

# Care of the Older Person

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 2 calendar years, with the first year comprising of the Postgraduate Diploma. The second year starts with an initial 12 week online module to develop skills in critical appraisal and knowledge of research methodologies. Students then complete the professional project module.

## Why study Care of the Older Person with us?

---

Taught completely online, our Care of the Older Person 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 individual, 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 Older Person 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 Older Person courses are specially developed for healthcare professionals looking to further their clinical knowledge within geriatric medicine. These courses are suitable for both UK and overseas graduates in medicine, nursing and allied professions, e.g. physiotherapists, dietitians etc, who work with older population.

# Care of the Older Person Postgraduate Diploma

## Course Modules

Our online Care of the Older Person 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 Older person (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 and Public Health
- Geriatric giants
- Medicine management
- Therapies
- Social issues relating to older adults: abuse, DOLs, mental health, power of attorney, safeguarding

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

1. Demonstrate a critical and systematic knowledge of the current evidence and practice in the physiology of ageing and care of the older person.
2. Combine therapeutic and social constructs to develop care for older people in complex and unpredictable situations.
3. Demonstrate a high-level understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the care of the elderly discipline into clinical practice.

### 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, prevention and management
- Fall and fracture prevention and management
- Pathophysiology of sarcopaenia, bone loss, identification and management.

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

1. A critical appreciation of the interplay between the physiology of ageing with falls and fractures, together with the understanding of diagnostic and management strategies.
2. Critically evaluate current research and evidence into the diagnosis and management of osteoporosis and falls.
3. Critically implement the learning and synthesise the evidence into clinical practice to improve care of the elderly who present with falls and osteoporosis.



## 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 older people.

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

1. Develop a systematic understanding and critical knowledge of the assessment, classification and management of the older person presenting with memory disorders.
2. Critically evaluate the evidence relating to the diagnosis, investigation and management of delirium, confusion and dementia.
3. An ability to synthesise and translate the critical knowledge and evidence-base for the management of older subjects presenting with confusion and memory issues in clinical practice.

## Module 4 - Stroke, age-related neurological disorders and syncope (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.

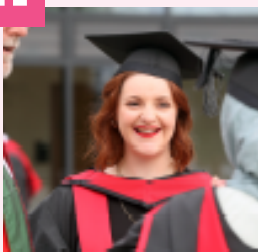
### Synopsis of module content:

- TIA and Stroke
- Primary and Secondary stroke prevention
- Muscle disorders: myopathy, MND, temporal arthritis, PMR
- Parkinson's Disease
- Syncope and pre-syncope

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

1. Critically applies a systematic understanding of stroke, age-related neurological disorders and syncope, presenting in the older subject.
2. An ability to critically evaluate and synthesise the evidence relating to the pathophysiology, diagnosis, investigation and management of the older patient presenting with stroke, age-related neurological disorders and syncope.
3. An ability to analyse, synthesise and relate this knowledge into the care of the older patient presenting with a variety of cerebrovascular and common neuro-muscular disorders.

“



Doing a course, all online is a lot more convenient for me around my clinical role so that's why I chose to study with Learna...

I really like how flexible the course was, I liked the freedom I got with the professional project and I was well supported throughout the whole 2 years!

- Lisa Jayne Edwards, Medical Education MSc graduate

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

---

### Aim of the module:

- This module aims to develop an in-depth knowledge of the diagnosis and management of frailty and continence in older people. This will include aetiology, models of assessment, medical and surgical management of frailty, urinary incontinence and constipation in older people.

### Synopsis of module content:

- Definition and pathophysiology of frailty
- Management and prevention of frailty, new horizons in ageing
- Dependency and disability
- Change of bowel habit/function
- Continence and medical conditions in the older people
- Management of incontinence

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

1. An ability to critically appraise and understand the evidence relating to the pathophysiology, impact, management and prevention strategies in the care of older people presenting with frailty and continence issues.
2. An ability to critically evaluate the current evidence base for the management and prevention strategies applying to frailty and continence disorders.
3. An ability to synthesise current evidence and critically interpret this into the care of subjects presenting with frailty and continence disorders.

