

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

<b>Code</b>	44094
<b>Name</b>	Cognitive changes in normal and pathological ageing
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2024 - 2025

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2187 - Master's Degree in Psychogerontology	Faculty of Psychology and Speech Therapy	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2187 - Master's Degree in Psychogerontology	3 - Cognitive changes in normal and pathological ageing	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
MELENDEZ MORAL, JUAN CARLOS	305 - Developmental and Educational Psychology

**SUMMARY**

The subject cognitive changes in aging presents the main changes that occur with age in memory and intelligence, differentiating between successful, normal and pathological aging. From this concept of differentiation MCI is introduced, presenting different neuropsychological assessment tools to differentiate pathological than normal for subsequent implementation. In addition, different variables related to the maintenance and deterioration of cognitive reserve as well as the types of existing treatment programs and to maintain this capability are presented. Finally a case in which the knowledge gained through its application to research data combined develops.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

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

### 2187 - Master's Degree in Psychogerontology

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Conocer a nivel avanzado el proceso de envejecimiento normal y patológico desde el punto de vista psicobiológico, cognitivo, personal y social.
- Saber obtener, analizar y sintetizar información especializada.
- Mostrar un sentido crítico razonable, curiosidad intelectual y capacidad de argumentación sobre problemas complejos.
- Saber aplicar las teorías sobre el envejecimiento en la conceptualización de los casos y situaciones concretos.
- Saber identificar y formular problemas de investigación y participar en el diseño y desarrollo de proyectos de investigación en Psicogerontología.
- Conocer, aplicar e interpretar análisis de datos aplicados al estudio del envejecimiento.

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

The student must be able to handle the main theories that support the scientific knowledge provided by the psychology of aging in the cognitive area. Also, you must differentiate between normal and pathological aging successful, knowing the features and differences in this area of psychological development. Also learn and utilize the major scales and neuropsychological assessment screening provided from psychology to nursing assessment and status and cognitive level, obtaining orientation information regarding the status of the subject. In addition, students should be able to solve a practical research problem from actual results and acquired knowledge. Finally, be able to develop social and communication skills from an empathic perspective where active listening becomes the basis of the relationship with the older person.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	21,00	100
Tutorials	3,00	100
Development of group work	5,00	0
Study and independent work	2,00	0
Readings supplementary material	3,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	5,00	0
<b>TOTAL</b>	<b>54,00</b>	

**TEACHING METHODOLOGY**

For the development of this area suggest the application of different methodologies. For the theoretical class expository method, in which a summary of the main ideas of the topic that will be collected from more widely in the materials included in the virtual classroom will be presented will be used. Group work a methodology for the application of tools and activities of analysis and reflection will also be used. Finally and through group work students will implement a hypothetical deductive methodology for the resolution of a case study research.

**EVALUATION**

Attendance at the sessions.

Student attitudes and participation in the sessions and practical activities.

Development activity practiced by couples in which research results are analyzed and the students should develop the conclusions and discussion.

**REFERENCES****Basic**

- Park, D. y Schwarz, N. (2002). Envejecimiento cognitivo. Madrid: Médica Panamericana
- Díaz, M. C. y Peraita, H. (2008). Detección precoz del deterioro cognitivo ligero de la tercera edad. *Psicothema*, 20, 438-444
- Petersen, R. C., Doody, R., Kurz, A., Mohs, R., Morris, J., Rabins, P., et al. (2001). Current concepts in mild cognitive impairment. *Archives of Neurology*, 58, 1985-1992.



**Additional**

- Stern, Y. (2009). Cognitive reserve. *Neuropsychologia*, 47, 2015-2028
- Stern, Y. (2002). What is cognitive reserve? Theory and research application of the reserve concept. *Journal of the International Neuropsychological Society*, 8, 448-460.
- Meléndez, J.C., et al. (2013). How we compensate for memory loss in old age: Adapting and validating the Memory Compensation Questionnaire (MCQ) for Spanish populations. *Archives of Gerontology & Geriatrics*, 56, 32-37.