

“This prospectus is made under the provisions of the Universities Act, the Postgraduate Institute of Medicine Ordinance, and the General By-Laws No. 1 of 2016 and By-Laws No. 4 of 2016 for Postgraduate Diplomas and Postgraduate Certificates ”

Copyright © 2015 by Postgraduate Institute of Medicine, University of Colombo, 160 Prof. Nandadasa Kodagoda Mawatha, Colombo 7, Sri Lanka.

All rights reserved. This course document is the intellectual property of the Postgraduate Institute of Medicine, University of Colombo. No part of this document may be copied, reproduced or transmitted in any form by any means (electronic, photocopying, recording or otherwise) without the prior written permission of the Postgraduate Institute of Medicine, University of Colombo.

**POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO**



PROSPECTUS

**THE POSTGRADUATE DIPLOMA
IN
ELDERLY MEDICINE**

2013

**SPECIALTY BOARD IN ELDERLY MEDICINE
BOARD OF STUDY IN
MULTIDISCIPLINARY STUDY COURSES**

Contents

1. Name of the degree programme.....3

2. Full title.....3

3. Abbreviated title.....3

4. Background to the programme.....3

5. Justification.....3

6. Potential benefits.....3

7. Course outcomes.....4

8. Eligibility requirements for application.....4

9. Admission process.....5

10. Intake.....5

11. Duration of training.....5

12. Tuition fee.....5

13. Format of the training programme.....5

14. Teaching / learning methods.....7

 14.1 Case book.....7

 14.2 Appointment diary.....7

15. Course assessment.....8

 C1. Written examination: (50% of the total final mark).....8

 C2. Clinical viva: (30% of the total final mark).....9

 C3. Case book assessment: (20% of the total final mark).....9

16. Requirements to Pass the Postgraduate Diploma Examination.....9

17. Failed candidates.....9

18. Recommended reading.....9

Annex 1 : Programme structure and curriculum.....10

Annex 2 : Appointment Diary.....25

Annex 3 : Case Book.....26

The Postgraduate Diploma in Elderly Medicine

1. Name of the degree programme

Postgraduate Diploma in Elderly Medicine

2. Full title

Postgraduate Diploma in Elderly Medicine

3. Abbreviated title

Pg.D.E.M.

4. Background to the programme

Postgraduate Diploma in Elderly Medicine would be the first step taken by the PGIM in establishing an academic specialty in Geriatric Health on par with many other countries including most of the developed nations. Sri Lanka is said to have the fastest ageing population in South East Asia where it is estimated that the percentage of elderly which was about 11.5% in 2000 will increase up to 20% by the year 2020. The need for training health care personnel to cater to this growing demand for elderly health services has been recognized by the Ministry of Health. In view of the considerable overlap of specialties involved in providing care to the elderly, PGIM initiated the Elderly Medicine programme through the Board of Study in Multidisciplinary Study Courses. Therefore, the programme receives multi-dimensional inputs from various stakeholders including overseas specialists, in order to provide a comprehensive training to its trainees.

5. Justification

The health care indices in Sri Lanka reflect the high standards of its health care system. Achieving the same in relation to geriatric service provision should also be a prime objective. However, although the Sri Lankan population is considered the fastest ageing population in South East Asia, rate of development of elderly health services does not appear proportionate to the emerging demand. Failing to recognize the healthcare needs in an elderly person both at the community and institutional levels have deprived them of receiving adequate care and follow-up in achieving optimum health. At the same time, early recognition of disease states, prevention of future morbidity as well as rehabilitation of elderly patients can be improved, when health care professionals with specific training undertake such activities, at various levels of health care provision. This in turn is expected to promote, efficient utilization of health resources as well as institutional health care facilities together with effective cooperation between health related and non-health related elderly care service providers.

6. Potential benefits

Acquisition of this Postgraduate Diploma is considered useful to

1. improve the knowledge in relation to health care needs of elderly persons
2. develop skills to provide coordinated health care services to the elderly population

3. gain experience on utilizing resources available for elderly health provision through rational decision making
4. qualify the participants for promotion to grade 1 medical officers in the Ministry of Health
5. facilitate research pertaining to elderly health

7. Course outcomes

At the completion of the course the trainee should be able to

- identify specific health related problems and needs in the elderly in view of planning and implementing interventions at the domiciliary settings, primary health care level and institutions providing care for the elderly
- provide humane care and treatment based on sound judgment in the primary care setting
- make appropriate referrals when indicated
- provide leadership in the community level programme implementation and research activities pertaining to the elderly
- liaise with health care institutions and community based organizations

