

Award in Fundamentals of Healthy Ageing

Module Outline

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Course Syllabus and Outline

In EDU’s Fundamentals of Healthy Ageing course, you will learn meaningful ways our global society can better care for its ageing population. You will research current initiatives from around the world on the topic of healthy ageing and develop your skills by teaming up with other engaged professionals to tackle real-life issues. Course participants will also benefit from experts in the field while exploring how to apply ideas to new areas.

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Course Rationale

In the 21st century, longer life expectancy and a large reduction in mortality have brought dramatic changes in modern society. These demographic shifts are making a significant impact on the structure of populations and creating profound challenges for individuals and societies, bringing forth the phenomenon of an ageing population. In order to understand the implications of this phenomenon, it is crucial to take a closer look at ageing, both from a biological and psychosocial perspective, to investigate typical health characteristics in older age and key behaviours that influence *Healthy Ageing*.

The *Award in Fundamentals of Healthy Ageing* aims to create momentum, develop the skills and build the trust that societal change for healthy ageing can be achieved at scale and in an impactful manner from the bottom up by involving and enabling individuals in the field. The programme gives participants the capacity - the understanding and the competencies - to engage meaningfully with the topic of *Healthy Ageing* and become the change agents around the world who will move this debate forward effectively and meaningfully. In teams, students will be challenged with case studies and to either work to create their own or work from an existing initiative. Participants will aim to break down the rigid thinking that prevent the development of integrated health and social care and age-friendly environments, and will gain valuable insight into the challenges and opportunities associated with an ageing population. Participants will be challenged to ignite innovation and help improve the experiences of our ageing populations.

By engaging with the course material, participants will gain foundational skills in analysing the effects of current socio-economic developments on older people, as well as determining key areas where older adults can contribute to public wealth and economic progress through active involvement in social and economic life. Drawing on the knowledge acquired throughout the programme, participants will be able to effectively assess various health and social care policies, systems and services and to identify crucial elements of the functional ability of older people and ways in which they can be enhanced. Based on that knowledge,

they will be able to develop a concrete strategy for the municipal/regional level that outlines key steps to optimise and enhance the functional ability of older citizens.

Target Group

The *Award in Fundamentals of Healthy Ageing* is designed for participants from around the world interested in becoming catalysts for healthy ageing in their societies and for everyone active in the field of health and social care.

In particular, this course is of value to three participant profiles:

1. Students with a Bachelor in a healthcare-related or social care-related field;
2. Students with a Bachelor in a field not related to healthcare, but with an interest in pursuing further education in the area (e.g. Master's in Healthcare Administration, Master's in Healthcare Quality Assurance, Master's in Healthcare Informatics, etc.);
3. Working professionals, with a minimum Bachelor level qualification, working in a field affected by healthy ageing policies and dialogues.

However, the course is open to participants from other fields who have an interest in the topic and a desire to learn, provided that they fulfil the minimum entry requirements.

Entry Requirements

The minimum entry requirement is a bachelor's degree, or equivalent (MQF Level 6), from an accredited institute, ideally in Public Health, Social Care or Medicine. However, the course is open to anyone in possession of a relevant bachelor's degree with an interest in healthy ageing and a desire to learn.

Moreover, as the language of tuition is English, participants must be proficient in English at the B2 level or higher, in accordance to the Common Framework of Reference for Languages. If the participant does not hold a degree, in which the language of instruction was primarily English, then the student must provide proof of their language skills in order to

be admitted to the course. Acceptable certificates and test results include: IELTS (5-6.5), TOEFL (87-109), TOEIC (400-485 for listening / 385-450 for reading), City and Guilds (Communicator), or Cambridge Exam (CAE 45-59 / FCE grade B or C / PET Pass with Distinction). However, the instructor can also decide if the participant has the appropriate language skills to be admitted on an individual basis and their performance in introductory assignments.

Since the course will be taught exclusively online, participants are required to have moderate digital competencies, regular access to a computer, tablet, or other suitable mobile device, and a reliable internet connection with at least 1+ Mbps. Devices should be updated with the latest web browser and include a word processor. Supported browsers include: Chrome, Firefox, MS Edge, or Safari.

Participants also need a valid email address and Skype account to ensure regular communication with the instructor and other course participants.

While this course is open to all those who want to take part, individuals who do not fulfil the entry requirements will not be able to earn ECTS points for participation. Please note that EDU will not review eligibility criteria upon registration. However, upon successful completion of the course and before issuing ECTS points, we will ask to validate your MQF Level by requesting a scan of your bachelor's degree or equivalent, as a certified copy in the English language.

