

 Learnna | Diploma MSc

Geriatric Medicine

Postgraduate Diploma and MSc Courses



THE UNIVERSITY OF
BUCKINGHAM



Postgraduate Diploma

Delivered over 1 year, the online, part-time, Postgraduate Diploma course is specially developed for busy health professionals. Formatted in 6 modules, each 6 weeks in duration; the course is designed to be practical and clinically focused.

MSc

The MSc runs over 2 calendar years, with the first year comprising of the Postgraduate Diploma. The second year begins with an 8-week focus on research methods, covering research techniques, evidence-based practice, and health evaluations. Students then develop a Professional Project (dissertation), considering the necessary ethical issues required by the University.

Why study Geriatric Medicine with us?

Taught completely online, our Geriatric Medicine course is designed to be practical and clinically focused, allowing all healthcare professionals the opportunity to deepen their knowledge in specific areas of interest and relevancy. This will allow them to meet the needs of the ageing individual, whilst collaborating and learning with their colleagues in the multidisciplinary team.

Our Geriatric Medicine courses are specially developed for healthcare professionals looking to further their clinical knowledge within geriatric medicine. These courses are suitable for both UK and overseas graduates in medicine, nursing and allied professions, e.g. physiotherapists, dietitians etc, who work with older population.



Our courses in Geriatric Medicine equips healthcare professionals with advanced skills to excel in rapidly evolving medical scenarios. This programme is ideal for those seeking to enhance their expertise in a geriatric care setting.

Dr. David Whitehead, Learna | Diploma MSc Programme Leader



Geriatric Medicine Postgraduate Diploma

Course Modules

Our online Geriatric Medicine Postgraduate Diploma allows you to study for just one calendar year and is a part-time, online course. The course is worth 120 credits and comprises six modules of 20 credits, each running over a period of six weeks.

Module 1 - Geriatric Medicine Introduction

Aim of the module:

This module aims to introduce the students to the concept of physiological ageing in comparison with younger adults, differences between physiology and pathology, major presentation of illness in older people and general approach to therapy.

Synopsis of module content:

- Physiology of ageing
- Health promotion and Public Health
- Geriatric giants
- Medicine management
- Therapies
- Social issues relating to older adults:
abuse, DOLs, mental health, power of attorney, safeguarding

On completion of this module, students will be able to:

1. Demonstrate a critical and systematic knowledge of the current evidence and practice in the physiology of ageing and care of the older person.
2. Combine therapeutic and social constructs to develop care for older people in complex and unpredictable situations.
3. Demonstrate a high-level understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the care of the elderly discipline into clinical practice.

Module 2: Falls

Aim of the module:

This module aims to highlight the importance attached to the risk of falls in older people in different environments (community and institution), consequences of falls, holistic assessment of causes, the importance of the multidisciplinary team assessment, plan of prevention and management.

Synopsis of module content:

- Initial assessment and comprehensive geriatric assessment - CGA
- Falls and fractures
- Osteoporosis, prevention and management
- Fall and fracture prevention and management
- Pathophysiology of sarcopaenia, bone loss, identification and management.

On completion of this module, students will be able to:

1. A critical appreciation of the interplay between the physiology of ageing with falls and fractures, together with the understanding of diagnostic and management strategies.
2. Critically evaluate current research and evidence into the diagnosis and management of osteoporosis and falls.
3. Critically implement the learning and synthesise the evidence into clinical practice to improve care of the elderly who present with falls and osteoporosis.

Module 3: Confusion and Dementia

Aim of the module:

This module aims to highlight the risk of confusion and cognitive impairment in older people in different settings, differentiating between different types and causes of confusion, acute and chronic cognitive dysfunction, and measures of assessment and management.

Synopsis of module content:

- Assessment and diagnosis
- Delirium and acute confusion
- Cognitive decline and dementia
- Therapeutic interventions in dementia
- Emerging approaches to the physiology and treatment of dementia
- Depression and anxiety in older people.

On completion of this module, students will be able to:

1. Develop a systematic understanding and critical knowledge of the assessment, classification and management of the older person presenting with memory disorders.
2. Critically evaluate the evidence relating to the diagnosis, investigation and management of delirium, confusion and dementia.
3. An ability to synthesise and translate the critical knowledge and evidence-base for the management of older subjects presenting with confusion and memory issues in clinical practice.