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

---

### Aim of the module:

- This module provides an in-depth and contemporary knowledge of ethical issues and end-of-life care in the older person. 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 ethics
- Palliative interventions and ethics
- Withholding treatment, assisted dying and the law

Continued on next page



"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. An ability to critically understand and synthesise the evidence and legal frameworks relating to ethical dilemmas in relation to mental health and end-of-life care.
2. An ability to critically evaluate and synthesise complex ethical, mental health and end of life care of the elderly patient.
3. Develop an ability to incorporate the knowledge into complex clinical scenarios relating to ethics, mental health and end of life care in the elderly person.

## 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 this induction but it is recommended, as it'll provide you with a sturdy introduction to the course.

# Care of the Older Person Postgraduate Diploma

## Entry Requirements

### Documents required:

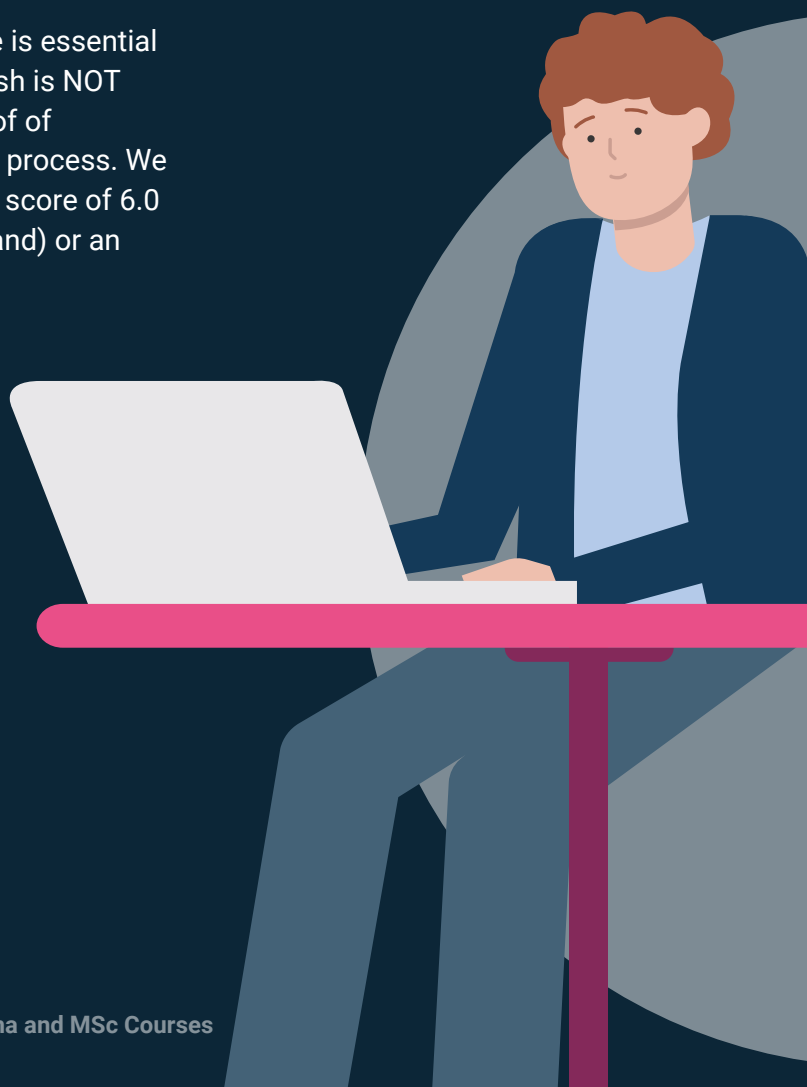
- A copy of your updated CV including your address and date of birth.
- A copy of your undergraduate degree certificate.
- The name and email address of someone who is able to provide a reference, this can be a work colleague, employer or former tutor.
- A detailed personal statement explaining why you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

Applicants will typically hold a first degree or equivalent (including international qualifications) in a relevant professional healthcare field, such as a medical or nursing degree.

Registered healthcare professionals without these recognised qualifications will be considered on an individual basis and a wide range of prior experience may be taken into account. In some cases, applicants may be asked to submit a piece of work for assessment in order to confirm that they are able to work comfortably at postgraduate level, and demonstrate the requisite clinical and professional knowledge.

