



16160

00500

SECTION A: AGEING EDUCATION

DEMOGRAPHICS

A1. University:

☐ Curtin
 ☐ ECU
 ☐ Murdoch
 ☐ UNDA
 ☐ UWA

A2. Discipline:

☐ Medicine
 ☐ Health Sc
 ☐ Dentistry
 ☐ OT
 ☐ Nutrition Therapy/Dietetics
☐ Physiotherapy
 ☐ Podiatry
 ☐ Nursing
 ☐ Speech Pathology
 ☐ Other

A3. I am a:

☐ Undergraduate Student - Year Level: ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th
☐ Postgraduate Student - Year Level: ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th
☐ GEMP - Year Level: ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th
☐ Teacher - Teaching in: ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th

EDUCATIONAL SATISFACTION

A4. Current training in my health profession:

(Please indicate your level of agreement with the following statements)

	Fully Disagree	Mainly Disagree	Neutral	Mainly Agree	Fully Agree
Adequately covers HEALTH PROBLEMS commonly associated with ageing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequately covers NORMAL ageing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequately prepares graduates to care for the growing number of elderly people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows students to develop a sense of empathy, compassion and respect for older people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers adequate exposure to geriatric medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides adequate exposure to working with multi-disciplinary teams in the care of older people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TEACHING METHODOLOGY

A5. In my course, teaching and learning about ageing would be best supported by:

(Please indicate your level of agreement with the following statements)

	Totally Useless	Useless	Neutral	Useful	Very Useful
A workbook that summarises each of the main topics and allows students to review and reflect on their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books or journal articles which can be read independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case-based panel discussions involving multi-disciplinary teams of experts (accessed online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lectures by local experts (accessed online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locally relevant, case-based, interactive learning modules (accessed online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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CONTENT

A6. An ageing curriculum in my health discipline should incorporate the following essential content areas:

(Please choose a response for EACH statement)

	Yes	No
Age and ageing, normal vs abnormal ageing	<input type="radio"/>	<input type="radio"/>
Aids and equipment and how to access and use	<input type="radio"/>	<input type="radio"/>
Cognitive Impairments ("3 Ds": Dementia, Delirium, Depression): syndromes, diagnosis and assessment	<input type="radio"/>	<input type="radio"/>
Cognitive Impairments: treatment and care	<input type="radio"/>	<input type="radio"/>
Commonwealth-State jurisdictional boundaries and eligibility criteria	<input type="radio"/>	<input type="radio"/>
Communication skills	<input type="radio"/>	<input type="radio"/>
Continence	<input type="radio"/>	<input type="radio"/>
Cultural, ethnic and social issues and perspectives	<input type="radio"/>	<input type="radio"/>
Current research and new advances	<input type="radio"/>	<input type="radio"/>
Design of age friendly services	<input type="radio"/>	<input type="radio"/>
End of life decision making and Palliative Care	<input type="radio"/>	<input type="radio"/>
Ethical issues e.g. assessing functional capacity, consent and competency	<input type="radio"/>	<input type="radio"/>
Falls	<input type="radio"/>	<input type="radio"/>
Geriatric assessment	<input type="radio"/>	<input type="radio"/>
Healthy ageing including preventive and restorative care	<input type="radio"/>	<input type="radio"/>
History taking skills	<input type="radio"/>	<input type="radio"/>
Medication safety, drug interactions	<input type="radio"/>	<input type="radio"/>
Medico-legal issues, consent and competency	<input type="radio"/>	<input type="radio"/>
Multi-disciplinary care and management plans	<input type="radio"/>	<input type="radio"/>
Nutrition	<input type="radio"/>	<input type="radio"/>
Pain recognition and pain management	<input type="radio"/>	<input type="radio"/>
Rehabilitation	<input type="radio"/>	<input type="radio"/>
Residential care	<input type="radio"/>	<input type="radio"/>
Role of Long term (residential) care	<input type="radio"/>	<input type="radio"/>
Support services for patients, carers, families	<input type="radio"/>	<input type="radio"/>
Symptom control in older people with chronic disease	<input type="radio"/>	<input type="radio"/>
Understanding of premature ageing process for many Indigenous people and relatively poorer health outcomes	<input type="radio"/>	<input type="radio"/>

A7. Essential topics specific to my discipline not listed above include:

1.

2.

3.