



## COURSE DATA

### Data Subject

<b>Code</b>	43342
<b>Name</b>	Healthy ageing and individual and group intervention with the elderly
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.5
<b>Academic year</b>	2023 - 2024

### Study (s)

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervencion in the Social Environment	Faculty of Psychology and Speech Therapy	2	First term

### Subject-matter

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervencion in the Social Environment	7 - Psychological assessment and intervention in the disabled and the elderly	Obligatory

### Coordination

Name	Department
MARTI VILAR, MANUEL	300 - Basic Psychology

## SUMMARY

The subject Healthy Aging and individual and group intervention in older people consists of 3.5 credits and is taught in the first semester of the second year of the master. It is situated within the Evaluation and psychological intervention in disabilities and older people module.

Its overall objective is that students receive more training about Healthy aging and individual and group intervention in older people, both from the theoretical and applied perspective delving into the aging process and in the principles and intervention programs for seniors. It is intended to provide advanced training and specialized conceptual, procedural, technical, and attitudinal knowledge that enable professionals to increase their knowledge and their reflective and critical capacity, so that it will be for the benefit of their personal and professional practice.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

To have studied the subjects of the first year of the University Master in Psychological Intervention in social settings.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 2151 - Master's degree in Psychological Intervencion in the Social Environment

- Saber aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con el área de estudio de la intervención psicosocial.
- Conocer y saber identificar los factores psicosociales relacionados con la promoción del bienestar psicológico y social de las personas, grupos, comunidades y poblaciones en general.
- Conocer y saber aplicar métodos y técnicas de análisis cualitativo y cuantitativo para obtener, integrar y valorar información individual, grupal y/o comunitaria.
- Conocer y ser capaz de identificar recursos, estrategias y técnicas individuales, microsociales y/o macrosociales, aplicadas a la intervención psicológica en ámbitos sociales.
- Ser capaz de definir objetivos y de aplicar metas de intervención atendiendo a los grupos, poblaciones y contextos donde se desarrolla la intervención psicosocial.
- Saber justificar, diseñar, planificar, implementar, evaluar y divulgar planes y programas de intervención psicosocial con diferentes objetivos, niveles de acción y destinatarios.
- Ser capaz de implementar y coordinar planes y programas inter-disciplinares y/o inter-institucionales de intervención psicosocial.
- Ser capaz de utilizar recursos, estrategias y técnicas de intervención individual, microsociales y/o macrosociales para promover el desarrollo positivo de las personas, grupos y comunidades y/o para prevenir conductas de riesgo en los sectores propios de la intervención psicosocial.
- Capacidad de búsqueda y de gestión de la información a través de diferentes fuentes documentales especializadas.
- Capacidad para trabajar en equipo sobre la base de la colaboración, respeto por las diferencias y resolución negociada de conflictos.
- Capacidad para plantear y elaborar un trabajo escrito comprensible, organizado y coherente.
- Capacidad para exponer en público con rigor conceptual y con el uso adecuado del vocabulario específico de la disciplina.



- Ser capaç de identificar, analitzar y evaluar de una manera crítica y reflexiva las necesidades, problemas y demandas sociales de poblaciones de riesgo e interés, propios de la intervención psicosocial

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

### Learning results

- Distinguish normal aging from pathological.
- Learning of the basic principles of healthy aging: wellness, moral judgment and prosociality.
- Learning of the main theories of successful or optimal aging and its practical application: active aging, selective optimization with compensation ... and socioemotional selection?
- Distinction of different types of intervention contexts with older people.
- Mastering the psychosocial intervention design in residences.
- Learning of the adequacy of psychoeducational intervention for the elderly.
- Evaluate the innovation of mindfulness in elderly care.

## DESCRIPTION OF CONTENTS

### 1. Basic concepts of the healthy aging

1. Basic elements of the aging process Normal and pathological aging: mild cognitive impairment (MCI) and dementia.
2. The wellness of the elderly: Conceptual considerations, wellness and aging, interventions.
3. Successful or optimum aging theories:- Active aging.- Selective optimization with compensation (Baltes et al)- Theory of socio-emotional selection.
4. The moral judgment in the elderly Levels and stages of moral judgment, limitations, contextualization, interest areas.
5. Professional ethics in successful aging and SRU



**2. Intervention in elderly people**

1. Evaluation and psychosocial intervention in healthy elderly.
  - Assessment of the social and educational needs of the elderly
  - Intervention optimal aging and psychosocial well-being.
  - Development programs for social and educational intervention.
2. Evaluation and clinical intervention for psychological disorders in aging (anxiety disorders, mood, sleep, behavioral).
  - Clinical assessment in old age.
  - Clinical intervention programs.
  - Management of behavioral interventions.
3. Assessment and intervention in dementia.
  - Functional, cognitive and quality of life assessment.
  - Functional, cognitive and quality of life intervention.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	25,00	100
Tutorials	10,00	100
Development of group work	15,00	0
Development of individual work	2,50	0
Study and independent work	15,00	0
Readings supplementary material	5,00	0
Resolution of case studies	15,00	0
<b>TOTAL</b>	<b>87,50</b>	

**TEACHING METHODOLOGY**

The methodology will combine the following:



-  
For each unit will take place prior preparation by students outside the classroom through materials provided by the teacher or selected by the student from a literature search guided by the teacher.

