



Syllabus for academic year 2019/2020

Description of the course

| | | | |
|---|---|-------------------------------------|--|
| Module/Course | Can we get older in good health? | Group of detailed education results | |
| | | Group code | Group name |
| | | B | Scientific basis of medicine |
| | | G | Legal and organizing aspects of medicine |
| | | D | Behavioural and social sciences with elements of professionalism |
| Faculty | Faculty of Medicine | | |
| Major | Medical | | |
| Specialties | N/A | | |
| Level of studies | Uniform magister studies X* 1 st degree studies <input type="checkbox"/> 2 nd degree studies <input type="checkbox"/> 3 rd degree studies <input type="checkbox"/> postgraduate studies <input type="checkbox"/> | | |
| Form of studies | X full-time <input type="checkbox"/> part-time | | |
| Year of studies | I – IV | Semester | X Winter or X Summer |
| Type of course | <input type="checkbox"/> obligatory <input type="checkbox"/> limited choice X free choice / elective | | |
| Course | X major <input type="checkbox"/> basic | | |
| Language of instruction | <input type="checkbox"/> Polish X English <input type="checkbox"/> other | | |
| * mark <input type="checkbox"/> with an X | | | |

Number of hours

Form of education

| Unit teaching the course | Lectures (L) | Seminars (SE) | Auditorium classes (AC) | Major Classes – not clinical (MC) | Clinical Classes (CC) | Laboratory Classes (LC) | (CSC)Classes in Simulated Conditions | Practical Classes with Patient (PCP) | (SCM)Specialist Classes – magister studies | Foreign language Course (FLC) | Physical Education obligatory (PE) | Vocational Practice (VP) | Self-Study (Student's own work) | E-learning (EL) |
|-------------------------------------|--------------|---------------|-------------------------|-----------------------------------|-----------------------|-------------------------|--------------------------------------|--------------------------------------|--|-------------------------------|------------------------------------|--------------------------|---------------------------------|-----------------|
| Winter Semester | | | | | | | | | | | | | | |
| Department and Clinic of Geriatrics | | | | 20 | | | | | | | | | | |
| Summer Semester | | | | | | | | | | | | | | |



| Department and Clinic of Geriatrics | | | 20 | | | | | | | | | | |
|---|----------------------------------|---|---|---|--|--|--|--|--|--|--|--|--|
| TOTAL per year: | | | | | | | | | | | | | |
| Department and Clinic of Geriatrics | | | 20 | | | | | | | | | | |
| <p>Educational objectives (max. 6 items)</p> <p>C1. Teaching students a holistic approach to the old age – health, illness, health promotion, illness prevention, mental and physical activity with all periods of our life, lifestyle and pro-healthy activity</p> <p>C2. Knowledge of factors determining the well-being of the elderly – professional activity, non-professional activity, physical activity, nutrition, supplementation, medications</p> <p>C3. Acquisitions of skills by students to independently search for the most important information regarding work with and elderly patient</p> <p>C4. Preparation of Health Decalogue and Decalogue of Healthy Aging</p> | | | | | | | | | | | | | |
| Education result matrix for module/course in relation to verification methods of the intended education result and the type of class | | | | | | | | | | | | | |
| Number of course education result | Number of major education result | Student who completes the module/course knows/is able to | Methods of verification of intended education results (forming and summarising) | Form of didactic class <i>**enter the abbreviation</i> | | | | | | | | | |
| W 01 | DW 3 GW5 | Student knows and describes the dependence of health-promoting factors on particular stages of life affecting the well-being of the elderly | Brainstorm. Presentation and final report | MC | | | | | | | | | |
| W 02 | GW 13 GW 14 | Student knows and describes elements conditioning health in a holistic definition | | | | | | | | | | | |
| W 03 | DW 2 | Student knows and uses data from sources (websites) of national, European and world information regarding health, epidemiology and threats | | | | | | | | | | | |
| W04 | GW 15 | Student knows how to draw conclusions from literature and source knowledge – work in a group | | | | | | | | | | | |
| W 05 | GW 2 | Student knows the principles of bioelectrical impedance for non-invasive measurement of body mass composition | | | | | | | | | | | |
| U 01 | BU 14 | Student can use the body mass composition analyzer | Assessment of practical skills | MC | | | | | | | | | |



| | | | | |
|-----|----------|---|--|--|
| U02 | DU 10-12 | Student can draw conclusions and recommendations from the research. | | |
| U03 | | Student can develop pro-healthy recommendations and educate the patient. | | |
| U04 | BU 11-12 | Student can search for source data, Student is able to establish an adequate contact and cooperate | | |

** L - lecture; SE - seminar; AC – auditorium classes; MC – major classes (non-clinical); CC – clinical classes; LC – laboratory classes; SCM – specialist classes (magister studies); CSC – classes in simulated conditions; FLC – foreign language course; PCP – practical classes with patient; PE – physical education (obligatory); VP – vocational practice; SS – self-study, EL – E-learning .

