Advancing Practice: Working with Older People

7.1 Module Overview

Module Number		Module Title	Advancing Practice: Working with Older People						
Stage of Principal Programme			Award	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2						

Analysis of required hours of learning effort		
Teaching and Learning Modalities	✓if relevant to this module	Approx. proportion of total (hours)
Contact Hours		
In person face-to-face	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: Independent reading, engagement with VLE, research and preparation of assessments	✓	101
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	**60**

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.

Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in Social Care or closely cognate area	1:60

Assessment Techniques – percentage					
Continuous Assessment	40%	**Proctored Exam – in person**		**Practical Skills Based**	
Project	60%	**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	**N**	**If Yes, describe**			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Utilise a comprehensive framework to understand the various dimensions of ageing	**2, 5**
2. Critically assess relevant public policy and current approaches to care provision for older people in residential and community contexts.	**3, 6**
3. Apply the concept of Positive Ageing to service provision	**4, 5**
4. Demonstrate an awareness of best-practice based on a quality-of-life approach to care provision	**5, 6**

7.3	Indicative Module Content, Organisation and Structure

This module aims to develop skills, knowledge and information in relation to ageing in society. It provides a policy context for services that respond to the health and social care needs of older people. Through providing an opportunity to explore the biological, psychological and social components of gerontology, learners are enabled to develop a critical perspective on the experience of ageing. The overall aim is to provide professional knowledge in respect of planning and provision of Social Care services for older people in the context of the emerging professional social care context. Content is structured as follows:

- The module begins by exploring Images of ageing, Youth culture, Media and literature representations.
- The demographic Transition model is used to evaluate the policy and social changes that impact on the experience of growing old.
- Biological, psychological and social theories of ageing are examined
- Critical evaluation of the SAT (Single Assessment Tool) and its use in practice.
- Ageing as transition and the concepts of Successful Ageing and Retirement are explored.
- The development, monitoring and planning of contemporary care options are considered.
- Integrated Care for Older People
- The role of the Social Care Worker in care support and provision of older adults.

7.4	Work-based learning and practice-placement *(if applicable)*

The module includes a field-trip to a care facility that incorporates best practice and contemporary policy responses to supporting older people in residential care.

7.5	Specific module resources required *(if applicable)*

N/A

7.6	Application of programme teaching, learning and assessment strategies to this module

Module Teaching and Learning objectives are to:
- Promote deep learning (through techniques for learner engagement, for e.g.: flipped classrooms, groupwork – learners preparing lecture PowerPoints through review of literature. Here learners are provided with summaries of a range of bio/ psycho/ social theoretical approached. In small groups they are asked to present a PowerPoint slide of the main points for their fellow learners.
- Support inclusive teaching through for example, interview with an older adult. Learners are guided in setting up this project and are empowered to take a lead in directing their own learning whilst also modeling best practice in giving a voice to a specific supported group.
- Provide opportunities for collaborative learning (round table discussion, informal presentation on learner visit to innovative service).

7.7	Summative Assessment Strategy for this module	
MIMLOs	**Technique(s)**	**Weighting**
1-3	Powerpoint Presentation Slide: Successful ageing	40%
3, 4	Life History booklet project	60%

| 7.8	Sample Assessment Materials

Successful ageing - Theoretical underpinnings 40%
The concept of 'Successful Ageing' includes Cultural, Societal, Economic, Religious and Political factors. As part of the class group, develop a PowerPoint slide presentation that links the concept and practice of successful aging to bio/psyco/social theories of ageing.

Life History Booklet Project:
Interview 60% (formative) with Older Adult based on 'Life History Booklet' (Carlow/Kilkenny Memory Matters, 2015), completed booklet + 250-word reflective note.
Remembering Yesterday, Living Today
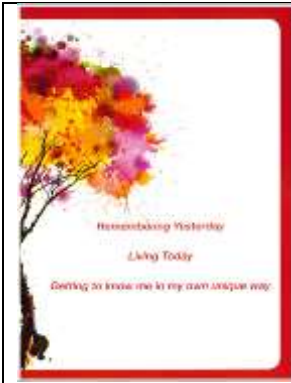
The booklet is specially designed to help the person retain their own personal history, life events, and memories and be able to share them with their family and carers. The booklet offers an insight in to the person's childhood, working life, family, friendships, education, occupation, likes, dislikes, hopes and dreams, losses and sufferings. The booklet is not an assessment but rather a personal profile that will give a meaningful insight into the person's life. In conducting this exercise learners are reminded of the principles of good interviewing practice – respect, confidentiality and care for the interviewee.

