

CAPAGE

**Promoting academic and professional excellence in health care
to meet the challenges of aging in Sri Lanka**

Course Syllabi

Deliverable 4.1

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This document represents the syllabi for eight courses which will be developed for higher education programs in Nursing and Physiotherapy. The courses are designed to equip future health professionals with the competencies necessary to provide high-quality, evidence-based care for older adults.

Each syllabus includes detailed information on course credits and teaching hours, expected learning outcomes, developed competencies, course content and materials, as well as the teaching, learning, and assessment methods employed. The defined learning outcomes are aligned with the core competencies established in Work Package 2 (WP2) and reflect the interdisciplinary approach and recent evidence for effective geriatric care and health promotion in aging.

Together, these syllabi contribute to a comprehensive educational framework that supports the preparation of nursing and physiotherapy students for the complex and evolving needs of an aging population.

Detailed Course Description

Course Name: Healthy Aging and Management in Older Adults for Nursing

Language: English

Credits Number: 04

Hourly Break Down: Lectures: 19; Tutorial/ Small Group Discussions: 07 hours; Practical: 08 hours; Clinical training: 90 hours; Independent learning hours: 76 hours

Course Description
Course content/topics
<ul style="list-style-type: none"> • Introduction to aging and healthy aging, Principles of healthy aging • Demographic trends and the global aging population • Normal physiological changes in aging • Psychological, social, spiritual and environmental changes in aging • Factors/determinants promote and hinder healthy aging process • Common physical health problems of older adults • Common Psycho-social and spiritual problems of older adults • Determinants of healthy aging • Person, family and community-centered care approaches and coordination across care setting • Promoting healthy lifestyles and disease prevention in older adults • Communication strategies with older adults • End of life care • Multidisciplinary approaches to geriatric care • Evidence-based nursing care for older adults • Ethical and legal aspects of care for older adults <p>Focus of clinical placements/ field visits may include:</p> <ul style="list-style-type: none"> • Conducting health assessments which help to identify functional ability in older adults • Managing common geriatric problems in community/ clinical settings • Implementing health promotion strategies for older adults • Observing and practicing multidisciplinary team collaboration
Prerequisites and co-requisites (if applicable)
<p>Basic knowledge in preclinical subjects (anatomy, physiology, biochemistry, health promotion and social aspects in Nursing and Psychology), in paraclinical subjects (pathology, microbiology, pharmacology, nutrition and dietetics), and in fundamentals of Nursing.</p>

Learning outcomes/obtained competencies

Course Aim:

This course aims to equip nursing students with specific knowledge and skills needed to provide comprehensive care that promotes healthy lifestyles, independence, and enhanced quality of life among older adult population through a multidisciplinary approach.

Intended Learning Outcomes:

On successful completion of the course, the students will be able to:

- Describe the normal physiological, psychological, social, spiritual and environmental changes associated with aging and analyze their impact on health and wellbeing of older adults **(Scholar)**.
- Explain the principles of healthy aging, the common health challenges and chronic conditions prevalent among older adults **(Scholar)**.
- Perform thorough physical, psychological, social and environmental assessments for older adults in diverse clinical settings to detect health risk behaviours among older adults **(Expert/ Leader)**.
- Analyze the needs of older adults from a biopsychosocial perspective and develop individualized care plans that promote independence, functional ability, and quality of life **(Professional)**.
- Demonstrate effective communication and counselling skills when interacting with older adults and their families, showing respect for dignity and cultural sensitivity **(Communicator)**.
- Collaborate with multidisciplinary teams to design and implement health promotion and disease prevention strategies for older adults in diverse care settings **(Collaborator)**.
- Evaluate evidence-based interventions and community resources that support healthy aging and address the psychosocial and functional needs of older adults **(Expert/ Leader)**.
- Apply appropriate nursing interventions for the management of common geriatric problems in clinical and community contexts **(Expert/ Leader)**.
- Reflect on personal and professional values and attitudes towards aging and older people, demonstrating a commitment to ethical and compassionate care **(Professional)**.

Recommended or required reading and other learning resources / tools

1. WHO. (2015). World Report on Aging and Health.
2. WHO. (2017). Integrated Care for Older People (ICOPE): Guidelines on community-level interventions to manage declines in intrinsic capacity.
3. WHO. (2020). Decade of Healthy Aging 2021–2030: Baseline Report.
4. Touhy, TA., & Jett, KF. (2017). Ebersole & Hess' Toward Healthy Aging: Human Needs & Nursing Response (9th Edition).
5. Miller, CA. (2022). Nursing for Wellness in Older Adults (9th Edition).
6. Jarvis, C. (2023). Physical Examination and Health Assessment (9th Edition) (chapters on geriatric assessment).
7. American Geriatrics Society (AGS). (2022). Geriatrics Review Syllabus (10th Edition).
8. Ministry of Health Sri Lanka. (2017). National Health Policy for Older Persons in Sri Lanka.

