



UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: CIENCIAS DE LA SALUD
COURSE: MED 2080E - Our Lives Beyond 60

COURSE DETAILS:

Credits: 3

Prerequisites: Verify prerequisites in Banner academic system.

Co requirements: The course does not have Co requirements

COURSE DESCRIPTION:

Why do we age? What does it mean to grow old? How can we contribute to the well-being of older adults in our family and in society? This course is aimed at students of any major at USFQ and it opens a dialogue about the life after age 60. We will analyze the basic elements to understand aging, both individually and socially. We will study the processes associated with physiological, social and psychological aging. Included in the framework of Liberal Arts, this course asks a profound question that is seldom addressed in college: How, through knowledge, do I prepare for the ageing and mortality of people close to me and mine? Our ability to live longer challenges family structure, social security, individual decision-making, life planning, our relationship with education, among many other areas. However, we live in a society that hides ageing, end of life and death in an attempt to pretend that youth is eternal, thereby creating unrealistic expectations, individual and social frustrations, as well as unhappiness. Describing, questioning and facing aging at an academic level is a first step to accept ours and society ageing.

COURSE LEARNING OUTCOMES:

#	Learning Outcomes	Level
1	Describe the theories that explain behaviours of older people.	Medio
2	Identify the demographic causes and their extents of social ageing (in Ecuador and in the World).	Medio
3	Explain how the body and the mind age.	Medio
4	Explain the definitions and extents of discriminations associated with age (ageism).	Medio
5	Explain the concepts of life expectancy and demographic transition.	Medio
6	Analyse the impact of ageing on social structures and institutions.	Medio
7	Develop a personal understanding of the individual life span.	Medio
8	Describe the social and physiological processes of end of life and death.	Medio



COURSE CONTENTS:

- Demographic ageing, the demographic transition, causes and consequences.
- State of the art of ageing around the world and prognosis
- Physiological age and maximum life span
- Behaviours of older people: theories and interpretational framework
- Health associated with older age
- Agism: Social discriminations based on age
- Societal organisation and the effect of ageing
- Retirement: concepts, philosophy and limitations
- Sentimental and sexual lives of older adults
- Becoming a grandparent: roles and expectations
- Caregivers and caregiving associated with older adults
- Mental health and happiness in older adults
- End of life: its preparation and anticipated directives

METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS:

The teaching methodology used to teach all the course at USFQ follow the liberal arts philosophy: encourage dialogue and enable the learning construction through providing opportunities for ideas exchange among teachers and students. It is expected that all the theoretical content courses explore potential applications to the professional practice and work context where students are anticipated to perform through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

HOURS DESCRIPTION OF APPLIED PRACTICE

If this course has declared applied practice hours (laboratories, exercises, field trips, practicums, etc.); the instructor for the theoretical element is responsible for describing how the applied practices hours will be fulfilled and assessed during the semester.

Students must pass or fail both the theoretical and application practice components simultaneously.

All courses with declared applied practice hours must provide students with a written guide detailing the requirements for fulfilling the application practice component.



COURSE ASSESSMENT:

Each instructor is responsible for creating an evaluation scheme that corresponds to the learning outcomes declared for each course. The assessment scheme should be presented in a clear and direct manner, such as a chart that indicates the assessment categories and the elements included in each category; it must indicate the total weight that each category will have on the final grade. Category weights may vary, but under no circumstance can an individual element weigh more than 25% of the final grade. For example, it is acceptable for a “Homework” category to weigh 30% if it includes three tasks that weight 10% each. However, a “Final Exam” category that weighs 30% and only includes one element would be unacceptable.

Some academic areas or specific courses have pre-established assessment parameters. In these cases, all instructors assigned to these courses must follow the pre-determined scheme.

If this course has declared applied practice hours (laboratories, exercises, field trips, practicums, etc.) the assessment of these hours must be incorporated within the course’s general assessment scheme.

#	Category	Description	Percentage of final grade

MAIN BIBLIOGRAPHY:

[The main bibliography must be in library in physical or digital format]

Universidad San Francisco de Quito

COMPLEMENTARY BIBLIOGRAPHY:

[The complementary bibliography can be digital format]

POLICIES:

All students taking courses at USFQ must follow the ethics of learning, ethics of research and ethics of behavior rules detailed in the [USFQ's Code of Honor and Coexistence](#). All the general policies for the courses offered at USFQ are detailed in the Student’s Manual, it can be downloaded in [Manual del Estudiante](#).



This syllabus (Syllabus) was reviewed and approved by the coordination of the academic area or department responsible, so all the parallels that are dictated must be governed by this program. If changes / adjustments to the study program are necessary, you should To the coordination of the academic area or department responsible so that the approved changes / adjustments are reflected in the system of Curricular design.'



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