Overall Course Objectives

The *Award in Fundamentals of Healthy Ageing* aims to give each participant the building blocks to become a future leader in the space of healthy ageing. While helping future official representatives, global leaders, and other interested parties in this field, the programme will build the capacity, competency, and engagement among participants in order to develop a critical global network of change agents.

By engaging with the current global initiatives for working toward healthy ageing, the programme enables participants to:

- Be introduced to the difficulties and opportunities that ageing populations face from a personal to political level;
- Consider the pros and cons of different ideas and initiatives that aim to ameliorate the lives of ageing populations;
- Challenge themselves and their team to innovate and breakdown the rigid thinking around healthy ageing in order to drive positive impact in policy and practice;
- Engage with the topic of healthy ageing from a lens of integrated care and age-friendly environments.

Thus, participants will build capabilities to propose solutions that address structural biases, social inequalities, and stereotypes around age and health; determine other ways in which to improve the overall health of older people, develop recommendations for improvement and propose strategies for addressing different levels of the Healthy Ageing challenges.

Moreover, critical reflection skills will be developed around these topics, gradually building up to applicable skills, challenging participants to demonstrate the ability to engage with the topic.

<p>Total Contact Hours (Lectures/ seminars/ tutorials/ participation in online forums/ video-lectures and other learning activities, all of which must be under the direction and control of an instructor).</p>	<div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">10</div>	<p>Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.)</p>	<div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">3</div>
<p>Self-Study Hours (Estimated workload of research and study.)</p>	<div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">6</div>	<p>Assessment Hours (Examinations/presentations/ group work/ projects etc.)</p>	<div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">6</div>

This course will be delivered fully online.

Learning Outcomes

Competencies

The learner will be able to:

- a) Propose solutions that address structural biases, social inequalities, and stereotypes around age and health;
- b) Propose ways in which to promote the overall wellbeing of older people;
- c) Propose strategies to identify stakeholders and build coalitions and partnerships for influencing Healthy Ageing;
- d) Advocate for political, social or economic policies and programmes that will improve health in ageing populations.

Knowledge

The learner will be able to:

- a) Explain the ways in which other demographical and environmental shifts affect ageing populations;
- b) Discuss the means by which structural bias, social inequities and ageism undermine the health of older people;
- c) Define intrinsic capacity;
- d) Summarize the markers of an effective healthcare system.

Applying knowledge and understanding

The learner will be able to:

- a) Determine how challenges that older people face relate to current socio-economic factors, including developments in transportation, communication, economy, culture, family models to increased migration, labour market deregulation, globalization and new sectors in economy;
- b) Demonstrate the importance of transforming the existing health systems away from disease-based curative models towards the provision of integrated system, centred on the needs of older people.

Judgment Skills and Critical Abilities

The learner will be able to:

- a) Critically reflect on societal and environmental factors that impede the wellbeing of ageing adults;
- b) Assess effective ways to combat ageism and other social inequalities that older people are facing.

Communication Skills

This course challenges participants to develop their ideas in a group setting, and constantly exchange feedback and perspectives with the learning community at large.

Thus, participants will develop the following communication skills:

- a) Develop the lexicon and sensitivity to conduct meaningful discussions on impactful topics (in this case Healthy Ageing);
- b) Reflect on and exchange nuanced perspectives on complex topics;
- c) Give and receive constructive feedback;
- d) Communicate with team members, faculty and other professionals effectively in an online environment;
- e) Adapt communication style to various stakeholder groups.

Learning to Learn Skills

The learner will be able to:

- a) Practice giving and receiving constructive feedback;
- b) Practice different online learning approaches;
- c) Experience different collaborative learning approaches;
- d) Identify and learn best practices for online collaboration, including brainstorming, decision-making, delegation, team building, evaluation, and time-management skills.

Assessment Guidelines

This course is based on a total of 100 points. Active participation accounts for 15 points, group assignments for a total of 50 points, and the final proctored individual exam is worth 35 points.

