

1. BASIC INFORMATION

Course	<i>Psichogeriatrics</i>
Degree program	<i>Psychology</i>
School	<i>Health Science</i>
Year	<i>3rd</i>
ECTS	<i>6</i>
Credit type	<i>Optional</i>
Language(s)	<i>English</i>
Delivery mode	<i>On campus</i>
Semester	<i>2sd</i>
Academic year	<i>2023/2024</i>
Coordinating professor	<i>Rita Redondo</i>

2. PRESENTATION

In the Psychogeriatrics course, we will analyze concepts, delve into the last stage of the life cycle and types of aging, study various pathologies, prevention, current psychogeriatric and psychogerontological treatments and care, paying attention to the importance of knowledge and attention to this sector of the population.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- *CG02 - Know the basic laws of the different psychological processes.*
- *CG10 - Know the correct use of the English language in the industry, both for specialised and non-specialised audiences.*
- *CB01 - Students demonstrate possession and understanding of knowledge in an area of study typically based on general secondary education. This knowledge level is often supported by advanced textbooks and may also include aspects from the forefront of their field of study.*
- *CB02 - Students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through preparation and defense of arguments and resolution of problems within their area of study.*
- *CB03 - Students should have the capacity to gather and interpret relevant data, typically within their area of study, to form judgments that include opinions on pertinent social, scientific, or ethical issues.*
- *CB04 - Students can convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.*

- *CB05 - Students have developed the necessary learning abilities to undertake further studies with a high degree of autonomy.*

Cross-curricular competencies:

- *CT04 - Capacity to apply knowledge acquired in the academic field in situations that are as similar as possible to real-life situations in your studied profession.*

Specific competencies:

- *CE11 - Know how to analyse the context where individual behaviour and group/organisational processes develop.*
- *CE19 - Know how to apply intervention strategies and methods directly to contexts: building healthy situations, etc.*
- *CE20 - Know how to apply intervention strategies and methods indirectly via other people: assessment, training trainers and other agents.*
- *CE21 - Know how to plan an assessment of course syllabuses and interventions.*
- *CE23 - Be able to measure and obtain relevant data for assessing interventions.*
- *CE24 - Know how to analyse and interpret the results of an assessment.*

Learning outcomes:

- *This subject provides an introduction to the scientific study of the changes that occur in psychological processes in old age.*
- *Students must generate the necessary knowledge to be able to interact adequately as a psychologist when facing specific psychological problems that occur in the elderly together with their associated complications.*

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB01, CB02, CB03, CB04, CB05, CG02, CT04, CE11, CE19, CE20, CE21, CE23, CE24	LO1
CB10, CB02, CB03, CB04, CB05, CG02, CG07, CT04, CE11, CE19, CE20, CE21, CE23, CE24	LO2

4. CONTENT

Introduction to the concept of psychogeriatrics.
Study of the life cycle in the last phase of life.
Pathologies of old age.
Primary prevention.
Psychological treatment for the elderly.
Psychogeriatric care.
Care programmes for elderly dependents.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- *Problem-based learning*
- *Lectures*
- *Student oral presentations*
- *Case method*

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
<i>Design of strategies, procedures and intervention plans</i>	20
<i>Practical exercises</i>	20
<i>Formative evaluation (feedback of evaluation tests)</i>	5
<i>Research activities</i>	15
<i>Lectures</i>	35
<i>Face-to-face tutorial</i>	5
<i>Independent work</i>	50
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
<i>Case studies and problem-solving</i>	20
<i>Portfolio</i>	10
<i>Knowledge tests</i>	60
<i>Design of strategies, procedures and intervention plans</i>	10

When you access the course on the Campus Virtual, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Case studies and problem-solving	After the explanation of the corresponding didactic unit
Portfolio	After the explanation of the corresponding didactic unit
Design of strategies, procedures and intervention plans	After the explanation of the corresponding didactic unit
Knowledge tests	First and second call: following the university's academic calendar

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

Currently being updated

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

- 1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.*
- 2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.*
- 3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.*
- 4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.*

Students in need of educational support can write to us at:

unidad.diversidaduev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.