8. Eligibility requirements for application

- (a) A medical degree registered with the Sri Lanka Medical Council¹
- (b) Satisfactory completion of internship acceptable to the Sri Lanka Medical Council
- (c) Satisfactory completion of one year of post-internship service in a university/public sector/private sector institution in Sri Lanka acceptable to the PGIM
- (d) The criteria prescribed in paragraph (a) to (c) must have been satisfied by the applicant at the date of closure of applications for the selection examination for the postgraduate Diploma in Elderly Medicine
- (e) Where a shortfall has occurred due to any reasons including sickness, maternity or other leave, the applicant should complete such shortfall to be eligible to apply for the selection examination

¹Sri Lankans in the non-state sector will be selected based on “guidelines for enrolment of non-state sector candidates for training programmes - 2011. The decision of the Board of Management will be final in all such applications. The quota for the non-state sector is determined for each year by the BOS and same will be included in the advertisement.

Foreign nationals who seek to apply to register for the selection examination should possess a medical degree registrable with the Sri Lanka Medical Council. They will be selected based on “guidelines for enrolment of non-state sector candidates for training programmes - 2011. The decision of the Board of Management will be final in all such applications.

9. Admission process

- (a) The PGIM will place an advertisement to select a pre-determined number of candidates as determined each year by the Speciality Board in Elderly Medicine.
- (b) Trainees who pass the selection examination which consists of a Multiple Choice Question (MCQ) paper shall be eligible for selection based on the overall mark obtained.
- (c) The MCQ paper will comprise of 40 MCQs of the multiple true / false type, to be answered in 120 minutes (02 hours). Negative marks will apply only within the question and will not be carried over. It will include questions on Basic Sciences, Pharmacology, Psychiatry, Medicine and Surgery based on undergraduate knowledge and expected clinical experience.
- (d) A candidate must obtain a minimum of 50% of the overall mark in order to pass the selection examination and qualify for selection.

10. Intake

This will depend on the needs of the country as decided by the Ministry of Health and availability of training facilities. The number will be stated in the advertisement.

11. Duration of training

The course will be conducted as a one year full time programme.

12. Tuition fee

This will be according to the PGIM regulations in relation to course and examination fees which are applicable to trainees.

13. Format of the training programme

The 30 credit full time training programme includes a taught component (lectures, tutorials, seminars and workshops) and a clinical component (Annex -1).

The 08 modules of the taught component comprise 13 credit hours as shown in table 1. Each credit comprises 15 hours of lectures, seminars, tutorials, and/or workshop activity.

Table 1 - Credit allocations for the taught component

Module No.	Module name	Total hours of training	Credit allocation
Dip/018/T1	Geriatric medicine / Surgery	75	5
Dip/018/T2	Evidence Based Practices	15	1
Dip/018/T3	Preventive Medicine and health promotion	30	2
Dip/018/T4	Ethical and Legal issues	7.5	0.5
Dip/018/T5	Cancer Care and Palliation	15	1
Dip/018/T6	Clinical Nutrition Management	15	1
Dip/018/T7	Rehabilitation	30	2
Dip/018/T8	Spiritual health	7.5	0.5
Total		195	13

Table 2 - Credit allocations for the clinical component

Module No.	Module name	Total hours of training	Total Number of credits
Dip/018/C 1	General medicine	180	4
Dip/018/C 2	Surgery	45	1
Dip/018/C 3	Gynaecology	22.5	0.5
Dip/018/C 4	Psychiatry	45	1
Dip/018/C 5	Neurology	45	1
Dip/018/C 6	Cardiology	45	1
Dip/018/C 7	Rheumatology	45	1
Dip/018/C 8	Dermatology	22.5	0.5
Dip/018/C 9	Genito-urinary	22.5	0.5
Dip/018/C 10	Chest medicine	22.5	0.5
Dip/018/C 11	Endocrine and diabetes	67.5	1.5
Dip/018/C 12	Oncology	45	1
Dip/018/C 13	Gastrointestinal	22.5	0.5
Dip/018/C 14	Ophthalmology	22.5	0.5
Dip/018/C 15	ENT	22.5	0.5
Dip/018/C 16	Rehabilitation hospital	22.5	0.5
Dip/018/C 17	Dental hospital	22.5	0.5
Dip/018/C 18	Community visit / MOH	22.5	0.5
Dip/018/C 19	Family medicine	22.5	0.5
Total		765	17

The credit allocation for the clinical component is shown in table 2. A credit consists of 45 hours of clinical work which includes site visits, ward work, ward classes and other clinical work.

14. Teaching / learning methods

The training programme would be conducted as a full-time programme according to the following schedule.

Clinical rotations/ field work/ site visits - Morning sessions

Lectures/workshops/Seminars/tutorials - Afternoon sessions

The National Hospital of Sri Lanka in Colombo will be the training centre. Trainees will be sent to other sites accredited by the Speciality Board in Elderly Medicine for their field work and site visits as and when necessary.