-  
Later, the teacher will present briefly the basic concepts of unit and treated the doubts of previous reading material, through a participatory approach that encourages student motivation and learning.

Finally, we carried out a series of practical activities (case analysis, problem solving, analysis of materials ...) that will serve to the practical learning of the course competencies.

## EVALUATION

The evaluation will be carried out based on two complementary criteria: Evaluation of results and evaluation of the learning process.

1. The evaluation of the results will be carried out through continuous evaluation through different activities that will be explained both in the face-to-face and virtual classroom (debates in the virtual classroom forum, individual and group virtual classroom activities, ...). The evaluation of the results is 40% of the grade (4 points).

2. The evaluation of the process will be carried out through the activities and work (individual and/or group) carried out in the classroom and/or outside it. This section will constitute 60% of the grade (6 points).

The activities and works may consist of:

- Readings of recommended texts and their subsequent critical analysis.
- Practices carried out in the classroom and elaboration of reports.
- Exhibitions and debates in the classroom.





- Seminars, conferences, visits.
- Resolution of assumptions and practical cases.
- Application work about the contents of the subjects.
- Empirical research work on the contents of the subjects.

## REFERENCES

### Basic

- Fernández-Ballesteros, R. (2009). *Psicología de la Vejez. Una psicogerontología aplicada*. Madrid: Pirámide.
- Olazarán-Rodríguez, J., López-Álvarez, J., Agüera-Ortiz, L.F., López-Arrieta, J.M., Beltrán-Aguirre, J.L., García-García, P., Rigueira-García, A., Martín-Carrasco, M., Domingo, M., Quintana-Hernández, D. J y Muñiz-Schwochert, R. (2016) Criterios CHROME para la acreditación de centros libres de sujeciones químicas y para una prescripción de psicofármacos de calidad. *Psicogeriatría*, 6(3), 91-98. <https://www.ceafa.es/files/2017/03/Criterios%20CHROME%20RevPsicoGer2016.pdf>
- William, B., Manish, K., Curto, D., Curtis, L., Cano, P. Hswen, Y., Villamarín, S., Elwyn, G., Godfrey, M., Sánchez, P. y Tomás, J.F. (2019). Comparing Three Methods for Reducing Psychotropic Use in Older Demented Spanish Care Home Residents. *Journal of the American Geriatrics society*, 67(7), 1444-1453. Doi: <https://doi.org/10.1111/jgs.15855>

### Additional

- Jain, B., Kalesnikava, V., Ibrahim, J., & Mezuk, B. (2021). Places of living and places of dying: The case for preventing suicide in residential long-term care. *Ageing and Society*, 41(9), 1945-1960. doi:10.1017/S0144686X20000173
- Martí, J.J.; Martínez, F.A. y Martí-Vilar, M. (2012). Constitució duna Comunitat Social d'investigació amb persones majors des de la Responsabilitat Social Universitaria. *Anuari de Psicologia*, 14 (1), 61-79.
- Martí-Vilar, M. y Rodríguez-Osorio, E.M. (2016). Formación en ética profesional y responsabilidad social universitaria aplicada a la psicología del envejecimiento. En E. O. Arango et al (comp). *Ética profesional y responsabilidad social universitaria: universidad, sociedad y sujeto*. (pp.86-95). Medellín: Funlam.
- Martí-Vilar, M.; Trejos-Gil, C.; y Betancur-Arias, J.D. (2022). Emotional intelligence as a predictor of prosocial behaviors in spanish and colombian older adults based on path models. *Healthcare*, 10 (2), 284. Doi: 10.3390/healthcare10020284
- Mezuk, B., Lohman, M., Leslie, M., y Powell, V. (2015). Suicide Risk in Nursing Homes and Assisted Living Facilities: 2003-2011. *American journal of public health*, Vol. 105 (7), 1495-1502. <https://doi.org/10.2105/AJPH.2015.302573>



- 
- Romero, E. y Mora Fernández, J . (2019, julio y agosto). Rehabilitación geriátrica multidisciplinar en el paciente con fractura de cadera y demencia. *Revista Española de Geriátria y Gerontología*, Vol. 54 (4), 220-229. DOI: 10.1016/j.regg.2018.11.001
- 

