



Learna | Diploma MSc

# Care of the Elderly

## Postgraduate Diploma and MSc Courses





## Postgraduate Diploma

Delivered over 1 year, the online, part-time, Postgraduate Diploma course is specially developed for busy health professionals. Formatted in 6 modules, each 6 weeks in duration; the course is designed to be practical and clinically focused.

## MSc

The MSc runs over 1 calendar year, and consists of the professional project which is designed to develop students' ability to critically appraise specific areas of clinical, research and/or organisational practice and develop skills in independent research, study and writing for publication

## Why Study Care of the Elderly with us?

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Taught completely online, our Care of the Elderly course is designed to be practical and clinically focused, allowing all healthcare professionals the opportunity to deepen their knowledge in specific areas of interest and relevancy. This will allow them to meet the needs of the ageing person, whilst collaborating and learning with their colleagues in the multidisciplinary team.

With an increasingly ageing population comes higher healthcare and social care costs, and more age-related causes of morbidity and mortality. This means that there is a fast growing need for healthcare staff to have relevant up-to-date training and knowledge within elderly care, to meet the needs of an ageing society.

Students of the Postgraduate Diploma in Care of the Elderly will further their knowledge through self-directed learning, tutor guided discussions and collaboration and learning with their colleagues in a multidisciplinary team.

Our Care of the Elderly courses are specially developed for healthcare professionals looking to further their clinical knowledge within elderly care. These courses are suitable for both UK and overseas graduates in medicine, nursing and allied professions, e.g. physiotherapists, dieticians etc, who work with older people.

# Care of the Elderly Postgraduate Diploma

## Course Modules

Our online Care of the Elderly Postgraduate Diploma allows you to study for just one calendar year and is a part-time, distance-learning course. The course is worth 120 credits and comprises six modules of 20 credits, each running over a period of six weeks.

### Module 1 - Introduction to the Care of the Elderly (20 credits)

#### Aim of the module:

- This module aims to introduce the students to the concept of physiological ageing in comparison with younger adults, differences between physiology and pathology, major presentation of illness in older people and general approach to therapy.

#### Synopsis of module content:

- Physiology of ageing
- Health promotion
- Geriatric giants
- Medicine management
- Therapies
- Social and legal issues: abuse, DOLs, mental health, power of attorney, safeguarding

#### On completion of this module, students will be able to:

- Compare and contrast developmental and patho-physiological changes associated with ageing and critically appraise measures to enhance health and well-being in older people.
- Demonstrate a systematic, extensive and comparative knowledge and understanding of the context of care (e.g. financial, social, legal, ethical, environmental and political) on clinical decision making in older people.

### Module 2 - Falls (20 credits)

#### Aim of the module:

- This module aims to highlight the importance attached to the risk of falls in older people in different environments (community and institution), consequences of falls, holistic assessment of causes, the importance of the multidisciplinary team assessment, plan of prevention and management.

#### Synopsis of module content:

- Initial assessment and comprehensive geriatric assessment - CGA
- Falls and fractures
- Osteoporosis
- Fall and fracture prevention
- Management of osteoporosis
- Management of falls

#### On completion of this module, students will be able to:

- Comprehensively assess the risks of falls, the measures of assessment and musculoskeletal complications, making evidence-based recommendations for the prevention and management of falls in the elderly.
- Incorporate contextual factors in the assessment of the risk of falls and demonstrate a multi-disciplinary approach to primary, secondary and tertiary prevention, rehabilitation and long-term care.

## Module 3 - Confusion and Dementia (20 credits)

### Aim of the module:

- This module aims to highlight the risk of confusion and cognitive impairment in older people in different settings, differentiating between different types and causes of confusion, acute and chronic cognitive dysfunction, and measures of assessment and management.

### Synopsis of module content:

- Assessment and diagnosis
- Delirium and acute confusion
- Cognitive decline and dementia
- Therapeutic interventions in dementia
- Emerging approaches to the physiology and treatment of dementia
- Depression and anxiety in the elderly

### On completion of this module, students will be able to:

- Critically evaluate and selectively differentiate knowledge between alternative presentations and causes of confusion in the elderly, in a variety of settings.
- Demonstrate a systematic, extensive and comparative knowledge and understanding of approaches to the assessment and management of confusion in the elderly.
- Critically appraise the pathophysiology, diagnosis and management of dementia.

## Module 4 - Stroke and age-related neurological disorders (20 credits)

### Aim of the module:

- This is an introduction to age related neurological conditions and stroke. It includes approaches to assessment, management and prevention of stroke, myopathies and Parkinson's disease together with the impact on function and quality of life in older age.