Module 4: Stroke, Age-Related Neurological Disorders, and Syncope

Aim of the module:

This is an introduction to age related neurological conditions and stroke. It includes approaches to assessment, management and prevention of stroke, myopathies and Parkinson's disease together with the impact on function and quality of life in older age.

Synopsis of module content:

- TIA and Stroke
- Primary and Secondary stroke prevention
- Muscle disorders: myopathy, MND, temporal arthritis, PMR
- Parkinson's Disease
- Syncope and pre-syncope

On completion of this module, students will be able to:

1. Critically applies a systematic understanding of stroke, age-related neurological disorders and syncope, presenting in the older subject.
2. An ability to critically evaluate and synthesise the evidence relating to the pathophysiology, diagnosis, investigation and management of the older patient presenting with stroke, age-related neurological disorders and syncope.
3. An ability to analyse, synthesise and relate this knowledge into the care of the older patient presenting with a variety of cerebrovascular and common neuro muscular disorders.



Doing a course, all online is a lot more convenient for me around my clinical role so that's why I chose to study with Learn... I really like how flexible the course was, I liked the freedom I got with the professional project and I was well supported throughout the whole 2 years!

- Lisa Jayne Edwards, Medical Education MSc graduate

Module 5: Frailty and Continence

Aim of the module:

This module aims to develop an in-depth knowledge of the diagnosis and management of frailty and continence in older people. This will include aetiology, models of assessment, medical and surgical management of frailty, urinary incontinence and constipation in older people.

Synopsis of module content:

- Definition and pathophysiology of frailty
- Management and prevention of frailty, new horizons in ageing
- Dependency and disability
- Change of bowel habit/function
- Continence and medical conditions in the older people
- Management of incontinence

On completion of this module, students will be able to:

1. An ability to critically appraise and understand the evidence relating to the pathophysiology, impact, management and prevention strategies in the care of older people presenting with frailty and continence issues.
2. An ability to critically evaluate the current evidence base for the management and prevention strategies applying to frailty and continence disorders.
3. An ability to synthesise current evidence and critically interpret this into the care of subjects presenting with frailty and continence disorders.

Module 6: Ethics and End-of-life Care in the Older Person

Aim of the module:

This module provides an in-depth and contemporary knowledge of ethical issues and end-of-life care in the older person. In particular it analyses issues relating to consent to treatment, quality of life and also brings to attention the complex aspects of end-of-life care.

Synopsis of module content:

- Safeguarding
- Mental Health Act and Mental Capacity Act
- Advance care planning and ethical considerations
- End-of-life interventions and ethics
- Palliative interventions and ethics
- Withholding treatment, assisted dying and the law

On completion of this module, students will be able to:

1. An ability to critically understand and synthesise the evidence and legal frameworks relating to ethical dilemmas in relation to mental health and end-of-life care.
2. An ability to critically evaluate and synthesise complex ethical, mental health and end of life care of the elderly patient.
3. Develop an ability to incorporate the knowledge into complex clinical scenarios relating to ethics, mental health and end of life care in the elderly person



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"When I enrolled into the course I had no idea about the opportunities it would provide me with. Having my first paper published through this course helped me overcome my apprehensions of academic writing and made me more confident to pursue it further. "

Rutu Dave

Module 7: Professional Project

Aim of the module:

The Research Methodologies and Critical Appraisal element of the module will help students recognise, understand, interpret and apply methods used in healthcare research and critically appraise the various methodologies related to the specialty.

The Professional Project Proposal and Professional Project elements will develop students' ability to critically appraise specific areas of clinical, research and/or organisational practice and develop skills in independent research, study and writing for publication.

Synopsis of module content:

Research Methodologies and Critical Appraisal:

- Key epidemiological terms: prevalence, incidence, sensitivity, specificity, false positives/negatives.
- Interpretation of data visuals: Kaplan-Meier curves, forest plots, meta-analyses.
- Research calculations: relative/absolute risk, number needed to treat.
- Statistical tests: t-tests, ANOVA, chi-square.
- Qualitative research methods.
- Basics of evidence-based practice in clinical settings.
- Health economics, audit, and quality improvement principles.
- Importance of patient and disease-specific registers.
- Research on educational methods for healthcare providers and patients.