9. Ministry of Health Sri Lanka. (2017–2026). National Strategic Plan for Elderly Health Care in Sri Lanka.
10. HelpAge Sri Lanka. (2016). Elderly Care Training Manual for Health Workers. (A practical guide for community and institutional care of older persons in Sri Lanka).
11. Sri Lanka College of Community Physicians (SLCCP). (2022). Healthy Aging Toolkit (for health promotion and community engagement with older populations).
12. Kejžar, A., Abhayasinghe, K. (2025). Defining standards for quality of living of persons with dementia in a care home; a literature review and a case study. In *The Palgrave Handbook of Global Social Problems*. Springer Nature.
13. Fernando, D., & De Silva, M. (2019). Older Persons in Sri Lanka: Issues and Care Needs (Published by Institute for Health Policy - IHP, Sri Lanka).
14. United Nations Population Fund (UNFPA) Sri Lanka. (2021). Aging Population in Sri Lanka: Emerging Issues, Needs, and Policy Responses.
15. Beard, JR., Officer, A., de Carvalho, IA., et al. (2016). The World report on aging and health: a policy framework for healthy aging. *The Lancet*, 387(10033), 2145-2154.
16. Rowe, JW., & Kahn, RL. (2015). Successful Aging 2.0: Conceptual Expansions for the 21st Century. *The Journals of Gerontology: Series B*, 70(4), 593-596.
17. Chatterji, S., Byles, J., Cutler, D., Seeman, T., & Verdes, E. (2015). Health, functioning, and disability in older adults—present status and future implications. *The Lancet*, 385(9967), 563-575.
18. Samarasekara, K., & Goonaratna, C. (2020). Determinants of Quality of Life among the Elderly in Sri Lanka: A Cross-Sectional Study. *Ceylon Medical Journal*, 65(2), 42-47.
19. Gunawardena, NS., & Ranaweera, S. (2019). Functional status and its associated factors among community-dwelling older people in Sri Lanka. *BMC Geriatrics*, 19, Article 199.
20. Sathiadass, G., & Dissanayake, VHW. (2015). Healthcare needs and the challenges of population aging in Sri Lanka. *Sri Lanka Journal of Bio-Medical Informatics*, 6(1).
21. Wijesiri HSMK, Samarasinghe K, Edberg AK. (2019). Loneliness among older people living in care homes in Sri Lanka. *Int J Older People Nurs*.14(4): e12253.
22. UNFPA Sri Lanka. (2021). Aging Population in Sri Lanka: Emerging Challenges and Way Forward.
23. WHO (2017). Integrated care for older people: guidelines on community level interventions to manage declines in intrinsic capacity.
(<https://iris.who.int/bitstream/handle/10665/258981/9789241550109-eng.pdf?sequence=1>).
24. United Nations. Principles for Older Persons
(<https://www.ohchr.org/sites/default/files/olderpersons.pdf>).
25. Jeanie Kayser-Jones. (2001). The Experience of Dying: An Ethnographic Nursing Home Study Get access. *The Gerontologist*; 42(3): 1119
(https://doi.org/10.1093/geront/42.suppl_3.11).
26. APA (2024). Diagnostic and Statistical Manual of Mental Disorders V. American Psychiatric Association.
27. Rathnayake, S. (2021). Textbook of Gerontological Nursing, Sarasavi Publishers.
28. Kitwood, T. (1997). Dementia Reconsidered: the person comes first. (Latest Ed.) Open University Press.
29. McCormack, B. and McCance, T. (eds.) (2016). Person-centred practice in nursing and health care: theory and practice. 2nd ed. Chichester: Wiley Blackwell.

30. Mace, N. L. and Rabins, P. V. (2017). The 36-Hour Day: A Family Guide to Caring for People Who Have Alzheimer Disease, Other Dementias, and Memory Loss. (6th ed.) Johns Hopkins University Press.

Mode of delivery

Face-to-face with the use of Learning Management System to share the teaching-learning materials and assignments

Assessment methods and criteria

Theoretical: Multiple Choice Questions (MCQ), Structured Essay Questions (SEQ)
Clinical: Case studies, Group presentation, Objective Structured Clinical Examination (OSCE)

Planned learning activities and teaching methods

- Lectures
- Roleplays
- Seminars/ Small Group Discussions
- Clinical/ Community Placements
- Case -based or problem -based learning
- Reflective portfolio writing
- Self-learning

Detailed Course Description

Course Name: Healthy Aging and Management in Older Adults for Physiotherapy

Language: English

Credits Number: 03

Hourly Break Down: Lectures/ Small Group Discussion/ Tutorials: 40 hours, Practical: 10 hours and Independent Learning & Assessment: 100 hours

Course Description
Course content/topics
<ul style="list-style-type: none"> • Definition of aging • Biological and Psychosocial theories of aging • Changes in biological aspects in aging (Structural: muscles, skeleton, skin; Sensory: mouth, taste, vision, hearing, smell, Systems: circulatory, digestive, urinary, reproductive) • Changes in psychological aspects in aging (memory, adaptation to change, reminiscence) • Changes in sociological aspects in aging (role reversal, crisis, limitations, guilt, losses, death etc.) • Common illness and conditions associated with elderly (neurological disorders, musculoskeletal disorders, cardiorespiratory and general medical conditions) • Mental Health in elderly (dementia, Alzheimer's disease, depression with hallucinations, schizophrenia) • Geriatric giants • Frailty and sarcopenia • Gait and Balance • Falls and fall prevention • Physiological response to exercise in elderly • Exercise Assessment; Training and exercise principles • Exercise prescription for older adults with chronic illness (diabetes mellitus, hypertension, joint disease, obesity.) • Physiotherapy intervention in geriatric rehabilitation; (Neurologic, NMS, Cardio-respiratory) and design modifications at home settings with assessment, re- assessment and research in Healthy Aging • Health promotion and disease prevention <ol style="list-style-type: none"> a. Healthy Aging management: concepts (models of approach, patient centered, positive health and interprofessional approach, ICOPE) using evidence-based models b. Planning interventions: (Behavior Change Models, communication strategies and methodologies).

