

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Health and Care Sciences		
<b>ACADEMIC UNIT</b>	Department of Biomedical Sciences - Aesthetic & Cosmetic		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	8051	<b>SEMESTER</b>	8th
<b>COURSE TITLE</b>	AGING - LONGEVITY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
THEORY	3	5	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialized general knowledge, skills development</i>	OCSBC		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE(URL)</b>	<a href="https://eclass.teiath.gr/courses/TIE124/">https://eclass.teiath.gr/courses/TIE124/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6,7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The course provides knowledge and skills related to the biological substrate of aging and longevity and the protection of the elderly. The parameters and conditions for the formation of an individual, family and social environment that ensures conditions of active and healthy aging are examined. The aim of the course is to educate students in understanding the biological mechanisms and parameters of aging, to recognize the progress of normal aging, well-being and longevity, the occurrence of geriatric syndromes with the accompanying morbid symptoms as well as the managing and treating of them.</p> <p>The course aims to enable the student to realize his/her potential and role in shaping a healthy environment and lifestyle of aging and longevity, in the protection and support of elderly people with emphasis on self-care, independency, volunteering, adopting activities and behaviors that help individuals stay physically and mentally healthy, enhancing the family environment functionality, informing and linking them with the available – institutional or informal – support services.</p> <p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• understood the risk factors, the biological and psychosocial parameters in aging and longevity.</li> <li>• Has knowledge of health issues that arise during the elderly period.</li> <li>• Assess the health and welfare issues of elderly people and plan and carry out appropriate interventions aimed the protection of them.</li> </ul>

- Use evaluatively tools and methods for health and welfare needs.
- work autonomously and / or in cooperation with other health professionals in the context of providing health care services in the elderly.
- provide counseling and education on health issues that concern this age group with the ultimate goal of healthy and active aging.
- provide health care services of the elderly in the community and health facilities.

### General Competences

Taking in to consideration the general competences that the degree-holder must acquire (as this appear in the Diploma Supplement and appear below) at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations Decision-making

Working independently Teamwork

Working in an international environment Working in an interdisciplinary environment Production of new research ideas

Project planning and management Respect for difference and multiculturalism Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

Others...

Decision making

Working independently

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

### (3) SYLLABUS

1. Morphological, neurochemical and clinical evidence of aging.
2. Definition and concepts of aging and longevity. Theories of aging. Telomeres.
3. Population ageing of its effects. Demography-Epidemiology.
4. Healthy & Active aging. Volunteering. The importance of retirement.
5. Longevity zones. Lifestyle.
6. Risk factors. Physical activity. Falls. Vaccinations.
7. Nutritional remarks in elderly. Malnutrition-Sarcopenia.
8. Evaluation of elderly health history. Peculiarities of pharmacotherapy
9. Geriatric Syndromes. Vulnerability syndrome. Body rest. Debilitation.
10. Sexuality in elderly. Urinary incontinence.
11. Dementia. Psychosocial problems.
12. Stress and mental health. Anxiety and depression in elderly.
13. Services - entities - Institutions. Health Facilities for the elderly.

(4) **TEACHING and LEARNING METHODS-EVALUATION**

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, Communication with students</i></p>	<p>Use of ICT in teaching, Communication with students by e mail and the web site of Biomedical Sciences Department. Use of e-class for slides' posting, scientific articles, useful links, questions; answers, exercises, etc.</p>	
<p><b>TEACHINGMETHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, field work, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures with the usage of audiovisual aids	40
	Essay writing	30
	Independent study	20
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written evaluation (100%) which includes:</p> <ul style="list-style-type: none"> <li>• Multiple choice questionnaire</li> <li>• Short - answer questions</li> <li>• True or false questions</li> </ul>	

(5) **ATTACHED BIBLIOGRAPHY**

1. Χανιώτης Φ., Χανιώτης Δ. Γηριατρική. Ιατρικές Εκδόσεις Λίτσας, 2013.( Εύδοξος: 22769283)
2. Beers Mark H., Jones Thomas V. Merck εγχειρίδιο η υγεία στην 3η ηλικία. Εκδόσεις Broken Hill Publishers LTD, 2007.
3. Markides SK. Health and Aging. SAGE Publ. USA, 2007
4. Chernoff R. Geriatric Nutrition. Jones & Bartlet Publ. USA, 2006
5. Kagawa Y. From clock genes to telomeres in the regulation of the healthspan. Nutrition Reviews; 2012, 70(8):459-471
6. Haber D. Health promotion and aging. Practical applications for health professionals. Springer Publishing Company. New York, 2010.
7. Naaldenberg J. Healthy aging in complex environments. Exploring the benefits of systems thinking for health promotion practice. Wageningen University, The Netherlands, 2011.

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