

	<b>UČNI NAČRT PREDMETA/COURSE SYLLABUS</b>
<b>Predmet</b>	<b>Zdravstveni in psihosocialni vidiki staranja</b>
<b>Course title</b>	<b>Health and Psychosocial Impacts of Ageing</b>

<b>Študijski program in stopnja</b> <b>Study programme and level</b>	<b>Študijska smer</b> <b>Study field</b>	<b>Letnik</b> <b>Academic year</b>	<b>Semester</b> <b>Semester</b>
Fizioterapija / 2. stopnja	Ni smeri študija	2. letnik	3.
Physiotherapy / 2 <sup>nd</sup> Cycle	No study field	2 <sup>nd</sup> year	3 <sup>th</sup>

**Vrsta predmeta/Course type** izbirni/elective

**Univerzitetna koda predmeta/University course code** 2\_FTH\_IP\_UN4

<b>Predavanja</b>	<b>Seminar</b>	<b>Sem. vaje</b>	<b>Lab. vaje</b>	<b>Teren. vaje</b>	<b>Samost. delo</b>	<b>ECTS</b>
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Laboratory work</b>	<b>Field work</b>	<b>Individ. work</b>	
25		30			155	7

**Nosilec predmeta/Lecturer:** izr. prof. dr. Blaž Mlačak,  
izr. prof. dr. Jože Ramovš

**Jeziki/ Languages:** **Predavanja/Lectures:** slovenski/Slovenian  
**Vaje/Tutorial:** slovenski/Slovenian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

- Vpis v drugi letnik študijskega programa.
- Študent mora pred izpitom pripraviti in predstaviti ter zagovarjati projektno/raziskovalno nalogo.

**Prerequisites:**

- A prerequisite for inclusion is enrolment in the second year of study.
- Student has to prepare, present and defend a project/research paper before the exam.

**Vsebina:**

**Zdravstveni vidiki staranja**

- *Fiziologija staranja:* opredelitev staranja in starosti, geriatrija, gerontologija.
- *Teorije o staranju:* evlucijska teorija, molekularne teorije, celične teorije, sistemske teorije, nevroendokrina teorija staranja, imunološka teorija staranja.
- *Telesne spremembe v starosti:* telesne bolezni, slabljenje sluha in vida, slabljenje spolnih sposobnosti, slabša gibljivost, zmanjšanje telesnih sposobnosti.

**Content (Syllabus outline):**

**Health Aspects of Ageing**

- *Physiology of ageing:* definition of ageing and old age, geriatrics, gerontology.
- *Theories of ageing:* theory of evolution, molecular theories, cell theories, systemic theories, neuroendocrine theory of ageing, immunological theory of ageing.
- *Physical changes that come with ageing:* physical conditions, visual and hearing impairment, impaired sexual function, restricted mobility, reduced physical abilities.

