

Degree	Type	Year
2502443 Psychology	OT	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Pre-requisites and/or previous knowledge are not established for following the subject.

Regular attendance is important for following the subject.

Attendance at the session with invited professionals and at the Synthesis session is mandatory

The subject is part of the optional Specialisation in Analysis and Psychosocial Intervention and the optional Specialisation in Psychological Intervention on Quality of Life.

## Objectives and Contextualisation

Demographic ageing and longevity are a characteristic phenomenon of developed societies and they nourish the interest in understanding the ageing process in its different dimensions. The increase in the number of elderly people and the increase in the number of people reaching advanced old age pose individual and collective adaptation challenges in a social context characterized by substantial changes in different areas (family, work, relational, economic). Concern for issues such as quality of life at different stages of ageing, prevention of dependency or the family and professional long-term care is accompanied by the interest in the development of initiatives, services and products appropriate to the existing heterogeneity among the elderly, where gender becomes an essential factor in the construction of the ageing experience. Psychology offers theoretical contributions, based on research, valid for dealing with those issues and provides useful guidelines in the definition of different types of responses and professional interventions.

In this subject, a global vision of ageing will be provided, from a theoretical and practical perspective, showing different types of professional intervention and innovative initiatives.

The objectives of the subject are:

1. To understand the different dimensions of the ageing process.
2. To know the development processes and the changes related to ageing.
3. To understand the challenges of ageing in developed societies.
4. To know and reflect on gender inequalities in the experience of ageing.
5. To analyze the different phenomena that take on special singularity in the elderly.
6. To know the career options in the field of psychogerontology
7. To approach the design and application of interventions with the elderly in different frameworks of work.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and interpret the results of the evaluation.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Communicate efficiently, using the appropriate media (oral, written or audio-visual) taking into account diversity and all elements that may ease communication or make it more difficult.
- Distinguish and relate the principles of psychosocial functioning of groups and organizations.
- Identify and describe the processes and stages in psychological development through the life cycle.
- Interact through effective teamwork with the other professionals involved.
- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Make systematic reviews of the different documentary sources in psychology to collect, order and classify research data and materials.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Recognise the social dimension of human beings, considering historical and sociocultural factors involved in shaping human psychology.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use adequate tools for communication.
- Work in a team.

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the relationship between the family system and other related systems.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Apply knowledge, skills and acquired values critically, reflexively and creatively.
5. Apply theoretical concepts in the analysis cases.
6. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
7. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
8. Contrast different documentary sources.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Describe the processes and stages of individual development and family groups.
11. Develop written technical reports on assessment from case studies.
12. Explain the explicit or implicit deontological code in your area of knowledge.
13. Identify concepts and psychosocial processes that show the social and cultural dimension of behaviour.
14. Identify elements of functional and dysfunctional communication.
15. Identify the elements that influence communication and organization of work.
16. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
17. Link the data to the theoretical approach adopted to articulate the data obtained with the intervention to be performed.
18. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
19. Propose new experience-based methods or alternative solutions.
20. Recognise the fundamental theoretical concepts in the texts.
21. Select and use appropriate communication resources according to the characteristics and skills of the target considering age and cultural identification.

22. Select the relevant data for the evaluation of a case considering the life course and context of intervention.
23. Show an open disposition and a favourable attitude to cooperation.
24. Use adequate tools for communication.
25. Work in a team.

## Content

1. Introduction to the psychology of ageing
2. Population ageing. Social representation of ageing. Ageing as a woman
3. Psychological changes associated to ageing. Ageing processes
4. Ageing and sexuality
5. The paradigm of Active Ageing
6. The paradigm of Person-Centred Attention
7. Psychosocial intervention in the field of ageing
8. Intervencion in care centers for older people
9. Unwanted loneliness: approach to the phenomenon and examples of intervention
10. Career options in psychogerontology
11. Study of phenomena associated with ageing:
  - Intergenerational projects
  - Abuse of elderly people and promotion of good treatment
  - LGBTBI Ageing
  - Senior cohousing
  - Application of Dementia Care Mapping (DCM)
  - University programs for the elderly
  - Support groups for caregivers of people with cognitive impairment
  - Technology and provision of care
  - Image of the elderly in the media