Prerequisites and co-requisites (if applicable)
Basic knowledge on musculoskeletal, neurological, cardiothoracic and general medical and surgical conditions, and effective communication skills.
Intended learning outcomes/ competencies
<p>On successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> To describe healthy aging with updated knowledge through research and evidence-based practices in management of older adults in Sri Lanka and globe (Scholar). To describe the best practices to recognize and respond to physical, psychological, social and needs of older adults complying ethical and legal standards (Professional). To discuss the process of assessment, analysis, diagnosis and planning intervention of the older adults in prevention, treatment and rehabilitation of age-related conditions (Expert/ Leader). To demonstrate effective communication skills with different stakeholders in the rehabilitation process considering the primary concerns, priorities, and preferences in patient-centered practice of older adults (Communicator/Leader). To discuss the possibilities of collaboration and cooperation among all professionals involved in innovations, research and management of older adults (Collaborator).
Recommended or required reading and other learning resources / tools
<ol style="list-style-type: none"> 1. Roger B. McDonald. (2019). Biology of Aging. 2nd Edition; Garland Science- Publisher. 2. Andrew A. Guccione, Rita Wong, Dale Avers. (2011). Geriatric Physical Therapy, 3rd edition; Mosby- publisher. 3. Narinder Kaur Multani, Satish Kumar Verma. (2007). Principles of Geriatric Physiotherapy, First Edition 4. Ganong WF. (2001). Review of Medical Physiology, 20th edn, Lange Medical Books/McGraw-Hill Medical Publishing Division, 132-43. 5. American College of Sports Medicine: ACSM'. (2000). Guidelines for Exercise Testing and Prescription, ed 6, Lippincott Williams and Wilkins, Philadelphia. 6. Landefeld CS, Palmer RM, Johnson MA, Johnston CB and Lyons LW. (2004). Current geriatric diagnosis and treatment. International edition, McGraw Hill, 4-6. 7. Abud, T., Kounidas, G., Martin, KR., Werth, M., Cooper, K., & Myint, P. K. (2022). Determinants of healthy ageing: a systematic review of contemporary literature. Aging clinical and experimental research, 34(6), 1215–1223. https://doi.org/10.1007/s40520-021-02049-w. 8. Academy of Geriatric Physical Therapy, American Physical Therapy Association (2014). Essential Competences in the Care of Older Adults at the Completion of the Entry-Level Physical Therapist Professional Program of Study. Journal of Physical Therapy Education, 28(2), 91–93. https://doi.org/10.1097/00001416-201401000-00012. 9. AGE Platform. Dijkman, B. Roodbol, P., Aho J., Achtschin-Sieger, S. Andrussziewicz, A. Coffey, A., Felsmann, M., Klein, R., Mikkonen, I., Oleksiw, K., Schoofs, G., Soares, C. & Sourtzi, P. (2016). European Competences Framework for Health and Social Care Professionals Working with Older People. https://www.age-platform.eu/competence-framework-for-working-with-older-people-now-available-on-website/.

10. Barbosa, P., Martins, A., Santos P. et al. (2020). The MOVE.TE Falls Prevention and Management Program: lessons learnt in the Portuguese context. J Frailty Sarcopenia Falls, 5(2): 42-46.
11. Bezner, JR. (2015). Promoting health and wellness: implications for physical therapist practice. Phys Ther; 95:1433–1444.
12. SIENHA - Strategic Innovative Educational Network for Healthy Aging (2023). Handbook on healthy aging.
https://www.sienha.eu/wpcontent/uploads/2023/08/Handbook_in_Healthy_Aging.pdf.
13. WHO - World Health Organization (2015). World Report on Aging and Health. World Health Organization. <https://www.who.int/publications/i/item/9789241565042>.

Mode of delivery

Face-to-face with the use of Learning Management System to share teaching-learning materials, assignments

Assessment methods and criteria

Theoretical: SEQ, Assignment, Case Presentation
Practical: VIVA

Planned learning activities and teaching methods

- Lectures
- Tutorials
- Practical sessions
- Problem based learning (PBL)
- Small Group Discussions (SGD)
- Case studies
- Online resources (Moodle platform and other digital platforms (WHO, HelpAge, Age Platform Europe)
- Visits to elders' homes, elder daycare center, hospital and community

Detailed Course Description

Course Name: Health Literacy and Digital Health in Older Adults for Nursing

Language: English

Credits Number: 02

Hourly Break Down: Lectures/ Small Group Discussions: 15 hours; Practical: 30 hours;
Independent learning hours: 55 hours

Course Description
Course content/topics
<ul style="list-style-type: none"> Health literacy (HL) and digital health literacy (DH) and its importance in the context of older adults (Including effective communication): Explain the core concepts and components (functional, interactive, critical) of health literacy and digital health literacy using established frameworks; Describe effective communication for people with limited health literacy; Recognize the relationship between health literacy and health outcomes in older adults; Interpret demographic and sociocultural factors affecting health literacy among older adults in Sri Lanka (demographics of aging; health care system and access). Ethical Considerations in Digital health information: Explain the concept of Digital Health in Sri Lanka; Apply ethical principles in digital health communication and intervention; Interpret ethical implications of digital health interventions in diverse cultural contexts; Describe security and privacy considerations; Various digital health tools and technology: Explain the concept of digital health and the categorization of digital tools; Describe common technical issues in digital health tools. Demonstrate the ability to use digital health tools and technology; Demonstrate proficiency in using common health applications and platforms in Sri Lanka; Guide patients through telehealth session procedures effectively [depends on how important this topic is in SL]. Barriers and facilitators to health literacy and adoption of digital health tools and technologies among clients/ patients, particularly older adults: Describe Barriers and Facilitators to HL and DH tools usage; Identify technological, cultural, and socioeconomic barriers to health literacy in older adults; Identify enabling factors that support health literacy development; Design strategies to overcome common barriers to health literacy and technology adoption. Assessment of health literacy including digital health literacy using appropriate tools and methods in clients/ patients, particularly older adults: Select appropriate assessment tools for evaluating health literacy and digital health literacy; Conduct comprehensive health literacy assessments using standardized tools; Interpret assessment results accurately and create detailed reports. Interventions to improve health literacy and digital health literacy in older adults using evidence-based strategies: Plain language communication techniques; Use of visual aids and multimedia resources; Patient education materials development and evaluation; Community-based health literacy programs and initiatives; Introduction to digital health tools and

technologies relevant to older adults (e.g., telehealth, health apps, online portals) ; Strategies for training older adults on using digital health tools (e.g., one-on-one training, group workshops, peer support) ; Designing user-friendly digital health interfaces for older adults, Promoting safe and effective use of online health information; Combating misinformation and health fraud online participation in class discussions, presentations, development of a health literacy intervention plan, and a final project (e.g., program evaluation report or intervention design proposal).