<ul style="list-style-type: none"> <li>• <i>Duševne spremembe:</i> izguba samozaupanja, izguba samospoštovanja, duševne motnje, depresija, kognitivne motnje in demenca.</li> <li>• <i>Geriatricni sindromi:</i> inkontinenca urina, inkontinenca blata, obstipacija, in kronične rane (razjede zaradi pritiska, golenja razjeda..), psihopatologija (depresija, psihične motnje, delirij..), osteoporoza in zlom kosti, slabša prehranjenost.</li> <li>• <i>Najpogostejše kronične bolezni v starosti:</i> bolezni srčno žilnega sistema (akutni miokardni infarkt, aritmije, aneurizme, srčno popuščanje), bolezni kože in podkožja (karcinomi, melanom, razjede..), bolezni ustne votline (paradontoza, karies, rak), nefrološke bolezni (vnetja, inkontinenca, slabljenje ledvične funkcije..), nevrološke bolezni (možganska kap, vrtoglavice, delirij, Parkinsonova bolezen...), bolezni kostno-mišičnega sistema (artroza, reumatoidni artritis), endokrine motnje (diabetes melitus, bolezni ščitnice), onkološke bolezni (rak pljuč, dojke, rodil in sečil, danke in kože).</li> <li>• <i>Problemi pri multimorbidnosti:</i> sporazumevanje s pacientom, vključevanje pacienta v proces zdravljenja (adherenca, komplianca), opolnomočenje pacienta in sodelovanje pri zdravljenju, multidisciplinarna obravnava polimorbidnega pacienta, problem polifarmacija in polipragmazije.</li> <li>• <i>Značilnosti kroničnih bolezni in zdravljenja v starosti:</i> atipična slika bolezni, podaljšano okrevanje in rehabilitacija, pogosta poslabšanja zdravstvenega stanja, pogosti zapleti in trajne posledice, polifarmacija in stranski učinki zdravil, tuja pomoč pri zdravljenju, negi in oskrbi, sočasno pojavljanje kroničnih bolezni.</li> <li>• <i>Integrirana oskrba starejših:</i> celostni pristop v obravnavi starejših, oskrba v instituciji, domu starejših občanov, timska obravnava pacienta s kroničnimi bolezni, vključevanje pacienta v proces</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mental changes:</i> loss of self-confidence, loss of self-respect, mental disorders, depression, cognitive disorders and dementia.</li> <li>• <i>Geriatric syndromes:</i> urinary incontinence, faecal incontinence, obstipation, chronic wounds (pressure ulcer, decubitus), psychopathology (depression and psychological problems, delirium), osteoporosis and bone fracture, poor nutrition.</li> <li>• <i>Most common chronic diseases in the old age:</i> cardiovascular diseases (acute myocardial infarction, arrhythmias, aneurisms, heart failure), skin diseases (cancer, melanoma, pressure ulcers), oral cavity diseases (paradontosis, caries, cancer), nephrological (infection, incontinence, renal insufficiency), neurological (stroke, vertigo, delirium, Parkinson's disease), rheumatic and orthopaedic diseases (arthrosis, arthritis), endocrine disorders (diabetes mellitus, thyroid disorders), oncology diseases (lung/breast/female reproductive system/urinary system/rectum/skin cancer).</li> <li>• <i>Problems surrounding multimorbidity:</i> communication with patients, patient inclusion in the treatment (adherence, compliance), patient empowerment and their involvement in the treatment, holistic and team treatment of a polymorbid patient, problems of polypharmacy and polypragmasia.</li> <li>• <i>Characteristics of chronic diseases and treatment in the old age:</i> atypical symptoms of diseases, prolonged recovery and rehabilitation, common deterioration of health status, frequent complications and permanent consequences, polypharmacy and side-effects of medications, external assistance in treatment and care, multimorbidity of chronic diseases.</li> <li>• <i>Integrated care of older people:</i> holistic approach in the treatment of older people, institutional care, nursing home, treatment teams providing care to chronic patients, patient involvement in treatment (adherence, compliance), partnership in treatment.</li> </ul>
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<p>zdravljenja (adherenca, komplanca), partnerski odnos v procesu zdravljenja.</p> <ul style="list-style-type: none"> <li>• <i>Raziskovanje zdravstvenih problemov v starosti:</i> epidemiološke raziskave: prospektivne, presečne, zadovoljstvo oskrbovancev s kakovostjo oskrbe: zdravstvene, socialno-varstvene, izbira primerne metodološkega pristopa pri raziskavah.</li> </ul> <p><b><u>Psihosocialni vidiki staranja</u></b></p> <ul style="list-style-type: none"> <li>• <i>Psihosocialne potrebe in zmožnosti v starosti z vidika celotne antropologije:</i> regresivni in razvojni vidiki staranja.</li> <li>• <i>Pomen dvosmerne povezanosti med psihosocialnimi in telesnimi procesi za zdravo staranje:</i> preventivni, terapevtski in paliativni vidiki.</li> <li>• <i>Socialna mreža osebnega odnosa in »ključovalna moč duha« (Frankl) ob starostnem pešanju:</i> osebni odnos, komunikacija, smisel onemoglosti in oskrbe v onemoglosti.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Research of health problems in the old age:</i> epidemiological studies: prospective, cross-sectional, satisfaction of care recipients with the quality of treatment: healthcare, social security aspects, selection of an appropriate methodology in research.</li> </ul> <p><b><u>Psycho-social Aspects of Ageing</u></b></p> <ul style="list-style-type: none"> <li>• <i>Psychosocial needs and abilities in the old age from the anthropological point of view:</i> regressive and developmental aspects of aging.</li> <li>• <i>The importance of a two-way relationship between psychosocial and physical processes for healthy aging:</i> preventive, therapeutic and palliative aspects.</li> <li>• <i>A social network of personal relationships and the "defiant power of the spirit" (Frankl) during the old age:</i> personal attitude, communication, sense of disability and care in disability.</li> </ul>
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### **Temeljna literatura in viri/Readings:**