14.1 Case book

Each candidate is expected to maintain a case book which should include **five** clinical cases documented according to the designated structure given below. The five cases to be included in the case book should have one compulsory case and four optional cases. Old age psychiatric illness, stroke, dementia, fracture neck of the femur, disabled rheumatoid arthritis; disabled osteoarthritis and incontinence where team approach of management is needed are considered as compulsory cases.

The following guidelines should be followed when developing the case book.

- Each case entry consist of a clinical history, examination and investigation findings, treatment process, follow-up care, rehabilitation (where relevant), community based care, reflection on the overall management as against an ideal management scenario, challenges faced in managing such patients ,as well as a reflection on the utilization of social services available for such patients.
- Each entry should not exceed more than 2000 words.
- At the end of each entry, the trainees should provide evidence for the case in terms of BHT notes, pictures, investigative findings, references...etc, which should be certified by the relevant supervisors and due consent should be obtained from the patient concerned when publishing pictures related to patients (The evidence can be produced as an annex at the end of the case book).
- Candidates should include a reference list at the end of each entry. Each case book entry will be checked for plagiarism and if found guilty such trainees will be dealt according to PGIM regulations.
- The case book should be submitted in both the printed format and as a soft copy two months before the closing date of applications for the final examination to the PGIM for assessment.

14.2 Appointment diary

Each trainee should maintain a single appointment diary (Annex 2) pertaining to all the site visits/field work made during the training programme and should be duly filled on completion of the training segment and signature obtained. The appointment diary should be handed over to the PGIM one month before the closing date of applications for the final examination for evaluation.

15. Course assessment

15.1. In Course Assessment

- 15.1.1. Case book
- 15.1.2. Appointment diary

Each of above will be assessed and be certified complete.

15.2. Postgraduate Diploma in Elderly Medicine Examination

15.2.1. Requirements to be Eligible to sit for the Examination

1. Submission and acceptance of the case book
2. Submission and acceptance of the appointment diary
3. Attendance of 80% or more in each of the clinical and the taught components.

15.2.2. Format of the Postgraduate Diploma Examination

The final assessment will consist of three components:

- C1. Written examination (50% of the overall mark)
- C2. Clinical Viva (30% of the overall mark)
- C3. Case book assessment (20% of the overall mark)

C1. Written examination: (50% of the total final mark)

The written examination shall consist of a multiple choice question paper and a structured essay paper.

MCQ (20 marks) The MCQ paper will consist of **60 MCQs** of true/false type to be answered **within two hours**. The MCQs will be derived from all modules of the programme based on the proportion of the allocated credits. Each MCQ will be marked out of 5 and the total marks available for the MCQ will be 300. Negative marks will apply only within the question and will not be carried over. The marks obtained for the MCQ paper will then be converted to a mark out of 20.

SEQ (30 marks) The structured essay question paper will consist of **seven (7) SEQs** which will include 2 questions from geriatric medicine/surgery and 1 each from preventive medicine and health promotion, ethical and legal issues, cancer care and palliation, clinical nutrition management and rehabilitation. Candidates should answer all the questions. The total duration for the SEQ paper will be **two hours and 20 minutes**. Each question will be marked out of 100 by two examiners independently and the total marks obtained for the SEQ paper will be converted to a mark out of 30.

The marks obtained for the MCQ and the SEQ papers will be totalled to obtain a mark out of 50.

C2. Clinical viva: (30% of the total final mark)

The clinical viva will consist of one long case for 40 minutes and two short cases each for 20 minutes. During the long case the candidate is required to obtain a history, examine and evaluate a patient and document the findings within the 40 minutes. The long case will be marked out of 60 and each short case out of 20. Following the clinical cases, the candidate will face a panel of two examiners for 20 minutes. The candidate will be given a mark out of 30 for the clinical viva. The two examiners shall award marks independently and the final mark will be the average of the two.

C3. Case book assessment: (20% of the total final mark)

The case book will be assessed by **two** examiners nominated by the Speciality Board and will be marked out of 100 based on the case book evaluation criteria designated in the annex 3. The total marks obtained for the case book will be converted to a mark out of 20.

16. Requirements to Pass the Postgraduate Diploma Examination

A candidate who obtains **50% or more marks for each component** of the final assessment (written, clinical viva and the case book) will be considered a successful candidate and is eligible to be awarded the Postgraduate Diploma in Elderly Medicine by the Postgraduate Institute of Medicine, University of Colombo.

17. Failed candidates

A candidate obtaining less than 50% in any component of the final assessment is considered a failed candidate. Such candidates shall repeat the failed components of the examination with a new batch at a subsequent instance. Candidates failing to pass the case book assessment in the first attempt should re-submit the case book with necessary corrections in the subsequent attempt. The maximum mark that will be awarded for the case book in a subsequent attempt will be 50% of the total allocated marks for the case book. A maximum of six attempts within eight years are allowed to complete the postgraduate diploma.