Prerequisites and co-requisites (if applicable)

Knowledge on human anatomy and physiology, and on communication skills

Learning outcomes/obtained competencies

On successful completion of the course, the students will be able to:

- Define health literacy and digital health literacy and its importance in the context of caring older adults **(Scholar)**.
- Describe the use of various digital health tools and recent advanced technologies and recent advances including ethical consideration **(Scholar)**.
- Demonstrate the ability to use common healthcare digital platforms and applications **(Scholar, Professional)**.
- Identify barriers and facilitators to health literacy and adoption of digital health tools and technologies among clients/ patients, particularly older adults in Sri Lanka **(Scholar, Professional, Communicator)**.
- Demonstrate the ability to assess health literacy including digital health literacy using appropriate tools and methods in clients/ patients, particularly older adults **(Scholar, Professional, Communicator, Expert, Health & Welfare advocate)**.
- Plan evidence-based interventions using digital tools and techniques in clients/ patients, particularly in older adults specific to nursing care **(Expert, Scholar, Professional, Communicator, Organizer, Health & Welfare advocate, Collaborator)**.

Recommended or required reading and other learning resources / tools

1. Sørensen, K., Van den Broucke, S., Fullam, J., Doyle, G., Pelikan, J., Slonska, Z., Brand, H., & (HLS-EU) Consortium Health Literacy Project European. (2012). Health literacy and public health: A systematic review and integration of definitions and models. BMC Public Health, 12(1), 80. <https://doi.org/10.1186/1471-2458-12-80>
2. Koh HK., Brach, C., Harris, LM., & Parchman, M. L. (2013). A proposed 'health literate care model' would constitute a systems approach to improving patients' engagement in care. Health Aff(Millwood), 32(2), 357-367.
3. Dunn, P., & Hazzard, E. (2019). Technology approaches to digital health literacy. International Journal of Cardiology, 293, 294–296. <https://doi.org/10.1016/j.ijcard.2019.06.039>
4. Norman, CD., & Skinner, HA. (2006). eHEALS: The eHealth Literacy Scale. Journal of medical Internet research, 8(4), e27. <https://doi.org/10.2196/jmir.8.4.e27>.

<p>5. Quinn, S., Bond, R., & Nugent, C. (2017). Quantifying health literacy and eHealth literacy using existing instruments and browser-based software for tracking online health information seeking behavior. <i>Computers in Human Behavior</i>, 69, 256–267. https://doi.org/10.1016/j.chb.2016.12.032</p> <p>6. Coleman CA, Hudson S, Maine LL. (2013). Health literacy practices and educational competencies for health professionals: A consensus study. <i>J Health Commun.</i> 18(SUPPL. 1):82–102.</p>
Mode of delivery
Face-to- face with the use of Learning Management System to share teaching-learning materials, assignments
Assessment methods and criteria
<p>Theoretical: Multiple Choice Questions (MCQs), Essay. Short Answer Questions (SAQ), Quiz</p> <p>Practical: Objective Structured Practical Examination (OSPE), VIVA</p>
Planned learning activities and teaching methods
<ul style="list-style-type: none"> • Lectures • Small group discussions • Practical • Problem-based learning • Role play

Detailed Course Description

Course Name: Health Literacy and Digital Health in Older Adults for Physiotherapy

Language: English

Credits Number: 02

Hourly Break Down: Lectures/ Small Group Discussion: 15 hours; Practical: 30 hours;
Independent learning hours: 55 hours

Course Description
Course content/topics
<ul style="list-style-type: none"> Health literacy (HL) and digital health literacy (DHL) and its importance in the context of older adults, including effective communication: <ol style="list-style-type: none"> Explain the core concepts and components (functional, interactive, critical) of health literacy and digital health literacy using established frameworks, Describe effective communication for people with limited health literacy, Recognize the relationship between health literacy and health outcomes in older, Interpret demographic and sociocultural factors affecting health literacy among older adults in Sri Lanka (demographics of aging; health care system and access). Ethical considerations in Digital health information: <ol style="list-style-type: none"> Apply ethical principles in digital health communication and intervention, Interpret ethical implications of digital health interventions in diverse cultural contexts, Describe security and privacy considerations, Identify various digital health tools and technology, Explain the concept of digital health and the categorization of digital tools, Describe common technical issues in digital health tools. Demonstrate the ability to use digital health tools and technology: Demonstrate proficiency in using common health applications and platforms in Sri Lanka. Barriers and facilitators to health literacy and adoption of digital health tools and technologies among clients/ patients, particularly older adults: <ol style="list-style-type: none"> Describe Barriers and Facilitators to HL and DH tools usage, Identify technological, cultural, and socioeconomic barriers to health literacy in older adults, Identify enabling factors that support health literacy development, Design strategies to overcome common barriers to health literacy and technology adoption. Assessment of health literacy including digital health literacy using appropriate tools and methods in clients/ patients, particularly older adults:

<ul style="list-style-type: none"> a. Select appropriate assessment tools for evaluating health literacy and digital health literacy, b. Conduct comprehensive health literacy assessments using standardized tools, c. Interpret assessment results accurately and create detailed reports. <ul style="list-style-type: none"> • Interventions to improve health literacy and digital health literacy in older adults in physiotherapy using evidence-based strategies: <ul style="list-style-type: none"> a. Design interventions including effective communication (gathering information, providing information, shared decision making) to improve health literacy in older adults, b. Develop personalized digital health education plans, c. Apply appropriate monitoring and evaluation methods for interventions, d. Adapt intervention strategies based on individual progress and feedback, e. Develop effective collaboration strategies with other healthcare professionals, f. Formulate comprehensive care plans that incorporate multiple disciplinary perspectives.
Prerequisites and co-requisites (if applicable)
Should have knowledge of basic human anatomy and physiology and communication skills
Intended learning outcomes/ competencies
<p>On successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Define health literacy and digital health literacy and its importance in the context of older adults including ethical considerations (Scholar). • Describe the use of various digital health tools and technology including ethical considerations (Scholar). • Demonstrate the ability to use common digital health tools and technology (Scholar, Professional). • Identify barriers and facilitators to health literacy and adoption of digital health tools and technologies among clients/ patients, particularly older adults (Scholar, Professional, Communicator). • Demonstrate the ability to assess health literacy including digital health literacy using appropriate tools and methods in clients/ patients, particularly older adults (Scholar, Professional, Communicator, Expert, Health & Welfare advocate). • Plan interventions to improve health literacy and digital health literacy in older adults in physiotherapy using evidence-based strategies and incorporate multiple disciplinary (Expert, Scholar, Professional, Communicator, Organizer, Health & Welfare advocate, Collaborator).
Recommended or required reading and other learning resources / tools
<ol style="list-style-type: none"> 1. Sørensen, K., Van den Broucke, S., Fullam, J., Doyle, G., Pelikan, J., Slonska, Z., Brand, H., & (HLS-EU) Consortium Health Literacy Project European. (2012). Health literacy and public health: A systematic review and integration of definitions and models. BMC Public Health, 12(1), 80. https://doi.org/10.1186/1471-2458-12-80 2. Koh HK., Brach, C., Harris, LM., & Parchman, ML. (2013). A proposed 'health literate care model' would constitute a systems approach to improving patients' engagement in care. Health Aff(Millwood), 32(2), 357-367.