#### **Temeljna literatura/Basic literature**

- Beers, M. H., Berkow, R., eds. (2000). *The Merck Manual of Geriatrics*. 3rd Edition. Whitehouse Station: Merck Research Laboratories.
- Fillit, H., Rockwood, K. in Young, J. B. (2016). *Blocklehurst's Textbook of Geriatric Medicine and Gerontology*. New York: Elsevier.
- Fink, A., Jelen Jurič, J. in Kolar, J. (2012). *Zdravstvena nega starostnika*. Ljubljana: Grafenauer.
- Hazard, W. R., Blass, J. P., Halter, J. B., Ouslander, J. G., Tinetti, M. E., eds. (2003). *Principles of Geriatric Medicine and Gerontology*. New York: McGraw Hill.
- Košnik, M., Mrevlje, F., Štajer, D., Černelič, P., Koželj, M., eds. (2011). *Interna medicina*. 3. izdaja. Ljubljana: Littera picta.
- Ramovš, J. (2003). *Kakovostna starost. Socialna gerontologija in gerontologija*. Ljubljana: Inštitut Antona Trstenjaka za gerontologijo in medgeneracijsko sožitje in SAZU.
- *Staranje v Sloveniji. Raziskava o potrebah, zmožnostih in stališčih nad 50 let starih prebivalcev Slovenije* (2013). Ljubljana: IAT.

#### **Priporočljiva literatura/Recommended literature**

- Cedilnik – Gorup, E. (ur.) (2015). *Obvladovanje sočasnih bolezni in stanj pri starajoči se populaciji: 32. učne delavnice za zdravnike družinske medicine*. Ljubljana: Zavod za razvoj družinske medicine.
- Gabrovec, B. in Zaletel, J. (2016). Kronične bolezni z vidika multimorbidnosti. *Revija za zdravstvene vede*, 3(1), 43-55.
- Izbrani članki iz zbornikov znanstvenih srečanj, izbrani članki iz domačih in tujih znanstvenih revij, izbrane internetne strani.

**Cilji in kompetence:**

*Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:*

- povezovanje znanja interdisciplinarnih strokovnih področij,
- uveljavljanje kreativnih pristopov ter sposobnost kreativne uporabe znanja v svojem delovnem okolju in širše,
- usposobljenost za komuniciranje in izkazovanje spoštovanja pacientom, družinam, skupinam in skupnostim,
- izbiro in uporabo ustreznih kvalitativnih in kvantitativnih raziskovalnih metod ter komplementarno interpretiranje dobljenih rezultatov,
- razvojno delo na osnovi znanstvenih, teoretičnih in / ali eksperimentalnih metod,
- individualno načrtovanje, vodenje, koordiniranje, izvajanje in vrednotenje integrirane in kontinuirane (integrativne) obravnave in oskrbe pacientov z različnimi razvojnimi motnjami, kroničnimi in degenerativnimi bolezenskimi stanji ter poškodbami z dolgotrajnimi posledicami,
- upoštevanje raznolikosti potreb posameznika pri načrtovanju, organizaciji, koordinaciji pomoči in izvajanju celovite zdravstvene in socialne oskrbe v instituciji ali na domu,
- timsko delo in interdisciplinarno sodelovanje ter organizacijo skupnostne skrb za zdravje in kakovost življenja v različnih življenjskih obdobjih in okoliščinah,
- kakovostno komuniciranje v timu, razvoj in vzdrževanje dobrih medsebojnih odnosov med zaposlenimi, pacienti, njihovimi družinami, skupinami in skupnostjo,
- celovito kritično razmišljanje, sposobnost analize, sinteze in predvidevanja rešitev s področij zdravstvenih ved,
- sposobnost kreativne uporabe znanja,

