



COURSE GUIDE

Universidad Católica de Valencia

SOCIOEDUCATIONAL INTERVENTION IN THE ELDERLY

Course 2024/25



COURSE GUIDE TO SOCIOEDUCATIONAL INTERVENTION IN THE ELDERLY

		ECTS
MODULE: Processes of socioeducational intervention		30
FIELD: Socioeducational intervention in specific contexts		30
Subject: Socioeducational intervention in the Elderly		6
Type of learning: Compulsory	YEAR: 2 Semester: 1	
Teacher: Dra. Joana Calero Plaza	Department: Department of Inclusive Education, Socio-community Development and Occupational Sciences	
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SUBJECT ORGANIZATION

Socioeducational intervention in the Elderly	Nº ECTS: 6
<p>Duration and temporal location within the curriculum: Socio-educational intervention in the elderly is a subject matter pertaining to the socio-educational intervention in specific contexts. This course is taught in the second degree course in Social Education, being a cross-cutting and subsequent related subjects, providing a basis for understanding the role of the profession of Social Educator.</p> <p>The course, along with, socio-educational intervention in the family, social and educational intervention with children at risk, socio-educational intervention in drug addiction and on disability socio Intervention seeks to provide students with the necessary knowledge about the different groups where you can intervene and their own methodologies of intervention, enabling him to work in different areas of social action.</p> <p>This course is part of the methodology to be implemented in the Degree of Social Education "project-oriented learning", the subject is included in the project "Expert Day in the Life," aims to enable students to acquire skills needed to organize a professional event in the socio-cultural in both students participated in the elderly people, encouraging intergenerational encounter.</p>	



Subjects and Courses						
Subject	ECTS	Courses	ECTS	Course/ semester		
Socioeducational intervention in specific contexts	30	Socioeducational intervention in the Elderly	6	2/1		
		Socioeducational intervention with children at risk	6	2/2		
		Socialeducational intervention in the Family	6	2/2		
		Socialeducational intervention in the drug	6	3/2		
		Socialeducational intervention in the dissability	6	4/1		
COURSE GUIDE TO THE SUBJECT: Processes of socioeducational intervention / Socioeducational intervention in the Elderly						
Prerequisites: None						
GENERAL GOALS						
<div>1. Knowing the key elements and main characteristics of aging such as population sector.</div> <div>2. Analyze the aging process to be able to detect and assess the problems of those great features.</div> <div>3. Learn basic strategies for community partner involvement with the group of great people from the analysis and review of various experiences.</div> <div>4. Know the resources and programs and socio-cultural animation in our community.</div> <div>5. Being able to organize socio-cultural events for older people.</div>						
CROSS-SECTIONAL COMPETENCES			Competence measuring scale			
			1	2	3	4
1. Ability to analyze and synthesize. (1)					X	
2. Information management skills.					X	



3. Ability for general assessment and self assessment.			X	
12 Ethical commitment.				x
13 Independence in learning			X	
14 Self-adaptation to new situations			X	
17 Willingness in long term learning			X	

SPECIFIC COMPETENCES				
	1	2	3	4
4.Ability to know and diagnose the special needs and main interests to plan the social educational performance. (4)				X
5 To diagnose complex situations that support the development of socioeducativas actions.				X
16 Be empathetic, respectful, helpful and reliable with people and institutions related to the social education. (20)				X
LEARNING OUTCOMES	COMPETENCES			
R-1 Understand and distinguish the different developmental stages and degrees of development of the people with whom we intervene.	1-2-4-5-16			
R-2 Reason and reflect on the concept of aging and its social role today.	1-2-13-4-5-16			
R-3 Conceptualize and critically analyze the aging process to learn to detect and assess the problems of those great features.	1-2-13-14-17- 4-5			
R-4 Establish procedures and techniques to facilitate processes of social participation and community development.	1-2-13-14-17- 4-5			