Follow-up written submission
In approximately 250 – 300 words, reflect on your experience of conducting this interview. Comment on

1. The interview process and the information gained – were there any surprises? What were your own feelings? What was the reaction/participation of the interviewee? (100-150 words),
➢ At least one link to module material. You should identify a specific theory or concept from the module. Briefly summarise it and then discuss how it is linked to the interview exercise. The link could be to do with the interview as a whole, the content of the interview or your experience in conducting this exercise. (150 – 250 words).

7.9	Indicative reading lists and other information resources

Indicative Core Reading:

Ageing Well Network (2012). *A New Agenda for Ageing*. Dublin: AWN.

Barrett. A. (Ed.), (2011). *Fifty Plus in Ireland 2011: First Results from the Irish Longitudinal Study on Ageing*. Dublin: TILDA.

Breslin, L, Connolly, E, Purcell, R, Lavan, A, Kenny, RA, Briggs, R. (2022). *What factors are associated with advance care planning in community-dwelling older people? Data from TILDA. Eur Geriatr Med. 13, 285-289.*

Donnelly, S., O'Brien, M., Begley, E. and Brennan, J. (2016). *"I'd prefer to stay at home but I don't have a choice" Meeting Older People's Preference for Care: Policy, but what about practice?* Dublin: University College Dublin. Available at https://www.ageaction.ie/sites/default/files/aa2c_asi2c_iasw_final_research_report-a4-report_lr_for_web_2.pdf

O'Donnell, D. et al (2023) Developing competence in interprofessional collaboration within integrated care teams for older people in the Republic of Ireland: A starter kit, *Journal of Interprofessional Care, 37:3, 480-490.*

Genio Trust and HSE (2017) Evaluation of the Memory Matters Carlow/Kilkenny Community Dementia Project: Available at:
https://www.genio.ie/system/files/publications/DEMENTIA_MEMORY_MATTERS_CARLOW_KILKENNY.pdf

Parker, S (2015) *A Case Study of an Irish Success Story in the Field of Ageing.* Ageing Well Network, Dublin: Atlantic Philanthropies.

Ryan, P., and Coughlan, B.J. (2011). *Ageing and Older Adult Mental Health: Issues and Implications for Practice*. London: Routledge.

Stuart-Hamilton, I. (Ed.) (2011). *Introduction to Gerontology.* Cambridge: Cambridge University Press.

Indicative Other Resources:

Carlow Age Friendly Survey 2016

OECD, (2015) Ageing in Cities, Paris: OECD Publishing. DOI: http://dx.doi.org/10.1787/9789264231160-en

Carlow Age Friendly County | Strategy and Action Plan (2017)

Eibich, P., Lorenti, A., & Mosca, I. (2022). *Does retirement affect voluntary work provision? Evidence from Europe and the US.* Labour Economics, 102185.

MBI (2015) WORKING WITH OLDER PEOPLE: Professional guidance. Available at: https://www.nmbi.ie/NMBI/media/NMBI/working-with-older-people.pdf?ext=.pdf

PopulationPyramid.net Population Pyramids of the World from 1950 to 2100

Charlie and Marie: A tale of ageing by The Young Foundation Available at https://livingmapofinnovators.wordpress.com/2013/03/04/charlie-and-marie-a-tale-of-ageing/

Tilda (2023) Creative Activity In The Ageing Population: Findings From Wave 6 Of The Irish Longitudinal Study On Ageing Available at https://www.doi.org/10.38018/TildaRe.2023-02

Websites:

https://tilda.tcd.ie/publications/reports/

https://www.ageaction.ie/

https://www.cso.ie/en/releasesandpublications/hubs/p-opi/olderpersonsinformationhub/