**Objectives and competences:**

*The learning unit contributes mainly to the development of the following general and specific competences:*

- integration of knowledge from the interdisciplinary areas of expertise,
- implementing creative approaches and the ability to creatively apply knowledge in their work environment and beyond,
- the ability to communicate and show respect to patients, families, groups and communities,
- selection and use of appropriate qualitative and quantitative research methods, including complementary interpretation of the obtained results,
- development work based on scientific, theoretical and/or experimental methods,
- individual planning, management, coordination, implementation and evaluation of integrated and continuous (integrative) treatment and care of patients with a variety of developmental disorders, chronic and degenerative conditions, as well as injuries with long-term consequences,
- considering the diversity of the individual's needs in the planning, organisation, coordination of assistance and the implementation of comprehensive health and social care in an institution or at home,
- teamwork, interdisciplinary cooperation and organisation of community care for health and quality of life in different stages of life and circumstances,
- quality communication in the team, development and maintenance of good interpersonal relationships between employees, patients, their families, groups and the community,
- comprehensive critical thinking, the ability to analyse, synthesise and predict solutions in the field of health sciences,
- the ability to use knowledge creatively,
- pedagogical work with an emphasis on physical and mental health care,

<ul style="list-style-type: none"> <li>• pedagoško vzgojno delo s poudarkom na skrbi za telesno in duševno zdravje,</li> <li>• samostojnost pri znanstveno raziskovalnem delu in usposobljenost za posredovanje raziskovalnih dognanj, pisanje strokovnih in znanstvenih besedil,</li> <li>• profesionalna komunikacija s strokovnjaki drugih znanstvenih področij in usposobljenost za delovanje v medpoklicnih timih,</li> <li>• ozaveščenost o nujnosti lastnega strokovnega izpopolnjevanja, dopolnjevanja, poglobljanja in posodabljanja znanja,</li> <li>• zavezanost profesionalni etiki, sposobnost etičnega odločanja in ravnanja v primeru etičnih dilem v fizioterapiji.</li> </ul>	<ul style="list-style-type: none"> <li>• autonomy in scientific research work and qualification for conveying research findings, writing professional and scientific texts,</li> <li>• professional communication with experts from other scientific fields and ability to work in interprofessional teams,</li> <li>• the awareness of the need for one's own professional development, supplementation, deepening and updating of knowledge,</li> <li>• commitment to professional ethics, the ability to make ethical decisions and act in case of ethical dilemmas in physiotherapy.</li> </ul>
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**Predvideni študijski rezultati:**

***Študent/študentka:***

Pridobi znanje in razumevanje:

- spozna temeljna socialna imunska vzgiba samopomoči in solidarnosti, njuno delovanje v sodobnem prostovoljstvu ter pomen prostovoljstva za kakovost življenja,
- razume mehanizme za učinkovito sodobno prostovoljstvo: njegovo promoviranje v skupnosti, usposabljanje prostovoljcev, organiziranje prostovoljskega dela in vzdrževanje prostovoljske kondicije prostovoljcev,
- razvije sposobnosti za sodelovanje v skupnosti pri vključevanju prostovoljske potenciala v integrirano dolgotrajno oskrbo,
- se usposobi za prepoznavanje prostovoljske patologije pri delu z ljudmi, ocenjevanje tveganja za varnost pacienta, skupine ali skupnosti ter za usmerjanje v zdravo prostovoljsko delo v korist pacientov, prostovoljcev samih in celotne skupnosti,
- izbiro in uporabo ustreznih kvalitativnih in kvantitativnih raziskovalnih metod ter komplementarno interpretiranje dobljenih rezultatov,

**Intended learning outcomes:**

***Students:***

Gain knowledge and understanding:

