

Working with Older People: Theory and Practice

Section A: Headline Information	
Module title	Working with Older People: Theory and Practice
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	
Module Co-ordinator	Dr. John McHugh
Parent programme(s)	BA (Honours) in Applied Social Studies (Professional Social Care)
Stage of parent programme	4
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, seminars.
Entry requirements (statement of knowledge, skill and competence)	Successful completion of a BA in Applied Social Studies (Professional Social Care) or equivalent
Pre-requisite module titles	N/A
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met.
Maximum number of learners per module	120
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Group work Room
Analysis of required learning effort	
Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:10						101			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				30%			70%	100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	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.
Module Aims and Objectives	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.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Utilise a comprehensive framework to understand the various dimensions of ageing. (MIPLO 1, 2, 3) 2. Critically assess relevant public policy and current approaches to care provision for older people in residential and community contexts. (MIPLO 1, 2) 3. Apply the concept of Positive Ageing to service provision. (MIPLO 3) 4. Demonstrate an awareness of best practice based on a quality of life approach to care provision. (MIPLO 2, 6)

Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>This module will develop skills, knowledge and information in relation to ageing in society and promote understanding of the influence of health and social policies on the lives of older people. Learners will examine professional knowledge in respect of planning and 2 provision of services for older people in a range of areas and understand the biological, psychological and social components of gerontology.</p> <p>Diploma Supplement contains module name, code, stage and ECTS</p>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> • 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.
Module Teaching and Learning Strategy	<p>Lectures, Tutorials, discussion forums, Case studies, Group exercises</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>N/A</p>
Specifications for Module Staffing Requirements	<p>Supported by Guest lecturer, Debra O' Neill, MBA, MMII, MIATI, LinkAge Consultancy.</p> <p>The staff / learner ratio is typical of the overall programme approach with a maximum of 1:120.</p>
Module Summative and Formative Assessment Strategy	<p>Formative and summative assessment mix and development of reflexivity with particular reference to provision of supports for older people. The interview with an older adult uses a reminiscence template developed by the Carlow/Kilkenny Memory Matters and brings the learning experience closer to the lived experience of older people.</p>
Sample Assessment Materials	<p>Final Exam 70% (2 hrs, summative)</p> <p>Interview 30% (formative) with Older Adult based on 'Life History Booklet' (Carlow/Kilkenny Memory Matters, 2015), completed booklet + 250-word reflective note.</p>
Reading Lists and Other Information Resources	<p>Essential Reading: Ageing Well Network (2012). <i>A New Agenda for Ageing</i>. Dublin: AWN.</p> <p>Barrett. A. (Ed.), (2011). <i>Fifty Plus in Ireland 2011: First Results from the Irish Longitudinal Study on Ageing</i>. Dublin: TILDA.</p>

	<p>Central Statistics Office (2007). <i>Ageing in Ireland</i>. Dublin: Government Publications.</p> <p>Ryan, P., and Coughlan, B.J. (2011). <i>Ageing and Older Adult Mental Health: Issues and Implications for Practice</i>. London: Routledge.</p> <p>Stuart-Hamilton, I. (Ed.) (2011). <i>Introduction to Gerontology</i>. Cambridge: Cambridge University Press.</p> <p>Other Reading: Carlow Age Friendly Survey 2016 OECD, 2015. <i>Ageing in Cities</i>, Paris: OECD Publishing. DOI: http://dx.doi.org/10.1787/9789264231160-en</p> <p>Carlow Age Friendly County Strategy and Action Plan (2017)</p> <p>Kihlgren Annica, Norell Pejner, Margaretha, Ziegert, Kristina, 2012. 'Trying to cope with everyday life- Emotional support in municipal elderly care setting', <i>Int J Qualitative Stud Health Well-being</i> 2012, 7: 19613 - http://dx.doi.org/10.3402/qhw.v7i0.19613-</p> <p>Luanaigh, C.O. and Lawlor, B.A., 2008. Loneliness and the health of older people, <i>International Journal of Geriatric Psychiatry</i>, 23 (12), 1213-1221.</p> <p>Pittini, Alice, Thorogood, James, 2012. <i>Affordable Housing and The Challenge of an Ageing Population in Europe</i>. Brussels: CECODHAS Housing Europe.</p> <p>Essential Viewing: PopulationPyramid.net Population Pyramids of the World from 1950 to 2100</p> <p>Charlie and Marie: A tale of ageing by The Young Foundation</p> <p>www.scie</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall equipped with Internet, Projector, Speakers</p>