance and effect of a good sleep on cognition • the importance and effect of nutrition on cognition • the importance and effect of sport or physical activity on cognition • the importance and effect of social activities and contacts on cognition • where to find the different possibilities of daily and preventive activities in their own country/region/city • the importance of professional relationship in guiding and supporting the elderly with cognitive decline <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • inform and educate about the different and important lifestyle aspect (sleep, nutrition, physical and social activities) related to cognition • find and guide the elderly people in the different possibilities of daily and preventive activities in their own country/region/city • Demonstrate communication skills to interview the elderly and collect information on physiological changes occurring in the elderly, as well as provide timely support according to their possibilities. <p style="text-align: center;">Competences</p> <p>Student is able:</p> <ul style="list-style-type: none"> • to make use of acquired knowledge about the prevention of cognitive decline by elderly people • to apply different skills to help elderly with cognitive decline living at home as long as possible 	<ul style="list-style-type: none"> • Lessons about the different lifestyle aspects and different possibilities of daily and preventive activities • Theoretical analysis • Video • Study material: e-study or -learning courses • Case analysis • Presentations about different kinds of topics • Practical training about elderly people's activities for cognitive functions • Students practise how to instruct the elderly about activities with cognitive functions • Practice the different communication skills on each other (role play) before going to the real elderly people



Evaluation
<p>Evaluation of the knowledge and skills by:</p> <ul style="list-style-type: none"> examination of the theory on cognitive decline permanent observation of the interest and work motivation of the students in the group and individually observation of communication skills during internship asking student to make self-assessment on their knowledge and competences evaluation of the presentations

5. Technology		
Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
Technology	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • Ethical basics of using technology and how it can be used for these cognitions: <ul style="list-style-type: none"> - observation and sensation - hearing - visual - orientation - touch • cognitive abilities <ul style="list-style-type: none"> - memory <ul style="list-style-type: none"> → long term → short term - attention - executive functioning - visual spatial awareness - language 	<ul style="list-style-type: none"> • Lessons about different gerontotechnology aspects: <ul style="list-style-type: none"> -Hearing technology -Visual technology -Cognitive supportive technology • Begin with teaching ethics and basic use of technology and benefits • The teacher teaches the basic use of technology • Looking for information in scientific pages on the internet. • Presentations about different kinds of topics • Videos showing the cognitive technology • Practical lessons to exercise and explore the different available technology. • A specialist demonstrates special technology <p>A short assignment to see if students understood the lesson they got about using technology.</p> <p>for example, a stand with visual aids, hearing aids, memory technology, try out some tablets or smartphones</p> <ul style="list-style-type: none"> • Visit to a medical shop • The students have to organize a meeting or gathering for elderly people in their neighbourhood to let the elderly explore options about



	<p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • communicate with patients how to use the technology • use the basic technology • learn about using special technology • give guidance to the patient and their relatives • give correct information and help patients and relatives to find the right information about technology in different countries <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • uses technology when needed • searches for information • makes use of information acquired • works separately • works in a group preparing to work as a nurse • makes a presentation • meets a patient from a different country • helps or advises the patient to look for information about the cost of technology in different countries • works independently and responsibly with elderly people in Europe • looks for information related to the shortage of nutrients in the diet of an elderly person. • detects nutritional deficiencies in the diet of the elderly. 	<p>technology</p>
Evaluation		
<ul style="list-style-type: none"> • Evaluating the knowledge and skills by: <ul style="list-style-type: none"> - examination of the theory on cognitive decline - permanent observation of the interest and work motivation of the students in the group and individually - observation of communication skills during internship asking student to make self-assessment on their knowledge and competences - evaluation of the presentations 		



6. Voice of elderly

Study module	Content: Knowledge, skills and competence	How, when and where (also internship place)
<p>Voice of the elderly</p>	<p style="text-align: center;">Knowledge</p> <p>Student knows:</p> <ul style="list-style-type: none"> • basics of working out interviews • possible cognitive changes in ageing • choice of questions for assessing cognition • basics in communication <p style="text-align: center;">Skills</p> <p>Student can:</p> <ul style="list-style-type: none"> • form questions and make a question bank • select questions and work out a questionnaire • apply positive communication skills when communicating with the elderly • build a professional relationship so the elderly can communicate on empathic way • to carry out a survey <p style="text-align: center;">Competences</p> <p>Student:</p> <ul style="list-style-type: none"> • works out findings of the survey by making a summary of the survey • brings up possible problems • makes feedback and provide solution 	<ul style="list-style-type: none"> • lessons about interviewing • lessons on how to work out a questionnaire about cognition • lessons about different situations during the interview and possible problem solutions • make questionnaires and collect a question bank •practise different communication skills with each other (role play) before communicating with elderly people • visit an elderly person who is still living at home • Interviews with elderly people • making a summary about an interview
Evaluation		
<ul style="list-style-type: none"> • Evaluating the knowledge and skills by: <ul style="list-style-type: none"> - examination of the theory on cognitive decline - permanent observation of the interest and work motivation of the students in the group and individually - observation of communication skills during internship asking student to make self-assessment on their knowledge and competences - evaluation of the presentations 		