18. Recommended reading – Students should refer to the latest editions available

1. Coni N, Nicholl C, Webster S, Wilson KJ. Lecture notes on Geriatric Medicine. 6th ed; Blackwell publishing; 2003.
2. Catherine Bracewell, Rosaire Gray, Gurcharan S Ray. Essentials facts in Geriatric Medicine. 2nd ed; Radcliff publishing; 2010.
3. Bennett G, Ebrahim S. The Essentials of Health Care of the Elderly. Illustrated; Edward Arnold; 1992.
4. Rai GS, Mulley GP. Elderly Medicine: A Training Guide. 2nd ed; Elsevier Ltd; 2007.
5. Howard M. Fillit, Kenneth Rockwood, Kenneth Woodhouse. Brocklehurst's Textbook of Geriatric Medicine and Gerontology. 7th ed; Saunders Elsevier; 2010.
6. Lesley Bowker, James Price, Sarah Smith. Oxford Handbook of Geriatric Medicine. 2nd ed; Oxford University Press; 2012.
7. David B Reuben, Keela A Herr, James T Pacala, Bruce G Pollock, Jane F Potter, Todd P Semla. Geriatrics at your finger tips. 10th ed; American Geriatrics Society; 2008.
8. Christine K Cassel, Rosanne Leipzig, Harvey Jay Cohen, Eric B Larson, Diane E Meier. Geriatric Medicine: An Evidence-Based Approach. Springer; 2003.
9. Jeffrey Halter, Joseph Ouslander, Mary Tinetti, Stephanie Studenski. Hazzard's Geriatric Medicine and Gerontology. McGraw-Hill Companies, Incorporated; 2009.

ANNEX 1

The Postgraduate Diploma in Elderly Medicine - Study Programme and curriculum

Course outcomes

At the end of this course, a trainee will be able to

- Identify specific health related problems and needs in the elderly in view of planning and implementing interventions at the domiciliary settings, primary health care level and institutions providing care for the elderly
- provide humane care and treatment based on sound judgment in the primary care setting
- make appropriate referrals when indicated
- provide leadership in the community level programme implementation and research activities pertaining to the elderly
- liaise with health care institutions and community based organizations

Program structure

The training program consists of eight modules in order to achieve the above course outcomes.

Modules

- 1) Geriatric medicine
- 2) Evidence Based Practices
- 3) Preventive Medicine and health promotion
- 4) Ethical and Legal issues
- 5) Cancer Care and Palliation
- 6) Clinical Nutrition Management
- 7) Rehabilitation
- 8) Spiritual health

Curriculum

❖ Module – 01 *Geriatric medicine*

Topics

- An overview
- Geriatric Assessment
- Common syndromes 1
- Common syndromes 2
- Medical problems in the elderly and management
- Geriatric Pharmacology

An overview

Lesson Objectives

- Understand the need for a separate speciality whereby a holistic approach could be utilized to satisfactorily manage the problems of the elderly.
- Gain an understanding of the basics of the clinical, preventative, psychological and social aspects of disease in the elderly.

Lessons

- Why and how the new speciality was born?
- Concept of normal ageing
- Differentiating pathological from physiological changes
- Challenge of clinical presentations in the elderly
- Poly pharmacy transforming elderly person into a chemistry set
- Accumulation of chronic degenerative diseases
- Relationship between disease, disability and handicap
- The case for multidisciplinary assessment
- Optimisation of care by multidisciplinary management
- Concept of vitality and resilience
- Successful ageing vs. normal ageing

Outcome

- Trainees will gain a bird's eye view of the specialty of Geriatric Medicine
- Trainees should be able to describe the means of the sub specialities & how it has evolved.

Geriatrics assessment

Lesson Objectives

- Students should be able to make a comprehensive geriatric assessment

Lessons

- Principles of Geriatric Assessment
- The routine clinic visit
- Communication strategies
- Physical assessment
- Functional assessment
- Cognitive assessment
- Psychological assessment
- Social assessment
- Quality of life
- The older driver

Outcome

- The trainee should be able to perform a comprehensive geriatric assessment

Common syndromes I

Lesson Objectives

- At the end of the lessons, trainee will be able to obtain a history, perform a clinical examination, order relevant investigations and make an accurate diagnosis

Lessons

- Dementia
- Delirium
- Depression
- Syncope and Dizziness
- Gait disturbances
- Falls & injuries
- Sleep problems in the elderly

Outcome

- The trainee will acquire a framework to manage common syndromes in the elderly
- The trainees should be able to detect & manage above condition

Common Syndromes II

Lesson Objectives

- At the end of the lessons, trainee will be able to obtain a history, perform a clinical examination, order relevant investigations and make an accurate diagnosis

Lessons

- Urinary and bowel Incontinence
- Frailty
- Visual impairment
- Hearing impairment
- Pressure ulcers
- Malnutrition
- Oral disease

Outcome

- The Trainee will acquire a framework to detect & manage above conditions

Medical problems in the elderly and management

Lesson Objectives

- At the end of the lessons, trainees will be able to identify the difference in presentation of medical problems in the Elderly as opposed to the younger patients.

