



## COURSE SYLLABUS

### 1. Data regarding the program

1.1.	<b>UNIVERSITY OF MEDICINE AND PHARMACY “CAROL DAVILA”</b>
1.2.	<b>FACULTY OF MEDICINE/ DEPARTMENT</b> Clinic Education 5 – Internal Medicine (Cardiology, Gastroenterology, Hepatology, Rheumatology, Geriatrics), Family Medicine, Occupational Medicine
1.3.	<b>COURSE of Geriatrics and Gerontology - .....</b>
1.4.	<b>FIELD OF STUDY :</b> Health – Sectorally Regulated in cadrul European Union
1.5.	<b>CICLE OF STUDIES:</b> LICENSE
1.6.	<b>PROGRAM OF STUDIES:</b> MEDICINE

### 2. Data regarding the course

2.1.	<b>Name of the course/compulsory/optional subject in the course:</b> Geriatrics and Gerontology						
2.2.	<b>Location of the course:</b> .....						
2.3.	<b>Holder of the course activities</b> Prof. Dr. .... Șef Lucr. Dr. ....						
2.4.	<b>Holder of the activities of Practical Work (PW) / clinical stage</b> Prof. Dr. .... Șef Lucr. Dr. .... Asist. univ. ....						
2.5. Year of study	V <u>English</u> language module	2.6. Semester	IX – X	2.7. Type of evaluation	Written examination	2.8. Course Regime	DOS

### 3. Total estimated time (hours/semester of teaching activity) – modular education

Nr. hours a week	4	from which : course	2	Practical works	2
Total hours in curriculum	32	from which : course	16	Practical works	16
Distribution of the available time		8 weeks afternoon 4 hours each week (2course+2 practical works)			–
Study using handbook, workbook, bibliography and hand-notes					–
Additional documentation in library, on specialized electronic platforms and in the field					–
Preparation of seminars / laboratories, assignments, reports, portofolio and essays					–
Tutoring					–
Examinations					–
Other activities					–
Total hours of individual study					–
Number of credits					2

#### 4. Prerequisites (where applicable)

4.1. of curriculum	Not applicable
4.2. of competencies	Not applicable

#### 5. Requirements (where applicable)

5.1. of the course	Multimedia projector, laptop, smart-board
5.2. of the practical works	.....