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	24	0.96	2, 5, 10, 17, 18, 22
Practical sessions	12	0.48	4, 13, 17, 22, 25
Type: Supervised			
Tutoring in small groups	6	0.24	4, 17, 22, 25
Type: Autonomous			
Preparation and realization of group work	24	0.96	4, 8, 13, 15, 17, 20, 22, 23, 24, 25
Analysis of a reality and intervention proposal	30	1.2	1, 4, 5, 7, 8, 12, 16, 19, 23, 25
Preparation and realization of individual works	30	1.2	4, 5, 8, 10, 11, 13, 17, 18, 20, 21, 22
Study, reading and analysis of texts	24	0.96	3, 13, 16, 18, 20, 25

Different methodological strategies will be combined:

- Presentation of contents by the teacher
- Interview with older people and individual and comparative analysis.
- Analysis, preparation and presentation of different phenomena related to ageing by groups of students and discussion.
- CBL methodology. An elderly people reality has to be analysed from scientific literature and contacting both this reality in our environment, in order to make a proposal for intervention.

Throughout the course, presentations by professionals who work in different fields related to the elderly may be made (ex: unwanted loneliness, intergenerational relationships, residential care centres for the elderly, etc.). Presentations by professionals are of mandatory attendance.

The virtual platform Moodle is the communication channel of the subject outside the classroom. It is the responsibility of the student to access in a regular basis in order to get informed about the content that is published.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Individual report of an interview (written, individual). Week 4.	40	0	0	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 25
EV2. Preparation and presentation of a poster and a report on an ageing- related phenomenon (oral and written, collective). Weeks 7, 8 and 10	30	0	0	1, 3, 4, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 19, 20, 21, 23, 24, 25
EV3. Analysis of a reality of elderly people and an intervention proposal (oral and written, collective). Weeks 13, 14 and 15.	30	0	0	1, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25

The competencies will be evaluated by a single evaluation or by continuous evaluation.

1) CONTINUOUS assessment will be based on the completion of the following mandatory tasks: 1 individual report, 2 group reports, and 2 group presentations.

For continuous evaluation the indicated delivery weeks are approximated. The final calendar will be presented at the beginning of the course.

2) \*THE SINGLE EVALUATION IS REQUESTED TELEMATICLY (E-FORMULARY) IN THE SPECIFIC PERIOD (more information on the faculty website)

The single assesment will involve short answer questions and problem solving exercises

SINGLE ASSESSMENT EVIDENCE

Name	Weigth	
Ev1. Short answer questions	40%	4
Ev2. Problem solving exercises (written, individual)	30%	
Ev3. Analysis and presentation of a published scientific article about aging (oral and written, individual/collective)	30%	

Link to the assessment guidelines of the faculty:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Bibliography

Recommended bibliography:

- Ezquerro, S.; Pérez-Salanova, M.; Pla, M.; Subirats, J. (eds.) (2016). *Edades en transición, envejecer en el siglo XXI: edades, condiciones de vida, participación e incorporación tecnológica en el cambio de época*. Barcelona: Ariel.
- Pinazo S. y Sánchez M. (dir.) (2005). *Gerontología. Actualización, innovación y propuestas*. Madrid: Pearson Prentice Hall.
- Prieto, D. et al (2009). *Las dimensiones subjetivas del envejecimiento*. Colección Estudios, Serie Personas Mayores Nº 11007. Madrid: Imsero. Retrieved from: <https://www.imsero.es/InterPresent1/groups/imsero/documents/binario/11007dimensenvejec.pdf>
- Triadó, C. y Villar, F. (coords.) (2006) *Psicología de la vejez*. Madrid: Alianza Editorial.

