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Strategic Innovative Educational Network
for **Healthy Ageing**

Creating an Educational Program to Promote Healthy Aging

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30/08/2023



Facultat
de Ciències
de la Salut



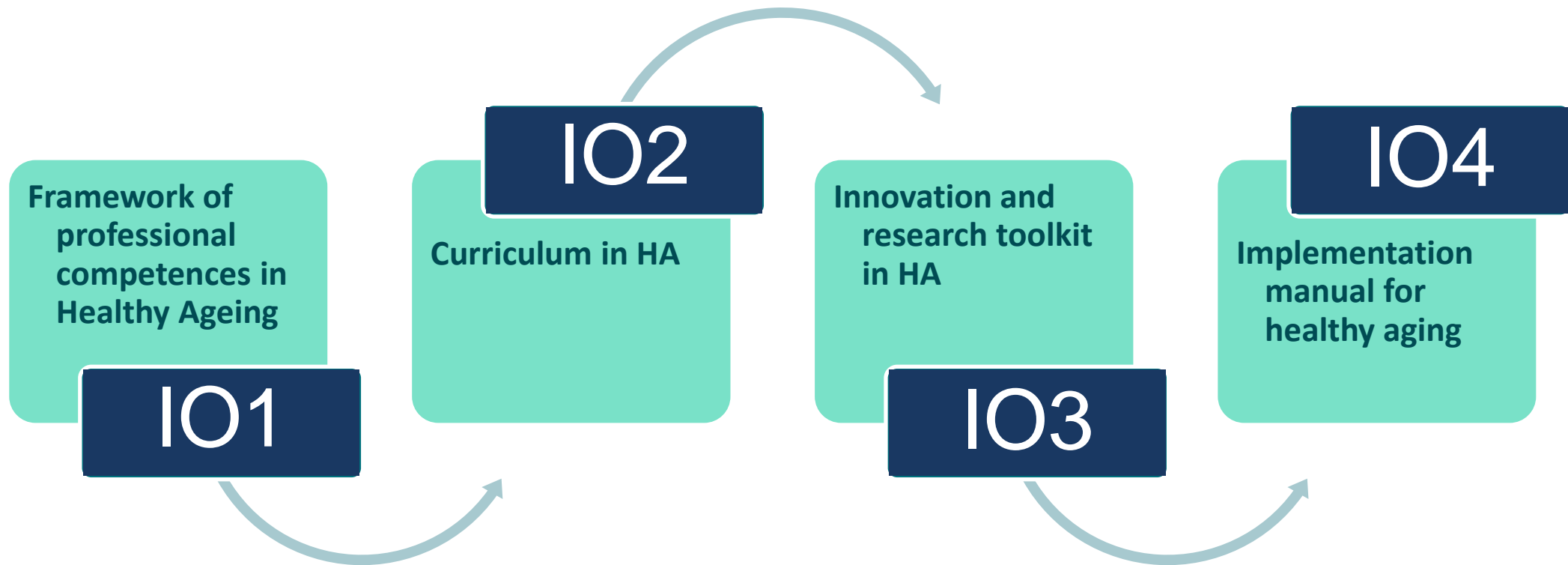


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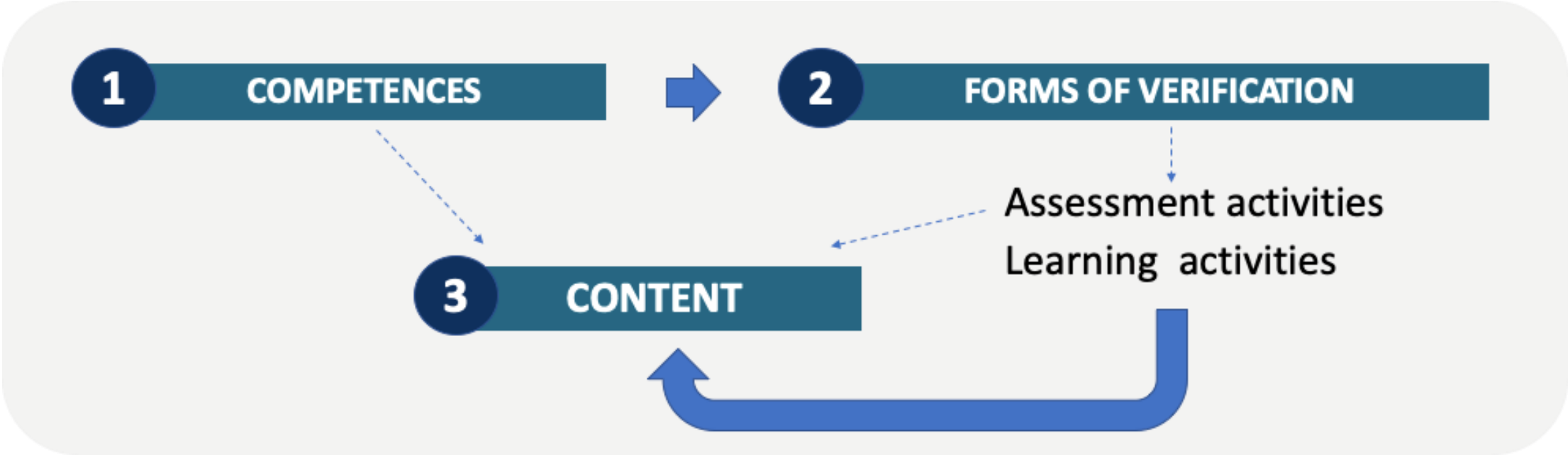
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Development of the curriculum



Development steps validation

Round 1 – competences cluster validation – nominal group method with the consortium,

Round 2 – forms of verification – nominal group method with the collaborators,

Round 3 – structure, content, and module organisation – nominal group method with the collaborators,

Round 4 - structure, programme learning outcomes, content, assessment, and module organisation – nominal group method with the consortium, including the teachers and students.



IO2 Outcomes and Chronogramme

IO2

	COMPETENCES	PROGRAMME LEARNING OUTCOMES	PERFORMANCE INDICATORS AND ACTIVITIES OF LO		CONTENT NEEDED	CONTENT CLUSTERING
		↓	↓		↓	↓
		Programme Profile – End level	Criteria for assessment	Assessment activities & Learning Outcomes	Syllabus	Modules
DEVELOPMENT	Done IO1	Done IO1 - final Consortium validation in TM Estoril	Phase 1 – Consortium - Focus Group discussion (TM Estoril) Phase 2 - IO2 leaders Phase 3 – IO collaborators - Delpi method		Phase 1 – Consortium - Focus Group method Phase 2 - IO2 leaders	Phase 1 - IO2 leaders Phase 2 – IO collaborators - Delpi method
VALIDATION		Delphi method External experts and students	Phase 1 - Consortium - Delphi method Phase 2 – External experts and students		Phase 1 - Consortium - Delphi method Phase 2 – External experts and students	Consortium – Focus Group
OUTPUT TIMELINE	November 2021	April 2022	June 2022	June 2022	October 2022	February 2023