Lessons

- Cardiovascular disorders
- Neurological disorders
- Musculoskeletal disorders
- Respiratory disorders
- Renal disorders
- Endocrine and metabolic problems
- Infectious disorders
- Hematological problems
- Dermatological problems
- Oncological problems
- Gynaecological problems
- Genito-urinary problems
- Sexual dysfunction
- Gastro-intestinal disorders
- Other psychiatric disorders

Outcome

- The trainee should be able to manage the medical problems on the background of ageing physiology and multiple co-morbidity

Geriatric Pharmacology

Lesson objectives

- Learn appropriate dosages, appreciate that there is a narrow margin between therapeutic and toxic doses.
- Review prescriptions for poly-pharmacy and improve compliance outcome
- Provide guidelines for rational use of drugs among the elderly

Lessons

- Challenges of Geriatric Pharmacology
- Ageing and Pharmacokinetics
- Ageing and Pharmacodynamics
- Principles of Prescribing for Older Adults
- Adverse Drug Events
- Drug-drug & Drug-disease Interactions
- Non-adherence and supervision of medications

Lesson Outcome

- Should be able to rationally prescribe drugs for the elderly

❖ **Module – 02 Evidence Based Practices**

Topics

- Evidence based Medicine
- Literature search
- Critical appraisal of research papers

Evidence Based Practices

Lesson Objectives

At the end of the lessons, trainees will be able to formulate a focused clinical question based on a clinical scenario.

Lessons

- Introduction to EBM
- Alternative methods
- Limitations in EBM approach
- Formulating a focused clinical query

Outcome

At the end of the topic, trainees will be able to describe the concept of EBM, its limitations and alternative approaches.

Literature search

Lesson Objectives

At the end of the lessons, trainees will be able to retrieve the information needed to answer the clinical query.

Lessons

- Introduction to databases
- Comprehensive literature search using ‘PubMed’
- Introduction to local and regional databases

Outcome

At the end of the topic, trainees will be able to describe different sources of data and the systematic way of retrieving information

Critical appraisal of research papers

Lesson Objectives

At the end of this topic, the trainees will be able to, critically analyze study data and make decisions regarding applying that data to a given patient

Lessons

Critical evaluation of a research paper on treatment, diagnosis or prognosis

Outcome

At the end of the topic, trainees will be able to describe the components that limit or enhance the validity of a research paper

❖ Module – 03 Preventive Medicine and health promotion

Topics

- Definitions of ageing
- Health promotion concept
- Legislative and policy issues
- Aged care services
- Self-health care

Definitions of ageing

Lesson Objectives

To describe population ageing and the place of the elderly with respect to health, social, functional, economic and legal aspects.

Lessons

- Physiological ageing
- Population ageing
- UN principles for older persons
- Independence
- Participation
- Care
- Self fulfillment
- Dignity

Outcome

Describe the effect of ageing on the individual, family, society & country

Health promotion concept

Lesson Objectives

To describe ways of health promotion for the welfare of the elderly

Lessons

- Ottawa charter
- Determinants of health
- Empowerment
- Community mobilization
- Healthy settings

Outcome

To be able to advice the elderly and the caregivers on health

Legislative and policy issues

Lesson Objectives

- To discuss Sri Lankan National Policy on Older Persons
- To identify important legislation related to the elderly and to aged care
- To discuss important issues related to age care policy and legislations
- To compare age care policies of other neighboring countries

Lessons

- National Policy on Older Persons of Sri Lanka
- Legislations related to aged care
- Gaps related to implementation of policy and legislations
- New policies and legislations in view of changing scenario of socio cultural status
- What we can learn from age care policies of other countries

Outcome

- To critically discuss policy issues and legislation relevant to aged care
- To advise elderly & the care givers on policy issues & legislation

Aged care services

Lesson Objectives

- To describe services related to hospital care
- To study the community care models
- To identify the multidisciplinary team caring elders
- To mention strengths and awareness of geriatric services

Lessons

- Services in hospital - types, accessibility, strength, weakness
- Community health services for elders - accessibility, strength, weakness
- Community service models available in other countries
- Social and welfare services for the elderly
- Importance of the multidisciplinary team in management of elderly (importance of family in aged care)
- Strengths, weakness and gaps in geriatric services
- Common strategies to gain multidisciplinary support
- Role of Ayurvedic medicine in geriatric services
- Residential care
- Palliative care Role of private and non- governmental organizations in providing care.