Participants are required to receive a minimum of 60 points or higher in order to pass the course. A grade of 59 points and below will result in a failing grade and the participant will not receive the ECTS point for the course. The following grading chart outlines the percentage to letter grade conversion:

% (Points/100)	Letter Grade
96-100%	A+
90-95%	A
86-89%	B+
80-85%	B
76-79%	C+
70-75%	C
66-69%	D+
60-65%	D
0-59%	F

An Incompletes (I) is given only in rare cases when the participant is unable to complete the required coursework, due to extraordinary circumstance(s), by submitted the mandatory assignments. In order to receive an Incomplete, the participant must speak with the instructor, who will then decide on a case-by-case basis whether or not an Incomplete is warranted.

A Withdrawal (W) is given when the participant withdraws from the module after the designated registration deadline. Participants who withdraw outside of the allotted registration period will not be able to receive credit for the module.

Should a participant miss the Proctored Online Test without notice or withdraw from it without presenting good cause, the test shall be considered failed, a “0” mark and an “F”

grade shall be assigned and recorded. The same shall be done in cases of cheating and breach of test regulations, as detailed in the Student Handbook.

The general assessment and assignment break-down is as follows, with more detail found below the table:

Week	Group Assignment and Assessment Structure	Points
1	Group Assignment 1: Find and submit an initiative idea and thesis.	10 points
2	Group Assignment 2: Evaluate Strengths and Weaknesses Must be submitted in order to pass the course!	20 points
3	Group Assignment 3: Expansion and Application Must be submitted in order to pass the course!	20 points
4	Proctored final exam Must be passed in order to pass the course!	35 points
1-4	Ongoing participation via peer feedback carried out on peer-assignments.	15 points

Participation (15 points)

Students will be required to provide valuable critical feedback to the work of other teams, as well as engage in constructive forum discussions. In order to achieve the full points allotted, students are required to provide critical feedback on at least three projects from other teams. Active engagement in the forum and live webinars is meant to assess students' analytical skills, allowing them to critically reflect on various topics that are covered in the module. The value of contributions will be assessed by the tutors and/or mentors.

Group Assignments (50 points) – Longitudinal assessment

Participant learning is embedded in a real-world context as each Collaboration Cycle presents teams with a successive assignment structure that is supported by relevant and real-world case. The groups are required to apply their theoretical knowledge to their assignment in an ongoing manner as ideas become more complex. In the end, participants

gain practice working in a team on a complex issue, ultimately completing the programme having gained valuable skills and capabilities relevant to their daily lives.

In an ongoing manner as the course students have acquired throughout the course. Three group assignments will be evaluated.

Group projects will receive both qualitative and quantitative feedback from tutors, as well as from peers. The table found below demonstrates the assignment and exam overview.

Proctored Essay and Multiple-Choice Final Exam (35 points) – Formal assessment

For the final portion of this course, participants will partake in an online proctored final exam in week four. This exam will consist of two portions: Essay and multiple-choice questions.

The goal of this dual portion exam is to assess the participants' level of knowledge retention in terms of facts, as well as ability to think critically on an issue related to healthy ageing. By providing a varying mode of assessment that can better assure the success of learners with different assessment-style strengths.

Participants will have a maximum of one hour to complete their work and participants must pass this exam (60 points or higher) in order to pass the course.

If a participant is to miss their proctored exam, they are required to notify their EDU mentor in advance and provide documentation when possible. Valid reasons for missing this assessment include:

- Illness –a medical certificate is required;
- Death or severe illness of a family member;
- Court appearances –documentation from court or letter from solicitor/lawyer/legal counsel is required;
- Cultural or sporting commitment at a national or international level –a formal letter or document including the date and time when you are required to attend is needed;
- Unavoidable government commitment –a formal letter or document from the Government institution is required;

- In other extraordinary circumstances (e.g. extraordinary family events, religious obligations, etc.), a written request can be made at any time.

If a participant misses this exam for legitimate reasons, a re-sit will be organised during the following weeks.

Self-Assessment (not graded)

Participants have an optional self-assessment they may carry out throughout this course. This assessment strategy aims to inform students where their knowledge stands in relation to the subject matter presented that week. This is done in the form of multiple choice.

Reading List

Core Reading List

1. World Health Organization ** (2015), World Report on Ageing and Health, WHO Publication, Geneva, selected pages. (http://apps.who.int/iris/bitstream/10665/186463/1/9789240694811_eng.pdf)
2. World Health Organization (2017), The Global Strategy and Action Plan on Ageing and Health, WHO Publication, Geneva, selected pages. (http://apps.who.int/gb/ebwha/pdf_files/WHA69/A69_17-en.pdf?ua=1)
3. **Additional video-format materials have been produced in collaboration with the WHO for this programme and will be made available to participants in the learning environment.