3. Dunn, P., & Hazzard, E. (2019). Technology approaches to digital health literacy. *International Journal of Cardiology*, 293, 294–296.
<https://doi.org/10.1016/j.ijcard.2019.06.039>
4. Norman, CD., & Skinner, HA. (2006). eHEALS: The eHealth Literacy Scale. *Journal of medical Internet research*, 8(4), e27. <https://doi.org/10.2196/jmir.8.4.e27>
5. Quinn, S., Bond, R., & Nugent, C. (2017). Quantifying health literacy and eHealth literacy using existing instruments and browser-based software for tracking online health information seeking behavior. *Computers in Human Behavior*, 69, 256–267.
<https://doi.org/10.1016/j.chb.2016.12.032>
6. Coleman CA, Hudson S, Maine LL. (2013). Health literacy practices and educational competencies for health professionals: A consensus study. *J Health Commun.*;18(SUPPL. 1):82–102.

Mode of delivery

Face-to-face with the use of Learning Management System to share teaching-learning materials, assignments

Assessment methods and criteria

Theoretical: Multiple Choice Questions (MCQ), Essay,
Structured Answer Questions (SAQ), Quiz, Assignment
Practical: Objective Structured Practical Examination (OSPE), VIVA

Planned learning activities and teaching methods

- Lectures
- Small group discussions
- Practical
- Problem based learning
- Role play

Detailed Course Description

Course Name: Geriatric Assessment for Nursing

Language: English

Credits Number: 02 (100 Notional hours)

Hourly Break Down of Contact Hours: Lectures/ Lecture discussions 15; Practical 30;
Independent learning hours 55

Course Description

Course content/topics

- Introduction to Geriatric Assessment
Significance of Geriatric Assessment (GA), Components of GA, Overview of the tools used in GA, Interdisciplinary approach of GA
- History Taking
Techniques for effective communication with older adults, Focused history-taking specific to geriatric patients: Medical history (current and past medical issues, surgeries), Medication history (current medications, polypharmacy concerns), Family history, Social and lifestyle history (living conditions, social support, financial concerns)
- Physical Assessment
Cardiovascular/Circulatory Function, Respiratory Function, Neurological Function, Musculoskeletal Function, Gastrointestinal Function, Genitourinary Function, Integumentary Function, Endocrine Function, Hematological and Immunity Function, Sensory Function, Sexual Function
- Functional Assessment
Activities of Daily Living (ADLs): Barthel index, Katz index), Instrumental Activities of Daily Living (IADLs): Lawton IADLs, Use of Assistive Devices, Assessment of Fatigue
- Cognition and Mental Health Assessment
Screening Tools for Cognitive Dysfunction: Mini-Mental State Examination (MMSE), Montreal Cognitive Assessment (MoCA): Screening Tools for Mental Health: Geriatric Depression Scale (GDS), Hamilton Depression Scale, Assessment of dementia, delirium, depression, loneliness and fear in older adults
- Nutritional Assessment
Anthropometric Measurements, Dietary Habits and Restrictions, Assessment of Malnutrition and Dehydration, Nutritional Supplementation and Meal Planning, Screening for Dysphagia
- Assessment of Comorbidities
Presence and severity of multiple coexisting health conditions, and quantifying the burden of diseases in older adults; Charlson Comorbidity Index (CCI), Cumulative Illness Rating Scale for Geriatrics (CIRS-G)
- Assessment of Medication/Polypharmacy

Compliance and Adherence, Medication Reconciliation, Identifying Potential Drug-Drug and Drug-Disease Interactions, Strategies to Reduce Polypharmacy; Screening Tool of Older Person's Prescriptions (STOPP)

- Assessment of Frailty and Fall Risk
Assessment of Frailty: Walking speed, Body weight, Physical activity; Global Physical Activity Questionnaire, Muscle strength, Bone density, Mobility Assessment, Fall Risk Assessment; Clinical Frailty Scale
- Quality of Life (QoL) Assessment
Tools for QoL Assessment: (WHOQOL-BREF, OPQOL, SF-36 Health Survey)
- Socioenvironmental Assessment
Social Interaction and Support: Social and family interactions, availability of caregiver support, Environmental Safety: Home safety checklist (fall hazards, accessibility), Special needs for daily living
- Interdisciplinary approach of GA
Interdisciplinary approach of GA with physicians, nurses, social workers, physical therapists, occupational therapists, and nutritionists, Coordinated care planning and management

Prerequisites and co-requisites (if applicable)

Knowledge on anatomy, physiology, biochemistry, health promotion and social aspects in Nursing and Psychology, paraclinical disciplines (pathology, microbiology, pharmacology, nutrition and dietetics), Fundamentals of Nursing, history taking and physical assessment

Intended learning outcomes/ competencies

On successful completion of the course, the students will be able to:

- describe the significance of comprehensive geriatric nursing assessment (**Scholar**).
- describe appropriate assessment tools used in comprehensive geriatric assessment and match them to the corresponding nursing phenomena (**Scholar**).
- demonstrate competencies in comprehensive geriatric assessment and utilize assessment tools appropriately (**Scholar, Professional**).
- perform comprehensive geriatric assessment for patients/clients with different geriatric conditions and syndromes (Expert, Scholar, Professional, Communicator, Organizer).
- interpret findings from different comprehensive geriatric assessment components and identify risks (**Expert, Scholar, Professional, Communicator, Organizer, Health & Welfare advocate, Collaborator**).