Outcome

To utilize health and non-health governmental and other sector services for the betterment of the elderly

Self-health care

Lesson Objectives

- To define self health care
- To describe self health care practices
- To learn Skills in empowering elderly for self health care
- To assess the effectiveness of self health care programme.

Lessons

- Definition of self health care and how to assist elders to identify their health needs
- Self empowered health behavior
- Introduction to health promotional activities by lay persons. (exercise, healthy eating, counseling for morbidity groups)
- Assessment of effectiveness of self health promotion programme– Assessment tool, How to do it?
- Volunteering older people – challenges, new skills, recovering old skills, companionship
- Motivation for self health care activities by community mobilization

Outcome- To be able to promote self health care among the elderly patients by using available resources take leadership role in community programs.

❖ **Module – 04 *Ethical and Legal issues***

Topics

- Medical ethics in geriatric care
- Advanced care planning
- Legal issues

Medical ethics in geriatric care

Lesson Objectives

- To be able to understand the principles of medical ethics in relation to geriatric patient
- To be familiar with the process of disclosing a diagnosis, withdrawal of treatment and decisions at the end of life

Lessons

- Introduction to medical ethics
- Disclosing a diagnosis ,refusal/withdrawal of treatment
- Decisions at the end of life and euthanasia

Outcome

Apply the principles of medical ethics in day to day clinical practice

Advanced care planning

Lesson Objectives

- to be able to understand the concept of advanced care planning
- to be able to assess the patient's capacity to make decisions

- to be able to understand the principles governing the decision making for incapacitated patients
- to be able to identify ethical considerations in caring for cognitively impaired and institutionalized patients

Lessons

- Introduction to advanced directives
- Decisional capacity
- Durable power of attorney and surrogate decision making

Outcome

To be able to practically help the geriatric patient with advanced care planning in the ward set up.

Legal issues

Lesson Objectives

- to be able to understand the legal implications of malpractice liability
- to be familiar with the legal issues of informed consent and confidentiality
- to be able to understand the special issues in demented patient in research

Lessons

- Overview of malpractice liability
- Informed consent and confidentiality
- Special legal issues in demented patients in research setting
- Elder abuse and neglect

Outcome

- At the end of the lessons the trainee is expected to possess a sufficient understanding of legal issues in relation to geriatric care.
- Identify practical legal issues in relation to the elderly.

❖ **Module – 05 Cancer Care and Palliation**

Topics

- The burden of Cancer and Cancer Prevention
- Cancer Treatment
- Outline of Cancer Management of Specific Cancers in Elderly
- Decision Making
- Palliative care

The burden of Cancer and Cancer Prevention

Lesson Objectives

At the end of the lessons, trainees will be able to understand the common cancers and their prevention.

Lessons

- The Burden of Cancer in the Elderly
- Cancer Prevention in the Elderly
- Breast Cancer Screening in the Elderly
- Prostate Cancer Screening in the Elderly
- Screening for Colorectal Cancer in the Elderly
- Well women's clinic

Outcome

At the end of the topic, trainees will be able to describe the burden of cancer in elderly population in Sri Lanka and Cancer prevention.

Cancer Treatment

Lesson Objectives

At the end of the lessons, trainees will be able to explain the basis of cancer, and treatment options, benefits and limitations, and their applicability in elderly cancer population.

Lessons

- Introduction to Molecular Biology and Biological Markers
- Surgery in the Elderly Oncology Patient
- Radiation Therapies in the Elderly Oncology Patient
- Chemotherapy in the Elderly Oncology Patient

Outcome

At the end of the topic, trainees will be able to describe different basic molecular basis of cancer and treatment options available to treat cancer in elderly population.

Outline of Cancer Management of Specific Cancers in Elderly

Lesson Objectives

- At the end of the lesson, trainees will be able to describe various treatment options in common types of cancer in elderly population with the limitations and benefits of each treatment options in specific types of cancers and the outcome of treatment, and possible side effects of treatment.
- Cancer & treatment options & their applicability
- Outline of cancer management of specific cancers in elderly

Lessons

- Head and Neck Cancer
- Genitourinary Cancer
- Breast Cancer
- Gastrointestinal Cancer
- Leukemia, Lymphomas, and Myelomas
- Skin Cancer
- Gynecological Cancers
- Lung Cancer

Outcome

At the end of the topic, trainees will be able to describe treatment options for common cancer types in elderly population.