#### 6. Specific competencies acquired

<b>Professional competencies (expressed by knowledge and skills)</b>	<p>Graduates should be able to:</p> <ol style="list-style-type: none"><li>1. maintain a professional approach to the older person</li><li>2. give consideration to various myths and stereotypes related to older people</li><li>3. respect the dignity of individuals, regardless of age, race, color, religion, disease, or illness</li><li>4. recognize that ageism can affect the optimal care of older patients</li><li>5. recognize the heterogeneity of older persons and that each person needs to be viewed as an individual</li><li>6. communicate appropriately with older people, including with cognitively impaired patients or older patients with sensory impairments</li></ol> <p>Graduates should be able to describe:</p> <ol style="list-style-type: none"><li>1. biochemical, molecular, cellular, genetic and psychosocial theories of ageing</li><li>2. the anatomical, histological and physiological changes associated with ageing</li><li>3. the pathology associated with normal ageing and age associated disease processes</li><li>4. the atypical (nonspecific) presentation of disease in older patients</li><li>5. the principles of evidence-based medicine and use of guidelines in the care of old and very old persons, taking into account multimorbidity and lack of research data</li></ol> <p>Graduates should be able to:</p> <ol style="list-style-type: none"><li>1. describe the pathophysiology, assessment, diagnosis, management and preventive strategies for common geriatric syndromes in older people, including:<ul style="list-style-type: none"><li>- chronic pain</li><li>- dementia and delirium</li><li>- elder abuse: physical, psychological, financial and sexual</li><li>- falls and movement disorders</li><li>- hearing and vision disorders</li><li>- malnutrition and sarcopenia</li><li>- pressure ulcer</li><li>- urinary and fecal incontinence</li></ul></li><li>2. describe special aspects in pathophysiology, diagnosis, management and preventative strategies for common problems in older people, such as:<ul style="list-style-type: none"><li>- cardiovascular disease (including heart failure, hypertension)</li><li>- cerebrovascular disease and stroke</li><li>- chronic obstructive pulmonary disease and pneumonia</li></ul></li></ol>
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	<ul style="list-style-type: none"> <li>- depression</li> <li>- diabetes</li> <li>- disorders of fluid balance</li> <li>- osteoporosis</li> <li>- renal failure</li> </ul> <p>Graduates should be able to:</p> <ol style="list-style-type: none"> <li>1. conduct a history in a geriatric patient, including from a proxy person</li> <li>2. perform a geriatric assessment using a standardized approach of: <ul style="list-style-type: none"> <li>- basic and instrumental activities of daily living</li> <li>- cognition</li> <li>- gait and balance</li> <li>- hearing</li> <li>- mood</li> <li>- nutrition</li> <li>- vision</li> </ul> </li> </ol> <p>Graduates should be able to describe the following concepts:</p> <ol style="list-style-type: none"> <li>1. the effect of ageing upon pharmacodynamics and pharmacokinetics in the older people</li> <li>2. adherence to medication and factors affecting adherence in older persons</li> <li>3. the practice of safe and adequate prescribing in the elderly, taking account of differing physiology, drug interactions and multiple pathologies, and adverse drug reactions</li> <li>4. detection and management of drug underuse, overuse (including inappropriate medication use) and polypharmacy in older people</li> <li>5. integration of patient preferences and values into decisions about drug therapy</li> </ol> <p>Graduates should be able to:</p> <ol style="list-style-type: none"> <li>1. define the concept of the International Classification of Functioning, Disability and Health (ICF)</li> <li>2. the concept of frailty in older persons</li> <li>3. define comprehensive geriatric assessment and list its components</li> <li>4. interpret findings of geriatric assessment, and suggest diagnostic, therapeutic and management steps as a result of abnormal findings</li> <li>5. recognize the role of social and environmental factors and life experience in caring for older patients</li> <li>6. recognize the role of aids (e.g. hearing aids, toileting aids, transfer aids, walking aids) in the management of older patients with functional limitations</li> </ol> <p>Graduates should be able to describe ethical and legal issues relevant in the care of older patients, including:</p> <ol style="list-style-type: none"> <li>1. decision making in patients with impaired mental capacity to make decisions, including the concept of best interests and advance directives</li> <li>2. ethical concepts as a basis for medical decision making, such as the concept of the four principles of autonomy, beneficence, non-maleficence and justice</li> <li>3. ethical and country-specific legal issues related to: <ul style="list-style-type: none"> <li>- artificial nutrition and feeding</li> <li>- cardiopulmonary resuscitation decisions</li> <li>- withdrawal and withholding of medical treatment</li> <li>- euthanasia and assisted dying (practiced in some countries, and illegal in many countries)</li> </ul> </li> </ol>
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	<p>Graduates should be able to:</p> <ol style="list-style-type: none"> <li>1. describe the roles of the professions in the care of older persons, for example nurses, occupational therapists, physiotherapists, social workers, clinical pharmacists, dieticians, psychologists, speech &amp; language therapists and spiritual support workers</li> <li>2. discuss the importance and role of multidisciplinary team working and meetings in the care of older persons</li> </ol> <p>Graduates should be able to describe concepts of geriatric assessment and management of older patients in various settings, including:</p> <ol style="list-style-type: none"> <li>1. primary and community care</li> <li>2. acute hospital care and emergency care</li> <li>3. inpatient and outpatient rehabilitation care</li> <li>4. institutional and non-institutional long-term care</li> <li>5. palliative and end-of-life care</li> </ol> <p>Graduates should be able to describe in outline:</p> <ol style="list-style-type: none"> <li>1. regional/ national organization of inpatient and outpatient medical and social care for older persons, including transitions between care settings and continuity of care</li> <li>2. define important relevant services and relate their contribution to elderly care in the regional/ national context, for example: continence services, falls services, intermediate care, old age psychiatry, orthogeriatrics, palliative care, stroke medicine.</li> <li>3. define the interaction between health and social services in the provision of long-term elderly care and describe regionally available services, for example: continuing care, residential home care, nursing home care, community care at home, community nursing care, intermediate care (rehabilitation at home or in residential care home or in community hospital), respite care</li> <li>4. describe specific regional/national and international aspects of demography, epidemiology and health care costs related to ageing</li> <li>5. regional/ national ethnic minority issues in ageing</li> <li>6. describe specific regional/national and public/private financial aids and allowances for older patients</li> </ol>
<b>Cross-sectional competences (of role, of professional development, personal)</b>	<ol style="list-style-type: none"> <li>1. Graduates should respect patients regardless of their chronological age.</li> <li>2. Graduates should know about and understand normal and abnormal structure and function, including the natural history of human diseases, the body's defense mechanisms, disease presentation and responses to illness.</li> <li>3. Graduates should know about common medical conditions in older people.</li> <li>4. Graduates should have the special skills needed to conduct a history and perform an assessment in an older patient.</li> <li>5. Graduates should know about and understand the principles of treatment including the effective and safe use of medicines as a basis for prescribing.</li> <li>6. Graduates should recognize the importance of responses to illness, providing help towards recovery and reducing or managing impairments, disabilities and handicaps.</li> </ol>