Curricular Structure

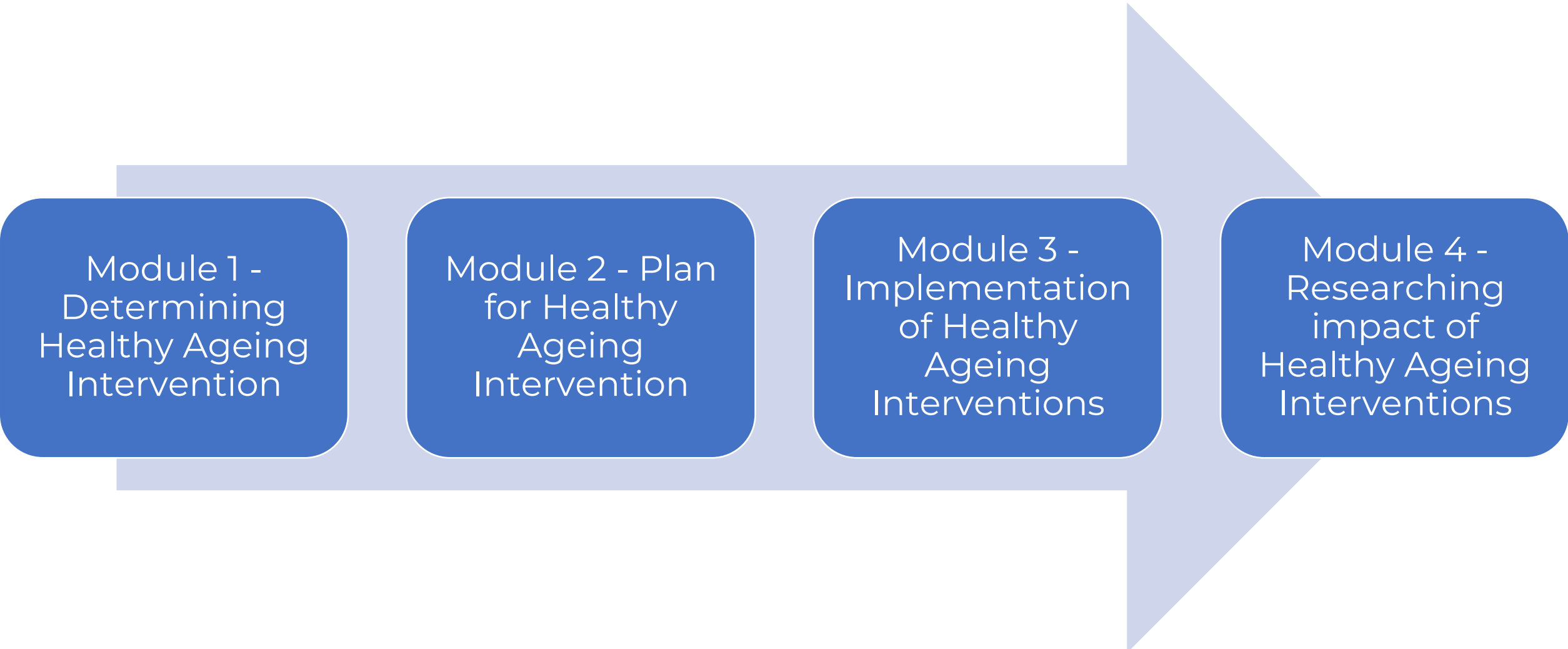
- 60 ECTS (1 year full-time or 2 years part-time)

Minimum structure agreed within the consortium
National demands may require customization

Possible strategies to increase the amount of ECTS:

- Increasing the thesis capstone ECTS, with increased activities
 - Increasing all capstones ECTS, with increased activities
 - Adding a new module/capstone according to contextual needs
- Contact hours per credit – depends on the institution
 - Modules with equal workload – 15 ECTS

Course Outline



Module 1 -
Determining
Healthy Ageing
Intervention

Module 2 - Plan
for Healthy
Ageing
Intervention

Module 3 -
Implementation
of Healthy
Ageing
Interventions

Module 4 -
Researching
impact of
Healthy Ageing
Interventions

Module 1 - Determining Healthy Ageing Intervention



- Introduces students to the **factors influencing healthy ageing**, methods to promote it, the importance of interprofessional collaboration, supported by technology.
- Includes needs analysis, ethical considerations, and explores research **methodologies specific to healthy aging interventions.**

Module 2 - Plan for Healthy Ageing Intervention



- Focus on **strategies, frameworks, models, planning, resources**, and evidence-based approaches for healthy ageing interventions.
- The module prepares students to create and execute effective interventions.

Module 3 - Implementation of Healthy Ageing Interventions



- This module covers action implementation, including management strategies, interprofessional team leadership, impact evaluation using citizen science approaches