### Synopsis of module content:

- TIA and Stroke
- Stroke and TIA prevention
- Muscle disorders
- Parkinson's Disease 1
- Parkinson's Disease 2
- Syncope and pre-syncope

### On completion of this module, students will be able to:

- Critically analyse the concept of stroke/transient ischaemic attack in older people and address its association with morbidity/mortality and impact on quality of life in old age
- Critically appraise the assessment and management of common neurological and muscle disorders in the elderly
- Selectively recommend rehabilitative approaches to minimise disability and maximise quality of life in the elderly
- Critically evaluate the causes and evidence based management of syncopal disorders



Little did I know that the MSc was going to be a significant stepping stone in my medical career! Both the diploma and MSc were invaluable in terms of expanding my knowledge and management of Diabetes Medicine, but also enhanced my critical thinking and writing skills.

- Dr Kevin Fernando

## Module 5 - Frailty and continence (20 credits)

### Aim of the module:

- This module aims to highlight the importance of recognising and treating frailty together with management of continence in the elderly. This will include aetiology, models of assessment, medical and surgical management of frailty, urinary incontinence and constipation in older people.

### Synopsis of module content:

- The diagnosis and management of patients presenting with acute neurological disorders, including acute stroke, epilepsy, cerebral infections, cerebral haemorrhage and haematomas, and venous sinus thrombosis; presentations with acute cerebral malignancy, dystonias, ataxias, acute neuronopathies and neuropathies and raised intracranial pressure.

### On completion of this module, students will be able to:

1. Use relevant understanding, methodologies and approaches for the diagnosis and management strategy employed in the investigation and treatment of patients presenting with acute neurological disorders.
2. Demonstrate a critical understanding of evidence-based practice and guideline-based treatment in neurological disorders, including stroke medicine.

## Module 6 - Ethics and end-of-life care in the elderly (20 credits)

### Aim of the module:

- This module highlights issues specific to older people in terms of ethics and end-of life care. In particular it analyses issues relating to consent to treatment, quality of life and also brings to attention the complex aspects of end-of-life care.

### Synopsis of module content:

- Safeguarding
- Mental Health Act and Mental Capacity Act
- Advance care planning and ethical considerations
- End of life interventions and ethicsPalliative interventions and ethics
- Withholding treatment, assisted dying and the law

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"When I enrolled into the course I had no idea about the opportunities it would provide me with. Having my first paper published through this course helped me overcome my apprehensions of academic writing and made me more confident to pursue it further."

- Rutu Dave



#### On completion of this module, students will be able to:

1. Critically evaluate the evidence relating to competence in the older person in relation to legal frameworks
2. Incorporate legal, ethical and other relevant frameworks in the development of management plans to safeguard and optimise care for the older patient
3. Critically evaluate the management of patients requiring end of life care
4. Critically appraise the law both in the UK and internationally in relation to withholding treatment in end of life care and assisted dying

## Teaching Methods

Our courses are conducted entirely online through self-directed distance learning. However, you will receive guidance throughout with tutor-stimulated academic discussions, which are based on clinically-rich case scenarios. These usually occur within groups of 10-15 students, allowing you to clearly communicate with both your tutor and fellow students.

You will participate in a combination of group and individual activities, which are recorded in a reflective journal. This innovative teaching method enables you to envisage the translation of your studies into your every day work and practice.

Our dedicated Student Support Team are also available to help with any problems you may face. From navigating our online platform to advising you on deadlines, our team can assist with any questions or challenges you may have along the way.

## Study skills week

Once you have secured your place on the course, you will be invited to a Study Skills week webinar. This will give you the opportunity to participate in workshops on Harvard referencing, scientific and reflective writings, and levels of evidence in preparation for your studies. It is not compulsory for you to attend our Induction Day but it is recommended, as it'll provide you with a sturdy introduction to the course.

# Care of the Elderly Postgraduate Diploma

## Entry Requirements

### Documents required:

- A copy of your updated CV including your address and date of birth.
- A copy of your undergraduate degree certificate.
- The name and email address of someone who is able to provide a reference, this can be a work colleague, employer or former tutor.
- A detailed personal statement explaining why you would like to undertake the course.

Health professionals working within a clinical setting, both UK and overseas, with a related Healthcare Science degree (including international qualifications) are eligible to apply for the Postgraduate Diploma in Care of the Elderly.

