

## 1. BASIC INFORMATION

<b>Course</b>	Psychogeriatrics
<b>Degree program</b>	Bachelor's Degree in Psychology 100% English
<b>School</b>	School of Biomedical and Health Sciences
<b>Year</b>	4 <sup>th</sup> grade
<b>ECTS</b>	6
<b>Credit type</b>	Optional
<b>Language(s)</b>	English
<b>Delivery mode</b>	Campus-based
<b>Semester</b>	First semester
<b>Academic year</b>	2020-2021
<b>Coordinating professor</b>	Elina L. Boycheva

## 2. PRESENTATION

During the last decades, research on psychology of age and aging has been developed exponentially, together with the incredible increase of life expectancy and the consequent growth of the older population over the last 30 years. Psychology plays an important role in the attention of older people in different contexts, ranging from the promotion of active aging and quality of life to the compensation of various age-related problems such as cognitive impairment and mood changes, among others. As we get older the variability between people increases exponentially, therefore it is important for health professionals to know how to respond to such a wide diversity.

The contents of the subject can be considered as prerequisites for future work with older people, as it delivers an in-depth review of the changes that occur with aging from a bio-psycho-social perspective. The main objectives of this subject are to understand the variability of human aging, to learn and analyze the criteria for differentiating the normal aging from the pathological one. Finally, and as a logical continuation of the course contents, we will learn how to perform and design assessment and treatment plans adapted to the elderly population.

### 3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CBM1: Students should be able to demonstrate knowledge and understanding in an area of study that has its basis in general secondary education, and that, whilst supported by advanced textbooks, also includes some aspects that entail an acquaintance with the latest developments in their field of study.
- CBM2: Students should be able to apply their knowledge to their work or vocation in a professional way, and should possess the competencies that are usually demonstrated when preparing and defending arguments and resolving problems in their area of study.
- CBM3: Students should be able to gather and interpret relevant data (usually in their area of study) to make judgments that involve considering important social, scientific or ethical issues.
- CBM4: Students should be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CBM5: Students should have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

General competencies:

- CBPS2: Knowing the basic laws of different psychological processes in the field of Health Psychology.

Cross-curricular competencies:

- CT4: Analysis and synthesis skills: The ability to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.

Specific competencies:

- CE11: Knowing how to analyze the context in which individual behaviors and group and organizational processes occur.
- CE19: Knowing how to apply strategies and direct intervention methods to different contexts: building healthy scenarios, etc.
- CE20: Knowing how to apply strategies and indirect intervention methods through other people: advice, training of trainers and other actors.
- CE21: Knowing how to plan the assessment of programs and interventions.
- CE23: Being able to measure and obtain relevant data for assessing interventions.

- CE24: Knowing how to analyze and interpret assessment results.
- CE27: Knowing and complying with the ethical obligations of Psychology
- CE28: Being able to perform professional duties using the English language, with both specialist and non-specialist audiences.

Learning outcomes:

- LO1: This subject offers an introduction to the scientific study of psychological changes across old age.
- LO2: The student must know the necessary knowledge to be able as a psychologist to interact adequately with specific psychological problems of older people attending to other associated problems.

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

Competencies	Learning outcomes
CBM1, CBM5 CBPS2	LO1
CBM2, CBM3, CBM4 CT4 CE11, CE19, CE20, CE21, CE23, CE24, CE27, CE28	LO2

## 4. CONTENT

### Block 1: Introduction

#### **Unit 1. INTRODUCTION**

Demographic change. The concept of aging. Myths and stereotypes about aging. Theories of aging.

#### **Unit 2. STABILITY AND CHANGE IN AGING.**

Physical changes. Cognitive changes and neuroplasticity. Social changes. Emotional changes. Changes in personality.

#### **Unit 3. GEROPSYCHOLOGICAL ASSESSMENT**

Aims of assessment. APA Guidelines. Assessment characteristics and content areas.

**Block 2: Assessment and Intervention in some age-related conditions.****Unit 4. ASSESSMENT AND INTERVENTION IN DEMENTIA**

Epidemiological data. Types and severity of dementias. Risk and protective factors for dementia. Diagnosis of dementia and early detection. Psychological (nonpharmacological) treatments of dementia.

**Unit 5. ASSESSMENT AND INTERVENTION IN AFFECTIVE DISORDERS:****DEPRESSION and ANXIETY**

Epidemiological data. Assessment and treatment of depression in the elderly. Assessment and treatment of anxiety in the elderly.