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

Proficiency in the English language is 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 Older Person MSc Course Modules

Note: The first year of the MSc comprises of the 6 modules within the PGDip.

## Module 7 - Research Methodologies and Critical Appraisal

### Aim of the module:

- To prepare students for an independent research-based project by developing skills in selecting, appraising, discriminating, using evidence and appropriate research/investigative methods to address relevant topics for investigation. The professional project module provides students with an opportunity to complete an important, substantial and potentially publishable study of their own choosing.

### Synopsis of module content:

- Quantitative Studies
- Statistical Analysis Interpretation
- Interpreting the Evidence
- Meta-analysis and Systematic Reviews
- Qualitative Studies
- Evidence Appraisal: Interpreting, Weighing and Synthesizing the Evidence
- Audit, Governance and Quality Improvement, Health Economics
- Preparing a Research Proposal: Research Committees, Consent, Ethics, Probity and Literature Review

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

1. Demonstrate an in-depth understanding of research methodologies in quantitative and qualitative research.
2. Critically appraise different methodological approaches and tools used to answer research questions in your field of practice.
3. Develop a critical understanding of the interrogation of academic literature

1. Demonstrate an in-depth knowledge of ethical considerations in the performance of research.
2. Critically analyse and interpret research to assess its application to delivery/service development.
3. Design and undertake a professional project related to the field of practice in order to produce an extensive piece of literature which may be suitable for peer-reviewed publication.
4. Create evidence-based recommendations to add to the knowledge base of your subject area.
5. Demonstrate critical evaluation skills enabling an in-depth critique of the academic literature.
6. Demonstrate the ability to create academic work of a publishable standard.
7. Evaluate ethical considerations in research and the process of engagement with ethical committees..

## Module 8 - Professional Project

### Aim of the module:

- Following the research methods, students will submit a professional project proposal for their chosen topic, this includes a proposal form and ethics application.

### Synopsis of the module:

- Students will then create a piece of work based upon a specific subject-related project relevant to the student's practice.

Continued on next page



### This project may comprise:

- Systematic literature review and appraisal of the evidence
- Audit of non-patient data/organisational audit
- Review and implementation of evidence-based practice
- Literature review and qualitative or quantitative research proposal
- Case(s)-based and quality of service review with critical appraisal
- Case report, review of literature and organisational assessment
- Secondary data analysis

## Teaching Methods

### Module 7 - Research Methodologies and Critical Appraisal

MSc teaching methods for this module are similar to the Postgraduate Diploma course modules, however it is run over 12 weeks.

### Module 8 - Professional Project

To produce the professional project, students continue to use the online course; however, much of the work is self-directed.

Students are expected in the first 8 weeks to interact with their tutor on a weekly basis.

Students select a specific project and submit a project summary/proposal (approximately 1,200 words).

Once the proposal has been approved, the professional project (10,800 words) itself is then completed through online guidance and supervision offered by the tutor. The student and tutor will interact regularly (weekly) on the dedicated students/ tutor discussion area or through any other means of communication deemed appropriate by both parties (telephone/ SKYPE/ email). Note of any verbal communication with the tutor is recorded in the student's journal by the student.

## Entry Requirements

Applicants will typically hold a first degree or equivalent (including international qualifications) in a relevant professional healthcare field, such as a medical or nursing degree.

Registered healthcare professionals without these recognised qualifications will be considered on an individual basis and a wide range of prior experience may be taken into account. In some cases, applicants may be asked to submit a piece of work for assessment in order to confirm that they are able to work comfortably at postgraduate level, and demonstrate the requisite clinical and professional knowledge.

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.

The Care of the Older Person Postgraduate Diploma course provides a progression route for the MSc course in Care of the Older Person



## 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**





-  <https://www.facebook.com/DiplomaMSc>
-  <https://www.linkedin.com/company/diploma-msc>
-  <https://www.instagram.com/diplomamsc>
-  <https://twitter.com/DiplomaMSc>

To apply now visit: [www.diploma-msc.com/c](http://www.diploma-msc.com/c)

For more information on applications email  
[admissions@learna.ac.uk](mailto:admissions@learna.ac.uk)  
or call +44 (0) 29 2192 1312