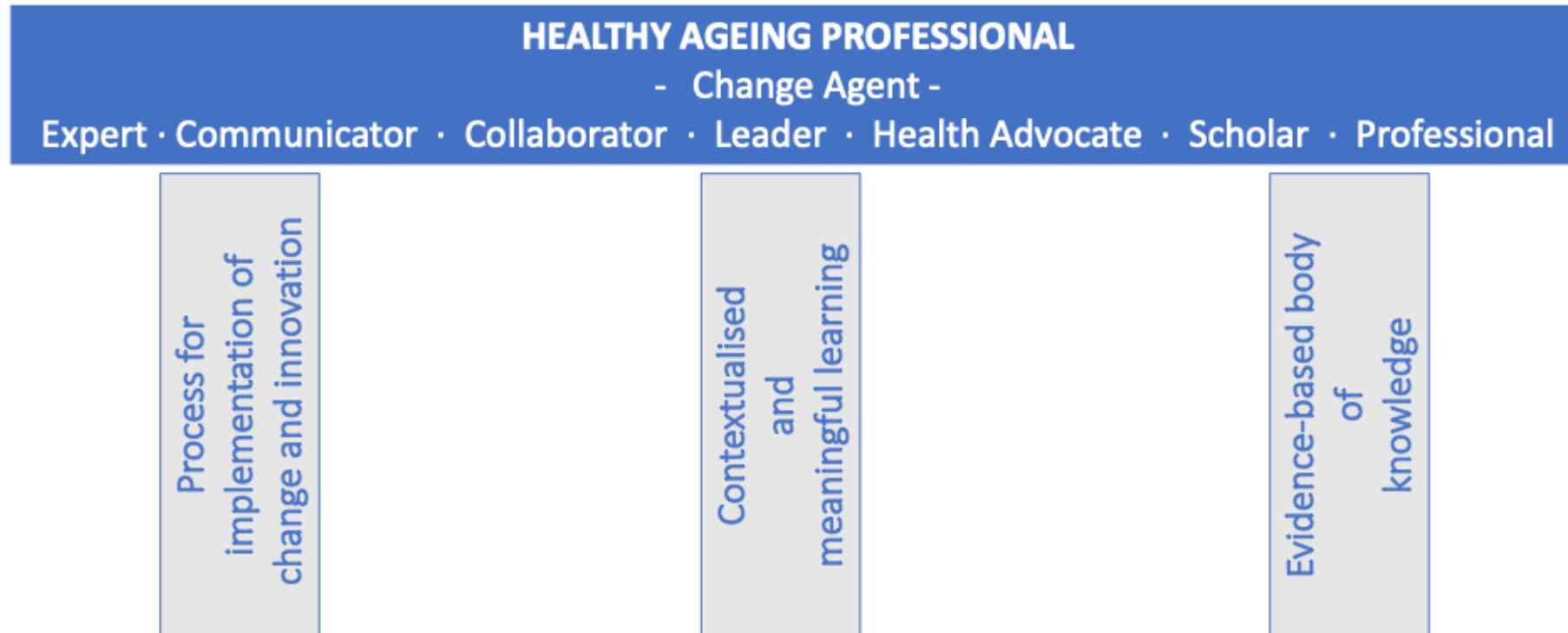
Module 4 - Researching impact of Healthy Ageing Interventions



- In this final module, students will learn evidence-based practices, research methodologies, and effective analysis and communication in healthy ageing.

Educational design

to enhance competences of professionals who will be the change agents to innovate and promote healthy ageing in communities, contents are designed in the entanglement of three main pillars