**Unit 6. ASSESSMENT AND INTERVENTION IN DEPENDENCE IN OLD AGE.**

Epidemiological data and definition of dependence. The Law of dependence. The role of the psychologist in the assessment and intervention of functional dependence in the elderly.

**Block 3. Aging well. Promotion of successful aging.****Unit 7. ACTIVE, HEALTHY, SUCCESSFUL AGEING**

Essential conditions of active aging. Predictors of active aging. Some programs for promoting successful aging and healthy lifestyles.

**Unit 8. QUALITY OF LIFE IN OLD AGE.**

Concept and evaluation of the quality of life in older people.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Lectures
- Practical activities
- Autonomous work
- Group activities and oral presentations
- Tutorials

## 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
Lectures	30h
Autonomous work	50h
Test of knowledge	5h
Project	25h
Tutorials	5h
Research	15h
Practical activities	20h
<b>TOTAL</b>	<b>150h</b>

**Online mode:**

Learning activity	Number of hours
Online lectures	5h
Reading content	25h
Formative assessment	10h
Problem solving	15h
Online tutorials	5h
Practical activities	10h
Research	10h
Conferences	20h
Autonomous work	50h
TOTAL	150h

## 7. ASSESSMENT

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

Assessment system	Weight
Case analysis and problem solving	20%
Final exam	50%
Project: designing strategies and intervention plans	20%
Portfolio	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 equal to or greater than 5 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities. You will also need to obtain a grade of at least 5 in each mandatory activity in order for it to count towards the final grade of the subject. Each mandatory activity or exam in which the student has not reached the minimum requirement (5) will need to be evaluated in the Second Exam Period.

- The mandatory activities will be facilitated as the subject progresses. To obtain the points corresponding to this section it is essential to deliver the mandatory activities by the indicated date. The delay in the delivery of a paper/ activity can result in a penalty or the failure of the activity.
- Each mandatory activity would be graded from 0-10. A grade of 5 is necessary in order to compute the activity into the final grade. Otherwise the student will be considered suspended in the first exam period and will be qualified with a grade of 4 in the subject.

## 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 equal to or greater than 5 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities. You will also need to obtain a grade of at least 5 in each mandatory activity in order for it to count towards the final grade of the subject. 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 analysis and problem solving	September-January
Project: designing strategies and intervention plans	September-December

Portfolio	November
Final exam	January

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

Recommended bibliography:

- Fernandez-Ballesteros, R. (Ed.) (2007). *GeroPsychology: European Perspectives for an Aging World*. Hogrefe & Huber.
- Fernández-Ballesteros, R. (2008). *Una psicogerontología aplicada*. Madrid: Pirámide.
- Fernandez-Ballesteros, R. (Ed.) (2007). *Active Aging. The Contribution of Psychology*. Hogrefe & Huber.

Recommended readings:

- Naciones Unidas (2002). *Plan Internacional de Acción sobre Envejecimiento*. En: <http://www.imserso.csic.mayores.es>
- IMSERSO (2003). *Plan Gerontológico*. En <http://www.imserso.csic.mayores.es/>
- American Psychological Association (2014). *Guidelines for Psychological Practice With Older Adults*. <http://www.apa.org/practice/guidelines/older-adults.pdf>
- Bermejo-Pareja, F., Contador, I., Trincado, R., Lora, D., Sánchez-Ferro, Á., Mitchell, A. J., Boycheva, E ... Benito-León, J. (2016). Prognostic Significance of Mild Cognitive Impairment Subtypes for Dementia and Mortality: Data from the NEDICES Cohort. *Journal of Alzheimer's Disease: JAD*, 50(3), 719-731.
- Boycheva, E., Contador, I., Fernández-Calvo, B., Ramos-Campos, F., Puertas-Martín, V., Villarejo-Galende, A., & Bermejo-Pareja, F. (2017). Spanish version of



the Mattis Dementia Rating Scale-2 for early detection of Alzheimer's disease and mild cognitive impairment. *International Journal of Geriatric Psychiatry*.