Please mark on scale 1-5 how the above effects place your classes in the following categories:
communication of knowledge, skills or forming attitudes:

Knowledge: +++++

Skills: ++++

Student's amount of work (balance of ECTS points)

| Student's workload (class participation, activity, preparation, etc.) | Student Workload (h) |
|--|----------------------|
| 1. Contact hours: | 20 |
| 2. Student's own work (self-study): | 6 |
| Total student's workload | 26 |
| ECTS points for module/course | 1,0 |
| Comments | |

Content of classes (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)

1. Let's start from ourselves – examining the composition of our body mass – calculating the metabolic age, conclusions
2. Brainstorm – does healthy old age begin in childhood?
3. Diseases prevention or health promotion – what is more important in adulthood and in old age?
4. Senior in family.
5. Challenges of health system regarding the needs of elderly people.
6. Outdated stereotypes about aging.
7. Obtaining information on Healthy Aging.
8. Establishing the Health Decalogue of Seniors.
9. Student's presentation.
10. Credit for course – Discussion.

Basic literature

1. <http://www.who.int/news-room/fact-sheets/detail/ageing-and-health>
2. <https://betterhealthwhileaging.net/how-to-promote-physical-health-for-healthy-aging/>
3. <http://www.healthinaging.org/aging-and-health-a-to-z/>

Additional literature and other materials (no more than 3 items)



1. <http://www.healthyageing.eu/>
2. <https://www.cdc.gov/aging/index.html>

Didactic resources requirements (e.g. laboratory, multimedia projector, other...)
Seminar room, multimedia projector, body mass composition analyzer "Tanita"

Preliminary conditions (minimum requirements to be met by the student before starting the module/course)
Basic knowledge regarding medical biology and human metabolism

Conditions to receive credit for the course (specify the form and conditions of receiving credit for classes included in the module/course, admission terms to final theoretical or practical examination, its form and requirements to be met by activity including the student to pass it and criteria for specific grades)
Activity including own elaboration of the chosen issue and presentation during classes.
Attendance at all classes is obligatory – in the case of the absence (incl. rector's/dean's days/hrs) – make up missing class on the agreed rules

| Grade: | Criteria (only for courses/modules ending with an examination) |
|----------------------------|---|
| Very Good (5.0) | Student easily discusses the subject of aging, health and pathology of aging, differences between aging and multimorbidity, indicates factors that favor aging in health. Student prepares a chosen presentation. Student uses literature outside the list. |
| Good Plus (4.5) | Student discusses the subject of healthy aging, health and pathology of aging, differences between aging and multimorbidity, indicates factors that favor aging in health. Student prepares a chosen presentation. |
| Good (4.0) | Student correctly uses the topic of course. He/she prepares presentation; uses literature from the list only. |
| Satisfactory Plus (3.5) | Student uses the topic of course. He/she prepares simple presentation; uses literature from the list only. |
| Satisfactory (3.0) | Basic knowledge of aging in health. |

Name and address of module/course teaching unit, contact: telephone and e-mail address

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50-369 Wrocław,
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Coordinator / Person responsible for module/course, contact: telephone and e-mail address

dr n. med Joanna Żórawska
mobile: 71 7842507; e-mail: joanna.zorawska@umed.wroc.pl



List of persons conducting specific classes: full name, degree/scientific or professional title, discipline, performed profession, form of classes.

Dr Joanna Żórawska, GP, MD, PhD - major classes – not clinical

Date of Syllabus development

12/07/2019

Syllabus developed by

Joanna Żórawska
Dr n med Joanna Żórawska.

Signature of Head of teaching unit

Katedra i Klinika Geriatrii
kierownik

M. Sobieszkańska

Signature of Faculty Dean

prof. dr hab. Małgorzata Sobieszkańska

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