Recommended or required reading and other learning resources / tools

1. Rathnayake, S. (2021). Textbook of Gerontological Nursing, Sarasavi Publishers.
2. Ellis, G., Gardner, M., Tsiachristas, A., Langhorne, P., Burke, O., Harwood, R. H., Conroy, S. P., Kircher, T., Somme, D., Saltvedt, I., Wald, H., O'Neill, D., Robinson, D., & Shepperd, S. (2017). Comprehensive geriatric assessment for older adults admitted to hospital. In Cochrane Database of Systematic Reviews (Vol. 2017, Issue 9). John Wiley and Sons Ltd. <https://doi.org/10.1002/14651858.CD006211.pub3>
3. Kane RL, Talley KM, Shamliyan T, Pacala JT. (2011). Common Syndromes in Older Adults Related to Primary and Secondary Prevention. Evidence Report/Technology Assessment No.

87. AHRQ Publication No. 11-05157-EF-1. Rockville, MD: Agency for Healthcare Research and Quality.

4. Siette, J., Knaggs, GT., Zurynski, Y., Ratcliffe, J., Dodds, L., & Westbrook, J. (2021). Systematic review of 29 self-report instruments for assessing quality of life in older adults receiving aged care services. BMJ Open (Vol. 11, Issue 11). BMJ Publishing Group. <https://doi.org/10.1136/bmjopen-2021-050892>

Mode of delivery

Face-to-face with the use of Learning Management System to share the teaching-learning materials and assignments

Assessment methods and criteria

Theoretical: Multiple choice questions, Structured essay questions, Case studies
Practical: Objective structured clinical exams (OSCE)

Planned learning activities and teaching methods

- Case-based learning
- Practical demonstrations
- Lecture discussions
- Clinical training

Detailed Course description

Course Name: Geriatric Assessment for Physiotherapy

Language: English

Credits Number: 02 (Notional hours: 100)

Course Description
Course content/topics
<ul style="list-style-type: none"> • Definition and overview of geriatric syndrome; Common geriatric syndromes: <ol style="list-style-type: none"> a. Causes and consequences of falls and mobility Issues b. Conditions and symptoms of cognitive impairment c. Types and risk factors of urinary incontinence d. Characteristics and implications of frailty e. Definition and risk of polypharmacy • Definition of geriatric assessments (GA); Fundamental principles of GA: <ol style="list-style-type: none"> a. Considerations for inclusion and exclusion of patients for GA b. Patient-centered approach: Respect for autonomy and preferences c. Interdisciplinary collaboration: Involvement of physicians, nurses, social workers, psychologist/psychiatrist, physiotherapists, speech therapists, occupational therapists, etc. d. Holistic assessment: Consideration of medical, physical (functional), emotional, cognitive, and social dimension • Components of GA: <ol style="list-style-type: none"> a. Physical health assessment: Acute and chronic disease management, medication review, nutritional status and vision and hearing b. Functional assessment: Basic activities of daily living (BADL) and instrumental activities of daily living (IADL) c. Cognitive and mental health assessment: Screening for dementia, depression, and anxiety d. Social assessment: Living situation, social support, and financial resources e. Environmental assessment: Safety hazards and accessibility at home and/ elderly care homes and other relevant health care centers f. Quality of life, g. Advanced directives; Importance of GA: Improves outcomes by identifying unmet needs, ameliorate disability and distress, enhances quality of life and independence, Guides care planning and resource allocation • Physical assessment tools for disability, mobility, strength, balance, coordination, agility, falls, physical activity, frailty, procedure of implementation and interpretation of findings; Common cognitive screening tools, procedure of implementation and interpretation of findings; Psychosocial assessment tools, procedure of implementation and interpretation of findings; Considerations of living environment; Holistic approach in comprehensive geriatric assessment

- Emerging tools and techniques in GA: Digital health technologies: Wearables, telemedicine, and mobile applications for monitoring health, Artificial Intelligence: Predictive analytics and decision support systems, Biomarkers: Use in early detection of age-related diseases; Trends in research: Personalized care, Innovations in rehabilitation and mobility aids; Discussion Topics: Ethical implications of technology in elderly care, Strategies for integrating advancements into routine practice

Prerequisites and co-requisites (if applicable)

Knowledge on physiotherapy in musculoskeletal, neurological, cardiothoracic and general medical and surgical conditions and effective communication skills

Learning outcomes/obtained competencies

- Identify common geriatric syndromes in older adults (**Scholar**).
- Describe the fundamental principles and components of a comprehensive geriatric assessment (CGA) and its importance in geriatrics (**Scholar, Professional**).
- Demonstrate the ability to select, apply and interpret appropriate assessment tools and methods to evaluate physical health, cognitive functions, psychosocial aspects of aging, and living environment (**Expert, Scholar, Professional, Communicator, Organizer, Health and welfare advocate, Collaborator**).
- Explore advancements in geriatric assessments (**Scholar, Professional, Organizer**).