Applicants without the above academic criteria but relevant/ suitable experience can apply. Applications will be judged on the individual specifics of background and qualifications including ability to work at Postgraduate level (applicants may be asked to submit a piece of work for assessment to confirm that they are able to work comfortably at postgraduate level and demonstrate requisite clinical/professional knowledge).

### Applicants should submit copies of the following with their application:

Proficiency in the English language is also essential to completing our courses. If English is NOT your first language, we ask for proof of competency during the application process. We are able to accept an IELTS overall score of 6.0 (with a minimum of 5.5 for each band) or an equivalent qualification.



# Care of the Elderly MSc

## Course Modules

### Module 7 - Professional Project (60 credits)

- To develop students' ability to critically appraise specific areas of clinical, research and/or organisational practice and develop skills in independent research, study and writing for publication.

#### Synopsis of module content:

- Terminology used in epidemiology and research studies such as prevalence, incidence, sensitivity, specificity, false positive and false negatives
- Interpreting graphical representation of epidemiological and statistical data such as Kaplan-Meier curves, forest plots and meta-analyses
- Calculations used in the assessment of research data such as relative risk, absolute risk and number needed to treat. Statistical tests and their applications including t-tests, ANOVA and chi-square
- Qualitative research methods
- Fundamentals of evidence-based practice and its application into the clinical setting
- Principles of health economics, audit and quality improvement/assurance systems
- Establishing patient registers and the value of disease-specific registers
- Research into educational principles for both health care practitioner and patient

#### This project may comprise:

- Literature review and appraisal of the evidence
- Audit of practice including organisational or clinical
- Review and implementation of evidence-based practice
- Qualitative or quantitative research (formal research involving human subjects is not anticipated)
- Case(s)-based and quality of service review with critical appraisal
- Case report, review of literature and organisational assessment

#### On completion of this module, students will be able to:

1. To develop a critical and systematic extensive and comparative knowledge and understanding of the application of research methodologies, and an ability to frame a research proposal
2. To develop a systematic extensive and comparative knowledge and understanding of how to report research results in written format to an academic and/or professional audience, and to further develop the student's capacity for critical analysis and independent thought
3. Critically evaluate practice and suggest improvements or change
4. Incorporate knowledge of the research process in developing services appropriately

# Teaching Methods

## Module 7 - Professional Project

MSc teaching methods for this module are similar to the Postgraduate Diploma course modules, however it is run over 12 weeks. In your second year of study, you will receive guidance and support from your tutor, but will work independently to produce your professional project.



# Entry Requirements

Entry to the one year Care of the Elderly MSc will require successful completion of the Care of the Elderly Postgraduate Diploma (120 credits). This can be from Diploma MSc, the University of South Wales or another UK university (having completed similar modules). We can discuss this with you during your application.

Individuals who have not completed the postgraduate diploma can apply for the Care of the Elderly MSc as a two year course consisting of eight modules (180 credits) with the first 120 credits deriving from the postgraduate diploma.

Entry requirements for the two-year course are as for the Postgraduate Diploma.

Applicants should be working in a clinical setting, either in the UK or overseas, and have a science degree in a relevant subject.

You will also need to submit copies of the following with your application:

- Qualification certificates
- A maximum of two professional and/or academic references
- IELTS score of 6.0 with a minimum of 5.5 for each band (or an equivalent qualification)

Graduates of this course will receive a Master of Science award from the University of Wales Trinity Saint David, Diploma MSc's collaborative partner. The Care of the Elderly MSc course provides a progression route for the Postgraduate Diploma course in Care of the Elderly.



## What do our students think?

Since 2010, over 1000 students have progressed their medical career by enrolling in one of our qualifications. We ourselves have learned a lot during this time and continually seek to improve the student learning experience. Here is what some of our previous students have said:

"I found the online learning very interesting. It enabled me to save money and time."

**Dr Imad Eddin Rahamtalla, Doctor**

"I strongly recommend Diploma MSc to all those busy physicians who are working in remote areas and wish to upgrade their knowledge."

**Dr Junaid Zaffar, Diabetologist**

"The learning was fun and enjoyable. The course was awesome and it increased my confidence."

**Dr Sankar Nath Jha, Assistant Professor**

"I found learning with Diploma MSc interesting, it helped to update my academic knowledge."

**Dr Prasanth Kinattupurayil, Doctor**

"I love that it was flexible and that I could log in at my convenience. I found this course to be very in-depth, informative, challenging and stimulating."

**Kerri-Ann Best PGDip, RD**



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