

## **CURRICULUM EUROPEO PER LA SCUOLA DI SPECIALIZZAZIONE IN GERIATRIA**

Una recente pubblicazione su Age & Ageing riporta un lungo elenco di argomenti raccomandati da inserire in un curriculum comune e paneuropeo della scuola di specializzazione di Geriatria. Si parla di training richiesto su specifici argomenti gerontologico-geriatrici che sono elencati di seguito che sono stati ottenuti con il metodo Delphi (consenso di 32 esperti europei di 30 nazioni). Le raccomandazioni contengono 4 domini di obiettivi didattico-formativi. L'ultimo dominio è dedicato alla valutazione complessiva del futuro Geriatra compresa la sua attitudine a confrontarsi con i problemi degli anziani.

ÇÇ Recommendations for training requirements to become a geriatrician in Europe including level of agreement

		<b>% of agreement</b>
<b><u>Domain I:</u></b> General considerations		
1	Year of publication or latest update of syllabus/curriculum cited	94
2	Recommended reading	78
3	Editors of the syllabus/curriculum cited (Roller-Wirnsberger, Singler, Masud, Vassallo) plus national contact point	78
4	Institutions/societies responsible for content cited (UEMS, EUGMS, IAGG-ER, EAMA)	94
5	Aim of syllabus/curriculum outlined (text provided by Katrin Singler)	88
6	Quality control: institution/society/ministry, role and responsibilities of program director/educator within the training institutions, accreditation process for training institutions, minimum structural requirements for institutions involved in training of young geriatricians (space, acute care hospital, long-term care facility, long-term non-institutional care services, ambulatory care facilities, other support services), disciplines and other healthcare professions involved in postgraduate training	78

**% of agreement****Domain II: Knowledge in patient care**

1	Biology of ageing	97
2	Acute and Chronic Disease in Old Age, their clinical presentation including atypical presentation and their effect on organ function and functionality	100
3	Falls	100
4	Dizziness and Vertigo	87
5	Syncope	87
6	Gait disorders	87
7	Parkinson's Disease and Syndromes	97
8	Other Movement disorders	87
9	Stroke	93
10	Dysphagia	97
11	Malnutrition and fluid imbalance	100
12	Osteoporosis and bone health	97
13	Sarcopenia	97

		<b>% of agreement</b>
14	Frailty	97
15	Continence (urinary and faecal)	100
16	Pain (acute and chronic)	100
17	Dementia and cognitive impairment	100
18	Delirium	100
19	Sleep disorders	90
20	Depression	97
21	Other psychiatric disorders in old age	87
22	Tissue Viability including pressure ulcers	70
23	Ethical issues including ageism and elder abuse	100
24	Legal aspects for older people (country specific)	93
25	Social and Health inequalities	70
26	Health promotion and healthy ageing ( <i>Please not here that the learning objective includes here the following aspects: physical activity, keeping active, avoiding smoking and excessive alcohol, life-style interventions, vaccination, Vit. D, loneliness, nutritional aspects</i> )	100
		100

		<b>% of agreement</b>
27	Pharmacological issues associated with ageing and in geriatric care	
28	Iatrogenic and care delivered disorders	87
29	Sexuality in older adults	93
30	Comprehensive Geriatric Assessment	100
31	Content and principles of geriatric rehabilitation and its multi-professional aspects	97
32	Multidisciplinary and interdisciplinary approach in the management of geriatric patients (e.g. orthogeriatrics, oncogeriatrics, perioperative care, cardiology, nephrology, emergency medicine and others)	100
33	Role of family and other care givers	97
34	Management of patients in long-term care including residential and nursing care homes	93
35	Palliative and Hospice Care in older patients	97
36	Gerotechnology and eHealth—appropriate housing, ambient assisted living, interventions to support an autonomous life	100
<b><u>Domain III: Additional skills and attitudes required for geriatricians</u></b>		
1	Educational and teaching skills	90
2	Interpersonal and communication skills	97
3	Development of geriatric services (country specific)	83
		87

	<b>% of agreement</b>	
4	Quality improvement competencies	
5	Interprofessional team management	100
6	Advocacy of patients' requirements and wishes	83
7	Leadership competencies	80
8	Life-long learning and continuous professional development	83
9	Integration of holistic skills and attitudes for an individualised person-centred care	83

Domain IV: Assessment of postgraduate education: which items are important for the transnational comparison process

1	National medical specialist exam (format and timing)	83
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Table 2 shows the final consensus achieved among experts on core components to be addressed to become a geriatrician in Europe. This consensus will be the core to further identify competence levels for single items on knowledge, skills and attitudes on a national level for countries adopting the recommendation launched by UEMS-GMS, EuGMS and EAMA.

Non si enfatizza la necessità della disponibilità di una rete formativa che preveda cure primarie, cure intermedie ed ospedaliere. Migliorare gli skills è la via per ottenere una buona qualità delle cure in Geriatria che prevede anche la sicurezza del malato e procedure centrate sul paziente e sui suoi bisogni (qualità della vita).

Si veda l' [allegato A&A 18](#)