- Fernández-Ballesteros, R., Santacreu, M., Lopez M.D., Molina, M.A. (2015). *Trastornos asociados a la vejez*. En M.A. Vallejo (Dir.). Manual de Terapia de Conducta. Madrid: Dikinson.
- Fernández-Ballesteros, R., & Santacreu, I. M. (2010). Aging and quality of life. *International encyclopedia of rehabilitation*.  
<http://cirrie.buffalo.edu/encyclopedia/article.php?id=296&language=en>
- Fernández-Ballesteros, R., Molina, M. A., Schettini, R., & Santacreu, M. (2013). The semantic network of aging well. *Annual Review of Gerontology and Geriatrics*, 33(1), 79-107.
- Martyr, A., Boycheva, E., & Kudlicka, A. (2017). Assessing inhibitory control in early-stage Alzheimer's and Parkinson's disease using the Hayling Sentence Completion Test. *Journal of Neuropsychology*.
- Santacreu, M., Bustillos, A., & Fernandez-Ballesteros, R. (2016). Multidimensional/ multisystems/ multinature indicators of quality of life: Cross-cultural evidence from Mexico and Spain. *Social Indicators Research*, 126(2), 467-482.
- Fernández-Ballesteros, R. (2005). Vital Aging-Multimedia. A multimedia program. *European Psychologist*, 9 (2), 1-12.
- Danner, D.D., Snowdon, D.A. and Friesen, W. V. (2001) Positive Emotions in Early Life and Longevity: Findings from the Nun Study. *Journal of Personality and Social Psychology*, 80 (5), 804-813.
- Fernández-Ballesteros, R. (2009) *Envejecimiento activo: contribuciones de la psicología*. Madrid: Ediciones Pirámide.
- Froján, M.J. (2009) Trastornos de conducta. En R. Fernández-Ballesteros (Dir.) *Psicología de la vejez. Una Psicogerontología aplicada*. Madrid: Pirámide.

- Olazarán, J., Reisberg, B., Clare, L., Cruz, I., Peña-Casanova, J., del Ser, T., Woods, B., Beck, C., Auer S., Lai C. y col. (2010) Eficacia de las terapias no farmacológicas en la enfermedad de Alzheimer: una revisión sistemática. Traducción de *Dement Geriatr Cogn Disor*, 30, 161–178.
- Osores, P. Aproximación no farmacológica para el tratamiento de síntomas conductuales y psicológicos de demencia. *Siponsis*, 42, 11-15.

Links of interest:

- American Psychological Association APA <http://www.apa.org/>
- Colegio Oficial de Psicólogos de España <http://www.cop.es/>
- European Federation of Psychologists' Associations EFPA <http://www.efpa.eu/>
- World Health Organization. <http://www.who.int>

Journals about ageing:

- Journal of Gerontological Psychology and Geriatric Psychiatry
- International Journal of Geriatric Psychiatry
- Revista Española de Geriatria y Gerontología (Sociedad Española de Geriatria y Gerontología)
- Revista Multidisciplinar de Gerontología
- European J. of Ageing
- Ageing and Society
- Journal of Gerontology (Social and Behavioral Sciences, Biological sciences, Medicine)
- The Gerontologist

## **10. DIVERSITY MANAGEMENT UNIT**

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at [unidad.diversidad@universidadeuropea.es](mailto:unidad.diversidad@universidadeuropea.es) at the beginning of each semester.

## 11. How to communicate with your professor

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it. You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the *Campus Virtual*. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

## 12. Study recommendations

When you study at university, you need to plan and be consistent from the first week. It's very useful to exchange experiences and opinions with professors and other students, as this will help you develop core competencies such as flexibility, negotiating skills, teamwork, and, of course, critical thinking.

To help you, we recommend using a general method of study based on the following points:

- Study systematically and at a steady pace.
- Attend class and regularly check the course forum on the *Campus Virtual* so that you keep up to date with what's happening.
- Participate actively in the course by sharing your opinions, doubts and experiences relating to the topics covered and/or suggesting new topics of interest for discussion.
- Read the messages posted by your classmates and/or professors.

Active participation in physical and virtual classroom activities is of special interest and academic value. You can participate in many different ways: asking questions, giving your opinion, doing

all the activities your professor suggests, taking part in collaborative activities, helping your classmates, etc. This way of working requires effort, but it will help you get better results as you develop your competencies.

### **13. SATISFACTION SURVEYS**

Your opinion matters!

The European University encourages you to participate in the satisfaction surveys to detect strengths and areas for improvement regarding the teaching staff, the bachelor's degree and the teaching-learning process.

The surveys will be available at the designated space in your virtual campus or via email.

Your participation is necessary to improve the quality of the degree.

Thank you very much in advance for your participation.