	<p>7. Graduates should know about and understand the main ethical and legal issues in international and national context they will come across.</p> <p>8. Graduates should know about, understand and respect the roles and expertise of other health and social care professionals.</p> <p>9. Graduates should know about care of older patients in different settings.</p> <p>10. Graduates should know about specific aspects relevant for health and social care for older persons in their region/ country.</p>
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## 7. Objectives of the course (arising from the grid accumulated specific competencies)

<b>5.1. General objective</b>	Acquiring theoretical and practical skills for diagnosis and management of older people's specific health problems
<b>5.2. Specific objectives</b>	<ul style="list-style-type: none"> <li>• 1. Graduates should respect patients regardless of their chronological age.</li> <li>• 2. Graduates should know about and understand normal and abnormal structure and function, including the natural history of human diseases, the body's defense mechanisms, disease presentation and responses to illness.</li> <li>• 3. Graduates should know about common medical conditions in older people.</li> <li>• 4. Graduates should have the special skills needed to conduct a history and perform an assessment in an older patient.</li> <li>• 5. Graduates should know about and understand the principles of treatment including the effective and safe use of medicines as a basis for prescribing.</li> <li>• 6. Graduates should recognize the importance of responses to illness, providing help towards recovery and reducing or managing impairments, disabilities and handicaps.</li> <li>• 7. Graduates should know about and understand the main ethical and legal issues in international and national context they will come across.</li> <li>• 8. Graduates should know about, understand and respect the roles and expertise of other health and social care professionals.</li> <li>• 9. Graduates should know about care of older patients in different settings.</li> <li>• 10. Graduates should know about specific aspects relevant for health and social care for older persons in their region/ country.</li> </ul>

## 8. Content

8.1. Course	Teaching methods	Observations
1 - Definitions. Concepts. Theories of aging. Medico-social impact of aging	prezentare PPT - prelegere interactivă	
2 - Specific manifestations of diseases in old age	PPT presentation - interactive session	
3 - Common conditions encountered in older people	PPT presentation - interactive session	
4 - Therapeutic principles, including effective and safe use of medicines in old age. Iatrogenic conditions in older people.	PPT presentation - interactive session	
5 - Intrinsic capacity, frailty syndrome and resilience in older people	PPT presentation - interactive session	
6 - Elderly care in various environments and contexts. Progressive management of older patient	PPT presentation - interactive session	
7 - The multidisciplinary, multidimensional and integrative approach of older patient	PPT presentation - interactive session	
8 - Therapies directed towards the phenomenon of aging. Romanian experience	PPT presentation - interactive session	
8.2. Practical Works	Teaching methods	Observations
1) Multidimensional evaluation of older people. Scales of assessment (cognitive, mood, instability, risk of fractures, incontinence, nutrition, risk of pressure sores, frailty, social and family support, etc.)	- case presentation and discussion; -direct evaluation of older patients	
2) Specific syndromes encountered in older people: -incontinence -instability -immobility -cognitive impairment in older people; dementia (early, moderate, severe) and atypical dementia	- case presentation and discussion;	
3) Specific manifestations of diseases in older people	- case presentation and discussion;	
4) Hypothermia and hyperthermia in older people	- case presentation and discussion;	
5) Multidisciplinary team involved in the care of older patients	- case presentation and discussion;	
10) Counselling older patients and care givers. Burden of care.	- case presentation and discussion;	
<b>Bibliography course and practical works</b> <b>Kumar and Clark's Clinical Medicine, 10th Edition,</b> by Adam Feather MBBS FRCP FAcadMED (Editor), David Randall MA MRCP (Editor), Mona Waterhouse MA MRCP (Editor) – Elsevier 2021 <b>Chapter 15: Geriatric medicine, frailty and multimorbidity; Authors:</b> Adam Harper, Iain Wilkinson and Joanna Preston, pp 297–318. ISBN-13: 978-0702078682; ISBN-10: 0702078689		

## 9. Corroboration of the contents of the course with expectations of the epistemic community, professional associations and significant employers in the field of the program

Appropriate training provides the theoretical and practical basis for a proper approach to the older patients, taking into account their complex issues, but also the aspects that differentiate them from adult and young subjects. Moreover, it will create the premises for a collaboration amongst various medical specialties, for a better understanding of the need for a multidisciplinary team in the management of older patients, and for highlighting the importance of cooperation between medico-social services. All these aspects have a special significance in the context of an amplified demographic aging worldwide, including in Romania, phenomenon that will have as a consequence the percentage and absolute increase of patients beyond the age of 65 years.

## 10. Evaluation

Type of activity	Evaluation criteria	Evaluation methods	Weight from the final grade
Course	Good knowledge of concepts specific to discipline	written	80%
Practical works	Clinical examination of older patient	clinical	20%
<b>Minimum standard of performance</b>			
• Minimum 50%			

Date of completion:

Signature of the course holder

.....09.10.2021.....