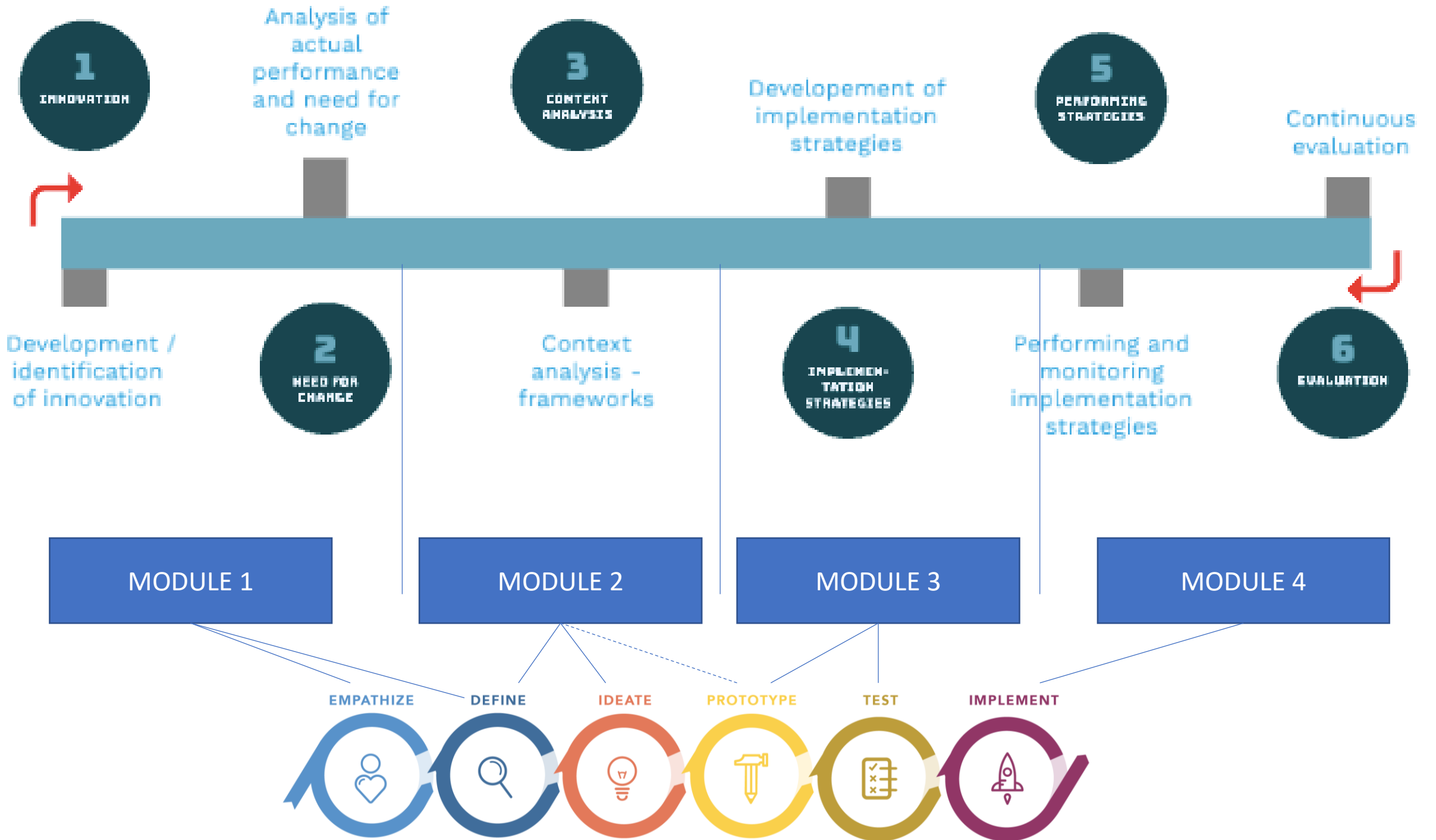


Processes for Implementation of change and innovation

To implement change, professionals require specific competences with sequential processes.

The programme is organised as a process for the implementation of change and innovation





Contextualised and meaningful learning

To deal with complexity and be confronted with real situations to present innovative approaches, the programme and the learning experiences and evaluations are completed in real context. For this, two specific frameworks are used:

- **Challenge-based learning** - an educational framework, that gives students the opportunity to work on a real societal challenge in an interdisciplinary team.
- **Capstone methodology** - capstone projects and teaching - is a multifaceted method that serves as an integrative academic and intellectual experience for students, combining different disciplines applied in a real context.

Evidence-based body of knowledge



According to the EQF level 7, professionals should act according to deep knowledge and the latest scientific information available.

For this, the programme contents will specify the most recent evidence in the field of healthy ageing and facilitate students to research, including critical analysis of literature and data.