Recommended or required reading and other learning resources / tools

- Ellis, G., Gardner, M., Tsiachristas, A., Langhorne, P., Burke, O., Harwood, RH., Conroy, S. P., Kircher, T., Somme, D., Saltvedt, I., Wald, H., O'Neill, D., Robinson, D., & Shepperd, S. (2017). Comprehensive geriatric assessment for older adults admitted to hospital. In Cochrane Database of Systematic Reviews (Vol. 2017, Issue 9). John Wiley and Sons Ltd.
<https://doi.org/10.1002/14651858.CD006211.pub3>
- Inouye, SK., Studenski, S., Tinetti, ME., & Kuchel, G. A. (2007). Geriatric Syndromes: Clinical, Research and Policy Implications of a Core Geriatric Concept. In J Am Geriatr Soc (Vol. 55, Issue 5).
- Kane RL, Talley KM, Shamliyan T, Pacala JT. (2011). Common Syndromes in Older Adults Related to Primary and Secondary Prevention. Evidence Report/Technology Assessment No. 87. AHRQ Publication No. 11-05157-EF-1. Rockville, MD: Agency for Healthcare Research and Quality.
- Siette, J., Knaggs, GT., Zurynski, Y., Ratcliffe, J., Dodds, L., & Westbrook, J. (2021). Systematic review of 29 self-report instruments for assessing quality of life in older adults receiving aged care services. In BMJ Open (Vol. 11, Issue 11). BMJ Publishing Group.
<https://doi.org/10.1136/bmjopen-2021-050892>
- World Health Organization. (2017). Integrated care for older people: guidelines on community-level interventions to manage declines in intrinsic capacity. Geneva. Licence: CC BY-NC-SA 3.0 IGO

Mode of delivery
Face-to-face with the use of Learning Management System to share the teaching-learning materials and assignments
Assessment methods and criteria
Theoretical: Multiple choice questions, Structured essay questions Practical: Objective structured clinical stations (OSPE)
Planned learning activities and teaching methods
<ul style="list-style-type: none"> • Lectures • Small group discussions • Practical • Problem-based learning • Video

Detailed Course Description

Course Name: Community Geriatric Nursing

Language: English

Credits Number: 02 (100 Notional Hours)

Hourly Break Down of Contact Hours: Lectures: 15 hours; Clinical/Community attachment: 45 hours, Independent Learning: 40 hours

Course Description

Course Content/Topics

- Trends and concepts in community geriatric nursing and health-related challenges in the aging community.
 - a. Definition, history and scope of community geriatric nursing.
 - b. Global and local perspectives on aging and geriatric care.
 - c. Role of community health nurses in geriatric care.
- Community based services and support systems
 - a. Home health nursing
 - b. Adult day care centers
 - c. Senior citizen clubs and community centers
 - d. Respite care services
 - e. Volunteer organizations
 - f. Community aging programs and models (e.g., age-friendly communities)
 - g. Role of NGOs and international organizations
- Holistic assessments of older adults in the community, addressing physical, psychological, social, and environmental factors.
 - a. Explore the concept of holistic assessment in older adults in community settings.
 - b. Describe the components and particularities of holistic assessment in older adults in community settings.
 - c. Demonstrate and perform the holistic assessment performed by public health nurses in older adults in community settings.
- Develop and implement evidence-based, patient-cantered care plans tailored to the unique needs of older adults in community settings.
 - a. Define terms and concepts of evidence-based practice and patient-centered care.
 - b. Describe the advantages of implementing evidence-based patient-centered care plans in caring for older adults in the community.
 - c. Formulate evidence-based patient-centered care plans in caring for older adults in the community with common chronic disease conditions.
 - d. Build environment and social determinants for the health of older adults
- Effectively educate older adults and their caregivers on healthy aging, disease prevention, and chronic disease management strategies.

- a. Explain the importance of educating older adults and their caregivers on healthy aging.
- b. Explain the strategies used to prevention and control of diseases.
- c. Describe the management of common chronic conditions in older adults.
- d. Identify the health promotion activities to prevent complications of non-communicable diseases
- Work collaboratively with healthcare professionals, families, and community resources to deliver integrated and effective geriatric care.
 - a. Identify the barriers and facilitators to interprofessional collaboration across various professionals, organizations and healthcare facilities.
 - b. Describe the status of delivering integrated geriatric care in Sri Lanka.
 - c. Explain the e-health and electronic devices utilized to improve healthcare in older adults
- Advocate for the rights, dignity, and autonomy of elderly individuals, ensuring ethical and culturally sensitive care in diverse community contexts.
 - a. Identify the rights, dignity, and autonomy of elderly individuals.
 - b. Explore the ethical and legal challenges faced by healthcare professionals in culturally sensitive care for older adults in the community.
 - c. Understand the nurse's role in advocating for the needs and preferences of older adults with multimorbidity in the community.
- Ethical and Legal Issues in Community Geriatric Nursing
 - a. Elder Abuse and Neglect
 - b. Informed Consent and Decision-Making Capacity
 - c. Guardianship and Power of Attorney
 - d. Patient Rights and Advocacy

Prerequisites and co-requisites (if applicable)

Knowledge on epidemiological underpinnings of older adults, healthcare management and communication.

Learning Outcomes/Obtained Competencies

On successful completion of the course, the students will be able to:

- Explain the trends in community geriatric nursing and health related challenges in aging community (**Scholar**).
- Demonstrate the ability to perform holistic assessments of older adults, addressing physical, psychological, social, and environmental factors (**Scholar, Professional, Communicator**).
- Develop and implement evidence-based, patient-centred care plans tailored to the unique needs of older adults in community settings (**Expert, Professional, Organizer**).
- Effectively educate older adults and their caregivers on healthy ageing, disease prevention, and chronic disease management strategies (**Expert, Professional, Communicator, Health and welfare advocate**).
- Work collaboratively with healthcare professionals, families, and community resources to deliver integrated and effective geriatric care (**Expert, Scholar, Professional, Communicator, Organizer, Health and welfare advocate, Collaborator**).

- Advocate for the rights, dignity, and autonomy of elderly individuals, ensuring ethical and culturally sensitive care in diverse community contexts (**Expert, Scholar, Professional, Communicator, Organizer, Health and welfare advocate, Collaborator**).

Recommended or required reading and other learning resources / tools

1. Sri Lankan Association of Geriatric Medicine. (2024). Health care for older people: Holistic approach. <https://slagm.lk/wp-content/uploads/2024/06/Gerontology-270624.pdf>
2. Epping-Jordan, J. (2002). Innovative care for chronic conditions: Building Blocks for Action: Global Report. World Health Organization.
3. Williams, PA. (2022). Basic Geriatric Nursing. Mosby.
4. Gomez, L. (2009). Geriatric nursing. In Jaypee Brothers Medical Publishers (P) Ltd. eBooks. <https://doi.org/10.5005/jp/books/10325>
5. Vafeas, C., & Slatyer, S. (2021). Gerontological nursing in Australia and New Zealand. Elsevier.
6. Hain, DJ., & Bakerjian, D. (2022). Textbook of Adult-Gerontology Primary Care Nursing: Evidence-Based Care for Patients Across the Lifespan.