Supplementary Reading List

4. Beard, J, et al. (2016), "Global advances to foster research for healthy ageing," The Gerontologist, 56, 304. (<https://doi.org/10.1093/geront/gnw162.1237>)
5. Council of the European Union (2014), Adequate social protection for long-term care needs in an ageing society, Council of the European Union, Brussels. (<http://data.consilium.europa.eu/doc/document/ST-10406-2014-ADD 1/en/pdf>)
6. De La Maisonneuve, C. and J. Oliveira Martins (2013), "A projection method for public health and long-term care expenditures," Economics Department Working Papers, No. 1048, OECD, Paris. (<https://www.oecd.org/eco/growth/Health%20FINAL.pdf>)
7. "Environmental policies to promote Healthy Aging across diverse populations," The Gerontologist, Volume 55, Issue Suppl_2, 1 November 2015, Pages 379, (<https://doi.org/10.1093/geront/gnv171.05>)
8. "Healthy Ageing and long-term care for older people: A global perspective" The Gerontologist, 56(3), 594. (<https://doi.org/10.1093/geront/gnw162.2396>)
9. OECD (2017), Preventing Ageing Unequally, OECD Publishing, Paris. (<http://dx.doi.org/10.1787/9789264279087-en>)
10. OECD (2017), Health at a Glance 2017: OECD Indicators, OECD Publishing, Paris. (<http://www.oecd.org/health/health-systems/health-at-a-glance-19991312.htm>)
11. Pillemer K, et al. (2016), "Elder abuse: global situation, risk factors, and prevention strategies" The Gerontologist 56(2), 194-205. (<https://doi.org/10.1093/geront/gnw004>)
12. Political declaration and Madrid international plan of action on ageing. New York: United Nations;

2002 (http://www.un.org/en/events/pastevents/pdfs/Madrid_plan.pdf, accessed 4 June 2015).

13. "Promising strategies to promote Healthy Aging," *The Gerontologist*, Volume 56, Issue Suppl_3, 1 November 2016, Pages 618, (<https://doi.org/10.1093/geront/gnw162.2497>)
14. "Promising strategies to promote Healthy Aging" (2016), *The Gerontologist*, 56(3), 618. (<https://doi.org/10.1093/geront/gnw162.2497>)
15. Sadana, R. et al. (2016), "Healthy Ageing: Raising Awareness of Inequalities, Determinants, and What Could Be Done to Improve Health Equity," *The Gerontologist*, 56(2), 178–S193. (<https://doi.org/10.1093/geront/gnw034>)
16. "Social innovations for active and Healthy Ageing across Europe," *The Gerontologist*, Volume 55, Issue Suppl_2, 1 November 2015, Pages 277–278, (<https://doi.org/10.1093/geront/gnv578.01>)
17. Sonnet, A., Olsen, H., Manfredi, T. *Towards More Inclusive Ageing and Employment Policies: The Lessons from France, The Netherlands, Norway and Switzerland*, Springer Science+Business Media New York 2014 (<http://www.oecd.org/els/emp/Towards-More-Inclusive-Ageing-and-Employment-Policies.pdf>)
18. "Toward Healthy Aging communities: Key stakeholders' perceptions of indicators and challenges," *The Gerontologist*, Volume 56, Issue Suppl_3, 1 November 2016, Pages 136, (<https://doi.org/10.1093/geront/gnw162.546>)
19. World Health Organization (2016). *Multisectoral action for a life course approach to healthy ageing: global strategy and plan of action on ageing and health*. Geneva: World Health Organization; 2016
20. World Health Organization (2015), *Fact sheets on Ageing and health*, WHO Publication, Geneva. (<http://www.who.int/mediacentre/factsheets/fs404/en/>)

- 21.** World Health Organization (2017), Fact file: Misconceptions on ageing and Health, WHO Publication, Geneva. (<http://www.who.int/ageing/features/misconceptions/en/>)
- 22.** World Health Organization (2017), 10 Priorities for a Decade of Action on Healthy Ageing, WHO Publication, Geneva. (<http://www.who.int/ageing/WHO-ALC10-priorities.pdf?ua=1>)
- 23.** World Health Organization (2017), Innov8 approach for reviewing national health programmes to leave no one behind, WHO Publication, Geneva. (<http://www.who.int/life-course/partners/innov8/innov8-informative-brochure171106.pdf?ua=1>)