Educational strategies

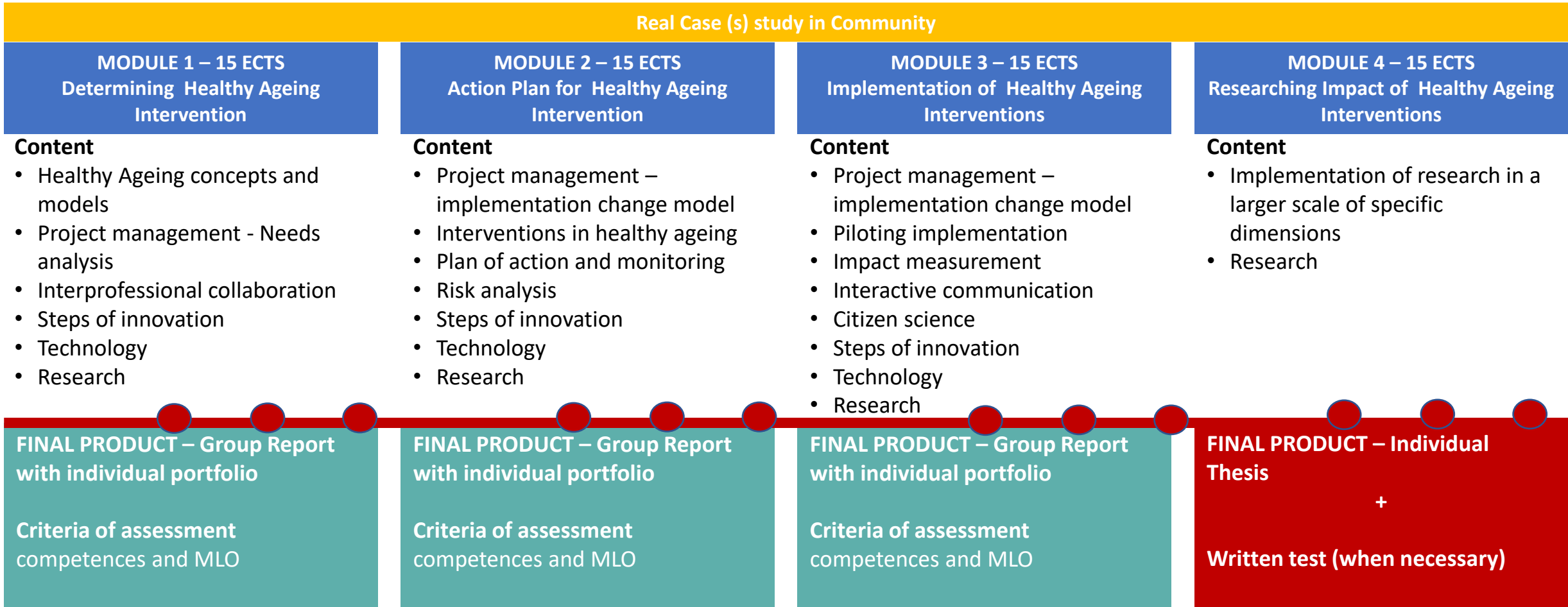
The didactical approach for the programme is a blended learning approach with the principles of active learning (flipped classroom, cooperative learning, case-based learning, among others), combining various methodologies in the contact hours, such as:

- Lectures
- Case studies
- Practical exercises
- In fieldwork, students work on a community project in groups, applying what they have learnt to address a specific challenge related to healthy ageing in the community.



CHALLENGE-BASED LEARNING

60 ECTS – Full time (1 academic year) or Part time (2 academic years)



Future visions

Professionals in health and social care are required to delivering high-quality care to individuals, families, and communities but often lacks coordination and integration, of the different stakeholders



Future visions

Governments and organizations need to invest in education and training programs for health and social professionals to address the challenges faced in promoting healthy aging.



Future visions



- Education plays a crucial role in promoting competences of health and social professionals towards healthy aging.
- It equips professionals with the necessary knowledge and skills to provide quality care for individual, population and communities.
- Collaboration and interdisciplinary approach are also essential in delivering comprehensive care for older adults.



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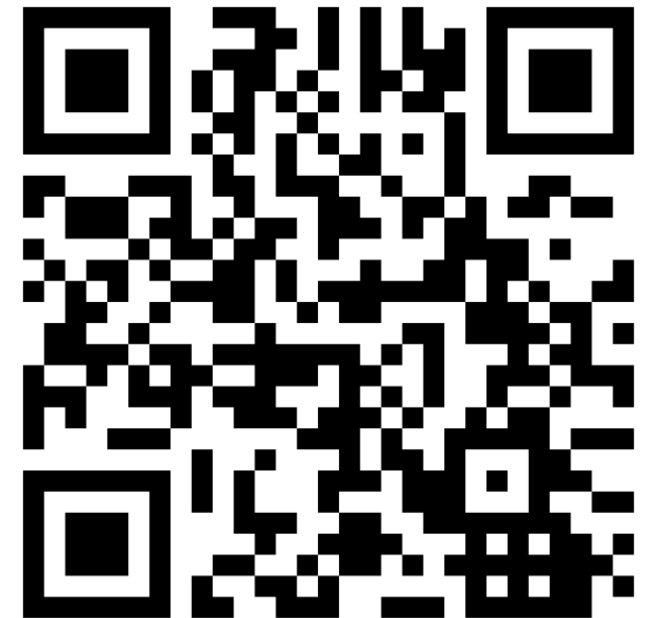


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You can find the modules
description on:

<https://www.sienha.eu/healthy-ageing-resources/>



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