Professional Project: Students will complete a subject-related project relevant to their practice, which may include:

- Literature review and evidence appraisal.
- Practice audit (clinical or organisational).
- Review and application of evidence-based practice.
- Qualitative or quantitative research.
- Case-based and quality of service review with critical appraisal.
- Case report, literature review, or organisational assessment.

On completion of this module, students will be able to:

1. Select and apply different methodological perspectives and tools to answer research questions in the field.
2. Critically analyse and interpret research in the subject area.
3. Critically evaluate practice and suggest improvements or change.
4. Incorporate knowledge of the research process in developing services appropriately.
5. Critically analyse and interpret research to assess its application to delivery/service development.
6. Evaluate ethical considerations in research and the process of engagement with ethical committees.
7. Design and undertake a professional project related to the field of practice in order to produce an extensive piece of literature which may be suitable for peer-reviewed publication.
8. Create evidence-based recommendations to add to the knowledge base of the subject area.
9. Demonstrate critical evaluation skills enabling an in-depth critique of the academic literature.



Teaching Methods

Our courses are conducted entirely online through our online learning platform. However, you will receive guidance throughout with tutor-stimulated academic discussions, which are based on clinically-rich case scenarios. These usually occur within groups of 10-15 students, allowing you to clearly communicate with both your tutor and fellow students.

You will participate in a combination of group and individual activities, which are recorded in a reflective journal. This innovative teaching method enables you to envisage the translation of your studies into your every day work and practice.

Our dedicated Student Support Team are also available to help with any problems you may face. From navigating our online platform to advising you on deadlines, our team can assist with any questions or challenges you may have along the way.

Induction week

Once you have secured your place on the course, you will be required to attend our Induction week. This will give you the opportunity to participate in workshops on Harvard referencing, scientific and reflective writings, and levels of evidence in preparation for your studies. It is compulsory for you to attend this induction, as it'll provide you with a sturdy introduction to the course.

Geriatric Medicine: Postgraduate Diploma and MSc Courses

Entry Requirements

English Requirements

- IELTS with an overall score of 6.5 or above.
- GMC / NMC (Nursing Midwifery Council) / GPhC / HCPC registered – with a licence to practise.
- Proof of study at a UK, USA, Australian, New Zealand or Canadian University or membership to a medical body from one of these countries.

Educational Requirements

- Possess an undergraduate degree in a relevant subject awarded by a UK university or overseas equivalent.
- Provide evidence in the personal statement as to how they can apply learning to a practical setting and reflect on practice.
- Basic IT skills (e.g. word processing, email and internet).
- If English is not the student's first language they must hold an English language qualification.

Health professionals working within a clinical setting, both UK and overseas, with a related Healthcare Science degree (including international qualifications) are eligible to apply for the Geriatric Medicine courses.

Applicants without the above academic criteria but relevant/ suitable experience can apply. Applications will be judged on the individual specifics of background and qualifications including ability to work at Postgraduate level (applicants may be asked to submit a piece of work for assessment to confirm that they are able to work comfortably at postgraduate level and demonstrate requisite clinical/professional knowledge).





What do our students think?

Since 2010, over 8000 students have progressed their medical career by enrolling in one of our qualifications. We ourselves have learned a lot during this time and continually seek to improve the student learning experience. Here is what some of our previous students have said:

"I found the online learning very interesting. It enabled me to save money and time."

Dr Imad Eddin Rahamtalla, Doctor

"I strongly recommend Diploma MSc to all those busy physicians who are working in remote areas and wish to upgrade their knowledge."

Dr Junaid Zaffar, Diabetologist

"The learning was fun and enjoyable. The course was awesome and it increased my confidence."

Dr Sankar Nath Jha, Assistant Professor

"I found learning with Diploma MSc interesting, it helped to update my academic knowledge."

Dr Prasanth Kinattapurayil, Doctor

"I love that it was flexible and that I could log in at my convenience. I found this course to be very in-depth, informative, challenging and stimulating."

Kerri-Ann Best PGDip, RD



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