Decision Making

Lesson Objectives

At the end of the lessons, trainees will be able to describe the co-morbid factors and quality of life issues that influence the treatment decisions, and describe the management of terminally ill elderly cancer patients in the local set up.

Lessons

- Co morbidities and Cancer
- Quality of Life and Cancer in elderly
- Management of the Terminally ill Patient

Outcome

At the end of the topic, trainees should be able to describe the factors that influence decision making in the elderly cancer patients

Palliative care in the elderly (cancer/non cancer)

Lesson Objectives

At the end of the lessons, trainees will be able to explain the basic concepts of palliative care and various palliative care options available in the management of elderly cancer patients

Lessons

Introduction to Palliation in cancer/palliation in non cancer situations

Outcome

At the end of the lesson, trainees will be able to describe palliative care in the elderly patients

❖ **Module – 06 *Clinical Nutrition Management***

Topics

- Nutritional problems
- Nutrition assessment and requirements
- Nutritional management in common medical problems and special circumstances
- Nutrition and drug interaction
- Nutrition counselling

Nutritional problems

Lesson Objectives

At the end of the lesson the trainees will be able identify these problems on individual nourishment

Lessons

- Mal-absorption
- Palatability
- Denture
- Dysphagia
- Food habits ,taboos, and practices
- Access to food

Outcome

At the end of this topic, the trainees will be able to, identify& manage common problems related to nutrition among elderly.

Nutrition assessment and requirements

Lesson Objectives

- Management guidelines to provide nutritional counseling
- At the end of each lesson the trainees will be able to,
- Conduct a nutritional assessment using each parameter.

- Identify nutritional requirement of a healthy individual/ elderly.
- Identify the use of nutritional assessment tools, develop and use in clinical situations

Lessons

- Nutritional assessment
 - Anthropometry
 - Biochemical
 - Clinical observations
 - Dietary data
- Nutritional requirement of a healthy individual
- Practical work (how to calculate the nutritional requirement)
- Using nutritional assessment tools in clinical situations

Outcome

- At the end of this topic, the trainees will be able to,
- Develop the ability to assess elderly to determine level of nutrition
 - Identify the nutritional requirement of an individual

Nutritional management in common medical problems and special circumstances

Lesson Objectives

At the end of each lesson the trainee should be able to, Identify suitable / unsuitable food for each situation

Lessons

- Obesity
- Dyslipidaemia
- Malnutrition
- Diabetes mellitus
- Cancers
- Hypertension
- Renal diseases
- Disabilities and deviations from health in the elderly
- Practical work

Outcome

- Identify how food and nutrition affect management of the common medical problems & complications
- Should be able to assess the elderly to define the level of nutrition
- Manage the nutritional requirement of an elderly individual

Nutrition and drug interaction

Lesson Objectives

At the end of each lesson the trainees will be able to, familiarize and effectively use the knowledge at clinical situations

Lessons

Food & drug interactions

Outcome

At the end of this topic, the trainees will be able to, recognize impact of food and drugs on effective management of nutrition

Nutritional Counseling

Lesson Objectives

At the end of the lesson, the trainees will be able to-

- Familiarize with individual counseling
- Identify problems of counseling, ability to overcome, and do effective counseling

Lessons

- Theory of nutritional counseling
- Practical work

Outcome

At the end of this topic, the trainees will be able to, conduct a nutritional counseling session

❖ Module – 07 Rehabilitation

Topics

- Introduction
- Physical activity
- Assessment of disability
- Assistive devices
- Rehabilitation of specific conditions
- Falls in the elderly
- Managing an elderly who is bed bound
- Rehabilitation services available in Sri Lanka

Introduction

Lesson Objectives

At the end of the lessons the trainees should be able to identify rehabilitation and the type of treatment and /or assistance the patients need to improve their quality of life

Lessons

- Definition of disability and Rehabilitation
- The rehabilitation process
- Rehabilitation team

Outcome

- At the end of the topic the trainees will acquire a basic knowledge on the definition of rehabilitation and on the WHO classification of disability. They will also have an insight as to how the rehabilitation process is implemented both in the health institution as well as in the community
- Trainees should be able to identify those who need rehabilitation

Physical activity

Lesson Objectives

At the end of the lessons trainees will be able to retrieve the knowledge acquired to address issues related to physical activity.