- get to know the fundamental social impulses of self-help and solidarity, their function in modern volunteering and the importance of volunteering for the quality of life,
- understand the mechanisms for effective modern volunteering: its promotion in the community, training of volunteers, organisation of voluntary work and maintenance of volunteering condition of the volunteers,
- develop the ability to participate in the community to include volunteering potential into integrated long-term care,
- are trained to identify volunteering pathology when working with people, evaluate the risk of patient, group or community's safety, and focus on healthy volunteering for the benefit of patients, volunteers themselves as well as the community as a whole,
- the selection and use of appropriate qualitative and quantitative research methods as well as complementary interpretation of the obtained results,
- critical assessment of qualitative and quantitative research findings,

<ul style="list-style-type: none"> <li>• kritično vrednotenje izsledkov kvalitativnih in kvantitativnih raziskav,</li> <li>• vsestransko in sistematično obravnavo pacienta glede na relevantne fizične, psihične, socialne, kulturne, duhovne in družbene dejavnike,</li> <li>• razumevanje temeljnih zdravstveno vzgojnih in didaktičnih pojmov ter njihovo fleksibilno uporabo,</li> <li>• primerno komuniciranje v negovalnem, zdravstvenem, multidisciplinarnem timu, razvoj in vzdrževanje profesionalnih medsebojnih odnosov med zaposlenimi, pacienti, njihovimi družinami, skupinami in skupnostjo,</li> <li>• prenašanje doktrine zdravstvenih ved in promocije zdravja v prakso,</li> <li>• profesionalno komuniciranje v negovalnem, zdravstvenem, multidisciplinarnem timu, razvijanje in vzdrževanje primernih medsebojnih odnosov med zaposlenimi, pacienti, njihovimi družinami, skupinami, skupnostjo,</li> <li>• sposobnosti za vrednotenje in ocenjevanje kakovosti izvedenih intervencij v fizioterapiji.</li> </ul>	<ul style="list-style-type: none"> <li>• comprehensive and systematic treatment of the patient according to relevant physical, psychological, social, cultural, spiritual and social factors,</li> <li>• understanding of basic health education and didactic terms and their flexible use,</li> <li>• appropriate communication in the nursing, health or multidisciplinary team, the development and maintenance of professional relationships between employees, patients, their families, groups and the community,</li> <li>• transferring doctrine of health sciences and health promotion into practice,</li> <li>• professional communication in the nursing, health or multidisciplinary team, the development and maintenance of appropriate relationships between employees, patients, their families, groups and the community,</li> <li>• the ability to evaluate and assess the quality of performed interventions in physiotherapy.</li> </ul>
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**Metode poučevanja in učenja:**

**Learning and teaching methods:**

<ul style="list-style-type: none"> <li>• <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),</li> <li>• <i>seminarske vaje</i>: predstavitev in uspešen zagovor projektne/raziskovalne naloge (reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving),</li> <li>• <i>seminar tutorial</i>: presentation and successful defence of a project/research paper (problem solving, case studies, methods of critical thinking, discussion, reflection on experience, evaluation, project work, teamwork).</li> </ul>
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**Načini ocenjevanja:**

Delež (v %) Weight (in %)

**Assessment:**

<p>Načini:</p> <ul style="list-style-type: none"> <li>• 100 % udeležba na predavanjih in vajah ter priprava, predstavitev in zagovor projektne/raziskovalne naloge,</li> <li>• če študent ni 100 % udeležen na predavanjih in vajah:</li> </ul>	<p>100 %</p>	<p>Types:</p> <ul style="list-style-type: none"> <li>• 100% attendance of lectures and tutorials including preparation, presentation and defence of a project/research paper,</li> </ul>
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<ul style="list-style-type: none"> <li>- izpit,</li> <li>- priprava, predstavitev in zagovor projektne/raziskovalne naloge.</li> </ul> <p>Ocenjevalna lestvica: ECTS.</p>	<p>70 % 30 %</p>	<ul style="list-style-type: none"> <li>• if the student has not fully attended lectures and tutorials (100%): <ul style="list-style-type: none"> <li>- examination,</li> <li>- preparation, presentation and defense of a project/research paper.</li> </ul> </li> </ul> <p>Grading scheme: ECTS.</p>
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