Mode of delivery

Face to Face, with the use of Learning Management System to share teaching-learning materials, assignments.
Community clinical practice.

Assessment methods and criteria

Theoretical: Multiple choice questions (MCQs), Structured Essay Questions (SEQ)
Practical: OSCE (Objective Structured Clinical Examination), Group Presentation

Planned learning activities and teaching methods

- Lectures
- Community attachments
- Case studies
- Project based learning
- Problem oriented learning
- Role play
- Small group discussions

Detailed Course Description

Course Name: Clinical Practice in Geriatrics for Physiotherapy

Language: English

Credits Number: 03 (Notional hours: 150)

Course Description
Course content/topics
<ul style="list-style-type: none"> • Collaboration with geriatricians/physicians, nurses, physiotherapists, occupational therapists, speech therapists, psychiatrists/psychologists and social workers; Coordinating rehabilitation in hospital, community, and home settings; Case conferences and interprofessional learning activities. • Effective communication with older adults: Overcoming hearing, cognitive, and speech barriers; Educating families/ caregivers on physiotherapy goals and prognosis; Interdisciplinary communication within healthcare teams • Shadowing physiotherapists involved in geriatric care in hospitals, rehabilitation centers, elderly care homes and other health care centres; Conducting supervised comprehensive geriatric assessments; Observing multidisciplinary team meetings. • Evidence-based physiotherapy interventions for fall preventions for institutionalized and community-dwelling older adults; Evidence-based physiotherapy interventions for specific common diseases in geriatrics (e.g., stroke, Parkinson's disease, osteoarthritis, type II diabetes mellitus, osteoporosis, cardiovascular disease, dementia); Continuous professional development in geriatric physiotherapy. • Physiotherapy interventions and clinical reasoning: <ol style="list-style-type: none"> a. Applying assessment findings to develop individualized treatment plans for institutionalized and community-dwelling older adults; Implementing physiotherapy interventions for mobility, falls prevention, pain management and group therapy to promote health well-being; Hands-on experience with assistive devices and gait training; b. Clinical management and ethical practice: Managing patients with complex geriatric conditions; Engaging in ethical decision-making scenarios; Ensuring patient safety and comfort during physiotherapy sessions c. Communication and multidisciplinary care: Participating in family education sessions; Engaging in multidisciplinary case discussions; Collaborating with social workers and community care teams • Case report presentations and discussion; Feedback sessions with clinical supervisors; Self-reflection on clinical learning and areas for improvement
Prerequisites and co-requisites (if applicable)
Should have knowledge about physiotherapy in musculoskeletal, neurological, cardiothoracic and general medical and surgical conditions

Learning outcomes/obtained competencies
<ul style="list-style-type: none"> • Identify the role of a physiotherapist as a multidisciplinary team member to address the multifaceted healthcare needs of older adults (Scholar). • Communicate effectively with older adults, families, and healthcare teams, demonstrating empathy and understanding of geriatric-specific concerns (Scholar, Professional, Communicator). • Perform comprehensive geriatric assessments of older adults, based on age-related physical and psychosocial changes (Scholar, Professional, Communicator). • Integrate evidence-based interventions to enhance quality of life and well-being of older adults with full participation (Scholar, Professional). • Demonstrate the ability to plan and execute safe, ethical and professional clinical management procedures for older adults (Expert, Scholar, Professional, Communicator, Organizer, Health and welfare advocate, Collaborator). • Reflect on clinical experiences to improve practice, integrating feedback and self-evaluation to enhance clinical skills and healthcare outcomes in geriatric care (Expert, Scholar, Professional, Communicator, Organizer, Health and welfare advocate).
Recommended or required reading and other learning resources / tools
<ol style="list-style-type: none"> 1. Ellis, G., Gardner, M., Tsiachristas, A., Langhorne, P., Burke, O., Harwood, RH., Conroy, SP., Kircher, T., Somme, D., Saltvedt, I., Wald, H., O'Neill, D., Robinson, D., & Shepperd, S. (2017). Comprehensive geriatric assessment for older adults admitted to hospital. In Cochrane Database of Systematic Reviews (Vol. 2017, Issue 9). John Wiley and Sons Ltd. https://doi.org/10.1002/14651858.CD006211.pub3 2. Inouye, SK., Studenski, S., Tinetti, M. E., & Kuchel, GA. (2007). Geriatric Syndromes: Clinical, Research and Policy Implications of a Core Geriatric Concept. In J Am Geriatr Soc (Vol. 55, Issue 5). 3. Kane RL, Talley KM, Shamliyan T, Pacala JT. (2011). Common Syndromes in Older Adults Related to Primary and Secondary Prevention. Evidence Report/Technology Assessment No. 87. AHRQ Publication No. 11-05157-EF-1. Rockville, MD: Agency for Healthcare Research and Quality. 4. Siette, J., Knaggs, G. T., Zurynski, Y., Ratcliffe, J., Dodds, L., & Westbrook, J. (2021). Systematic review of 29 self-report instruments for assessing quality of life in older adults receiving aged care services. In BMJ Open (Vol. 11, Issue 11). BMJ Publishing Group. https://doi.org/10.1136/bmjopen-2021-050892 5. World Health Organization. (2017). Integrated care for older people: guidelines on community-level interventions to manage declines in intrinsic capacity. Geneva: Licence: CC BY-NC-SA 3.0 IGO.
Mode of delivery
<p>Face-to-face with the use of Learning Management System to share the teaching-learning materials and assignments</p>

Assessment methods and criteria
<p>Theoretical: Multiple choice questions, Structured essay questions, Viva</p> <p>Practical: Objective structured clinical stations (OSCE), Short case, Long case</p>
Planned learning activities and teaching methods
<ul style="list-style-type: none"> • Lectures • Small group discussions including problem-based learning • Practical • Role play • Case conferences