Other readings:

- Arenas, S. y Pratginestós, E. (2006). *El Papel del psicólogo en centros residenciales geriátricos: revisión de la situación actual y propuesta de funciones para un desarrollo óptimo de actividad*. Barcelona: Col·legi Oficial de Psicòlegs de Catalunya. Retrieved from: [https://www.infogerontologia.com/documents/rol/rol\\_psico\\_arenas\\_pratginestos.pdf](https://www.infogerontologia.com/documents/rol/rol_psico_arenas_pratginestos.pdf)
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- Chapman, Sherry et. al (2005). *"I don't think I am 'old' although I am aged": Seniors' Perceptions of Later-Life Well-Being*. Alberta: University of Alberta. Retrieved from: [https://www.researchgate.net/publication/267805265\\_Perceptions\\_of\\_Later-Life\\_Well-Being\\_1\\_I\\_don't\\_thi](https://www.researchgate.net/publication/267805265_Perceptions_of_Later-Life_Well-Being_1_I_don't_thi)
- Charpentier. M., Guberman, N., Billette, V., Lavoie, J.P., Grenier, A., & Olazabal, I. (Éds) (2010). *Vieillir au pluriel. Perspectives sociales*. Montréal: Presses de l'Université du Québec.

- Cusak S. A. (1998). Leadership in Seniors' Centres: power and empowerment in relations between seniors and staff. *Education and Ageing*, 13 (1): 49- 66.
- Freixas, A. (2003). *Las mujeres queremos ser mayores y poder parecerlo*. En Maquieira, V. (comp.), *Mujeres mayores en el siglo XXI De la invisibilidad al protagonismo* (pp 251-273). Madrid: Ministerio de Trabajo y Asuntos Sociales. Retrieved from: <http://envejecimiento.csic.es/documentos/documentos/maquieira-mujeres-01.pdf>
- Freixas, A. (2013). *Tan frescas. Las nuevas mujeres mayores del siglo XXI*. Barcelona: Paidós.
- Freixas, A. (2018). *Sin reglas. Erótica y libertad femenina en la madurez*. Madrid: Capitán Swing.
- Greene, R. y Cohen, HL. (2005). Social work with Older Adults and their Families: Changing Practice Paradigms. *Families in Society: The Journal of Contemporary Social Services*. 86 (3), 309-319. doi: 10.1606%2F1044-3894.3434
- Izal, M. y Montorio, I. (Ed.) (1999). *Gerontología conductual. Bases para la intervención ámbitos de aplicación*. Madrid: Síntesis.
- Izal, M., Montoro, I., Guadalupe, M. (2016). Programa para la mejora del bienestar de las personas mayores. Estudio piloto basado en la psicología positiva. *Suma Psicológica*. 23(1), 51-59. doi: 10.1016/j.sumpsi.2016.03.001
- Janlöv, A-C., Rahm Hallberg, I., & Petersson, K. (2006). Older persons' experience of being assessed for and receiving public home help: do they have any influence over it? *Health & Social Care in the Community*, 14(1), 26-36. doi: 10.1111/j.1365-2524.2005.00594.x
- Majón-Valpueda, D., Ramos, P., & Pérez-Salanova, M. (2016). Claves para el análisis de la participación social en los procesos de envejecimiento de la generación baby boom. *Psicoperspectivas* 15(2), 53-63. doi: 10.5027/psicoperspectivas-vol16-issue2-fulltext-833
- Morrell, C.M. (2003). Empowerment and long-living women: return to the rejected body. *Journal of aging studies*, 17(1):69-85. doi: 10.1016/S0890-4065(02)00091-9
- Paun, O. (2003). Older women caring for spouses with alzheimer's disease at home: making sense of the situation. *Health Care for Women International*, 24(4):292-312. doi: 10.1080/07399330390183615
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## Software

None specific.

## Language list

Name	Group	Language	Semester	Turn
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(PAUL) Classroom practices	51	Catalan	first semester	afternoon
(PAUL) Classroom practices	52	Catalan	first semester	afternoon
(TE) Theory	5	Catalan	first semester	afternoon

PROVISIONAL