Lessons

- Age related physiological changes that affect exercise programmes
- Body size composition
- Cardio Respiratory endurance
- Strength
- Metabolic function
- Body composition
- Age related changes in the physiological response to acute exercise and chronic adaptation to long term training.
- Health Risks of intense physical training for the aged athlete
- How trainable is older athlete
- Special Issues-Environmental stress

Outcome

At the end of the topic, trainees will be able to describe the Age related changes in exercise physiology and other issues specific for an elderly persons exercise programme

Assessment of disability

Lesson Objectives

At the end of the lessons trainees will be able to objectively assess elders with physical disabilities and make use of various measurement tools to assess the progress of the disabling condition

Lessons

- Introduction to disability and classification
- Assessment tools in various disease conditions
- Follow-up of various disabling conditions

Outcome

At the end of the topic, trainees will be able to describe the functional assessment of various diseases resulting in disability

Assistive devices

Lesson Objectives

At the end of the lessons trainees will be able to advice, guide and recommend to elders with various disabling conditions on assistive devices

Lessons

- Physical disability for Mobility
- Visual disturbances
- Hearing disturbances

Outcome

At the end of the topic, trainees will acquire a basic knowledge on different types of assistive devices used in various disabling conditions

Rehabilitation of specific conditions

Lesson Objectives

At the end of the lessons trainees will be able to identify as to which patients need medical rehabilitation and where such patients need to be referred to

Lessons

- Musculo-skeletal
- Neurological rehabilitation
- Psychiatry
- Respiratory
- Cardiac

Outcome

At the end of the topic, trainees will be able to describe the outline of principles of rehabilitation which needs rehabilitation

Falls in the elderly

Lesson Objectives

At the end of the lessons trainees will be able to assess and plan out a comprehensive management plan for elders who present with falls

Lessons

- Causes
- Assessment
- Prevention
- Treatment

Outcome

At the end of the topic, trainees will be able to describe the outline of management of elders who present with falls.

Managing an elderly who is bed bound

Lesson Objectives

At the end of the lessons trainees will be able to implement a comprehensive management plan for elders who are bed bound.

Lessons

- Physical management
- Nutrition
- Positioning
- Detection and management of complications
- Psychological management
- Role of care givers/Caring of care givers

Outcome

At the end of the topic, trainees will be able to describe the outline of management of elders who are bed bound

Rehabilitation services available in Sri Lanka

Lesson Objectives

At the end of the lessons trainees will be able to make use of the rehabilitation facilities to refer them to institutions maintained by both the ministry of Health and social services to persons with disabilities

Lessons

- Social services
- Health

Outcome

At the end of the topic, trainees will have a basic knowledge on rehabilitation services available in the country both in the health sector and the social services sector

❖ Module – 08 *Spiritual health*

Lesson Objectives

- Develop an understanding of the mental stresses in the elderly impacting on their wellbeing.
- Consider the role of spiritual and mindfulness approaches to
- Counteract such stresses.

Lessons

- Sense of loss and the contracting world of the elderly
- Empathy, Compassion and Loving Kindness in relation to health care as demonstrated in Buddhism, Hinduism, Christianity & Islam
- MINDFULNESS BASED MEDITATION and research on its application to reduce stress and pain at the University of Massachusetts hospital and the mindfulness centre at the University of Oxford.

Outcome

Appreciate the inter dependence of mind and body.

- Enable the trainees to deal with the psychological stresses in the elderly.

Training centers

- Help Age
- Elderly homes / Social Services Department
- Sister's charity –Maradana

Annex 2

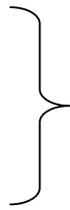
**POSTGRADUATE DIPLOMA IN ELDERLY MEDICINE
APPOINTMENT DIARY STRUCTURE**

(The appointment diary should be prepared according to the following format)

Name of Trainee:
Name of Trainer:
Appointment:
Period of Training: From To
Unit/ Department/ Institution:

General Objectives

Specific Objectives



Trainee to identify

Comments of the Trainee:

Organizational structure:
Resources available:
Functions of the Unit / Department / Institution in relation to elderly care:
Objectives that were achieved:
Usefulness of your visit:
Suggestions to improve the appointment:

Signature of the Trainee:
Date:

Consultant in charge / Supervising officer / Head:
.....
Signature of the above:
.....
Date:
.....

Annex 3

Case book marking scheme for the Postgraduate Diploma In Elderly Medicine

Student Index No.:

Batch No:

Date:

	Category	Marks				
		1	2	3	4	5
Structure & style:						
1	Maintaining confidentiality					
2	Organization of material					
3	Clarity of written expression (correct grammar etc)					
4	Use of appropriate language					
5	Style of referencing					
Content						
6	Accurate description of cases					
	Accurate interpretation of,					
7	History					
8	Examination findings					
9	Treatment procedures					
10	Investigations					
11	In ward care and monitoring					
12	Social welfare					
13	Follow-up after discharge					
14	Use of relevant references/citations					
15	Integrating information					
Discussion:						
16	Critical evaluation of the management					
17	Citing evidence from literature					
18	Discussing the optimal management					
19	Challenges in achieving the optimal management					
20	Self reflection of the learning experiences					
					Total marks (out of 100)	