

**COURSE DATA****Data Subject**

<b>Code</b>	33471
<b>Name</b>	Pedagogy for the elderly
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2019 - 2020

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	4	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1306 - Degree in Social Education	261 - Socio-educational intervention II	Optional

**SUMMARY**

## Resum descriptiu de l'assignatura

The sector of older persons can be considered a group of special relevance by their high number, needs of health and recognition, social role, capacity to consume and enjoy leisure and free time, as well as his progressive consciousness-raising group. Your new profile presents new demands, interests and possibilities, so it is required of professionals prepared from a multidisciplinary perspective. Social educators should know and educationally intervene in this sector of the population with full impact on other sectors.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

## LEARNING OUTCOMES

### Resultats d'aprenentatge

The social educator must be able to overcome this matter contribute to the well-being of the elderly from an integral perspective; develop strategies and most appropriate techniques for working with elderly persons; encourage older persons to achieve its autonomy of personal and social; prevent deterioration through a healthy lifestyle; improve the professional action in this sector; open new horizons to intervene in the elderly; make quality interventions in this sector of the population.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Attendance at events and external activities	60,00	0
<b>TOTAL</b>	<b>105,00</b>	

## TEACHING METHODOLOGY

Especificació de continguts de la unitat

Older people: a new phase of adaptation.

The retirement.

Evolution of the Spanish family and the person mayor.

Physical development and educational intervention with seniors. Theories



Cognitive development of the largest and educational intervention.

Dementias. Classifications and educational intervention.

Guidelines for the preparation of educational intervention with older programs.

## EVALUATION

Sistema d'avaluació de l'assignatura

The evaluation will consist of four distinct parts:

**Initial evaluation:** through questionnaire or task in which the basic knowledge on the subjects of matter will be assessed.

### Continuous evaluation

- a) Using portfolios to Integrara productions of the student through the process of learning: personal of readings, essays, issues, activities Pra practices, resolution of problems, elaboration of projects and programmes, cooperative work... The part practice, you will perform in group or individually, and its value will be % the final note contained the teaching guide of each teacher.
- b) Exhibition by groups of a service learning program. The originality of the programme, exploration and detection of real needs on which is based the service, clarity in the design of the program and the exhibition in the same class shall be taken into account....

The design of the programme shall consist at least of the following sections:

1. presentation of the programme and justification of it, in accordance with the needs identified in the Community (barrio, population, institution or body...).
2. Exhibition of the objectives of the service and the objectives of learning linked to the service.
- 3 Methods or instruments to evaluate the service and obtained through the same learning



The value of this paragraph will be % of the final grade that figure to the teaching guide of each teacher. The exhibitions will be the last classes of the course.

**Final evaluation:** using test final oral or written theoretical-practical character in which the students demonstrate mastery of specific skills of matter.

The individual written test is carried out on dates that are officially determined. In this test, the student should answer to a series of theoretical questions about the content explained in class, performed readings, or aspects worked in practical cases. This test assesses the conceptual and technical domain of matter, will take the value of the % of the final mark appearing at the teaching guide of each teacher.

**Student self-assessment:** evaluation by the student of the process and the learning outcomes, which may serve as a teacher to qualify the qualification, according to the maturity and ability to self-criticism of the student.

### **Criteria for Evaluacion**

#### **Teoria**

- Domain-specific terminology and accuracy conceptual.
- Clarity in the written statement and capacity of synthesis exhibition orderly, systematic and documented the content of the discipline
- Personal, critical and informed development of the learned.
- Grammatical and syntactical correction of the expression.

#### **Practical**

- Assistance to clase
- Active participation, commitment and quality of the submitted work interes
- Aadaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.
- Comply with deadlines established.
- Clarity of Exposition, organization of ideas, capacity of synthesis
- Wealth, originality and relevance of ideas and personal opinions.



**Evaluation on conditions of non “assistance”:** students who are unable to attend regular class should be in contact with the teachers of the subject during the first two weeks of the semester, stating and justifying their choice and their inability to attend the course normally. The aim of the interview with the teacher also specify alternative work schedule (see the teaching guide of each teacher).

**Important note:** to approve of the subject and be able to apply the averages or percentages of the different exercises, is necessary to overcome or approve each one of them, obtaining at least 50% of the scores assigned to each activity, whether theoretical or practical. This criterion applies both in the face-to-face option as the non Presential option students.

## REFERENCES

### Basic

- Referència b1: PÉREZ SERRANO, G. (coord.). (2006): Intervención y desarrollo integral en personas mayores. Madrid: Editorial Universitas.
- Referència b2: PÉREZ SERRANO, G. (coord.) (2004): Calidad de vida en personas mayores. Madrid: Dykinson.
- Referència b3: PÉREZ SERRANO, G. (coord.) (2004): Cómo intervenir en personas mayores. Madrid: Dykinson.

### Additional

- Referència c1: SARRATE CAPDEVILLA, M. L. (2006): Atención a las personas mayores. Intervención práctica. Madrid: Editorial Universitas.
- Referència c2: MONTOYA SÁENZ, J. M. y FERNÁNDEZ ESCRIBANO, M. (2002): Educación de las personas mayores. Madrid: UNED.
- Referència c3: LAFOREST, J. (1991): Introducción a la gerontología. Barcelona: Herder.

## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**



**English version is not available**