R-5 Learn basic strategies for community partner involvement with the group of great people from the analysis and review of various experiences.	1-2-13-14-17- 4-5		
R-6 Discuss procedures and techniques for designing, organizing and managing projects leisure for big people.	1-2-13-14-17- 4-5-16		
R-7 Find bibliographic information for the processing of different content offered on the subject.	1-2-13-4-5-16		
R-8 Working in teams and collaborate effectively with others.	1-2-13-14-17- 4-5-16		
R-9 Develop academic papers and orally present the contents thereof.	1-2-13-14-17- 4-5-16		
R-10 Develop guidelines for enhancing the development of the individual and interpersonal relationships, working with the large group of people.	1-2-13-14-17- 4-5-16		
R-11 Integrate knowledge to organize socio-cultural activities at community level.	1-2-13-14-17- 4-5-16		
ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1-R2-R3-R4-R5-R6-R11	1 ECTS



PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R2-R3-R4-R5-R6-R7-R8-R9-R10-R11	1 ECTS
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R1-R2-R3-R4-R5-R6-R8-R9-R11	0.40 ECTS
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	R1-R2-R3-R4-R5-R6-R-7-R9-R10	0.6 ECTS
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1-R2-R3-R4-R5-R6-R7-R8-R9-R10-R11	0.10 ECTS
Total			(3.1*)



INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es) Participation, design and execution of the EMOTIC's Workshops project.	R7,R8-R9-R10-R11	2
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1-R2-R3-R4-R5-R6-R7-R8-R9-R10-R11	0.9
Total			(2.9*)



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Final test of the theoretical contents worked in the course. Final report of the work developed in the practical part of the course (intervention project with older adults TALLERES EMOTIC'S).	R1-R2-R3-R5-R6-R10-R11	50% 10%
Reflection and analysis on the topics addressed in the classroom.	R4-R6-R8-R10-R11	10%
DESIGN AND DEVELOPMENT OF THE "EMOTIC'S WORKSHOPS" PROJECT. Creation of working groups -Center selection - Design of project contents Design of workshops to be carried out in residences or institutions for the elderly. -Elaboration of workshop activities -Selection and management of evaluation instruments for the workshop.	R1-R2-R3-R4-R5-R6-R7-R8-R9-R10-R11	30%

OBSERVATIONS:

In order to pass the course, it is necessary to demonstrate an advanced level of linguistic proficiency in all oral and written productions. Therefore, each spelling mistake will be penalized with 0.50 points in papers and exams. Three missing accents will be equivalent to one spelling mistake.

MENTION OF DISTINCTION:

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).



Exceptionally, those students who, in a justified and accredited manner, are unable to undergo the continuous assessment system and request it within the first month of each semester to their teacher, may opt for this assessment system.

In this case, they will be assessed in the following way: exam consisting of a part of multiple-choice questions with three alternatives and a development part (70%) and submission of a portfolio of activities (30%).

DESCRIPTION OF CONTENTS	COMPETENCES
DIDACTIC UNIT I: 1.- Situational Diagnosis of Aging 1.1 Characteristics of the aging process. 1.2 Concepts of health. 1.3 Psychology in the elderly, changes in relation to personal interests.	1-2-13-14-17- 4-5-16
DIDACTIC UNIT II: 2. Sociological aspects 2.1 The elderly in institutional settings. 2.2 Retirement, withdrawal and worthlessness. 2.3 Social problems of the elderly. 2.4 Abuse of the elderly.	1-2-13-14-17- 4-5-16
DIDACTIC UNIT III: 3. The social needs of the elderly 3.1 Needs and social change. 3.2 Approaching the concept of quality of life. 3.3 Quality of life and old age. 3.4 Types of services for older people.	1-2-13-14-17- 4-5-16
DIDACTIC UNIT IV: 4. Socio-cultural basics. Intervention Models in leisure time. 4.1 Concept of animation and Leisure in the big people. 4.2 Characteristics of the animator of the elderly. 4.3 Scope of animation.	1-2-13-14-17- 4-5-16
REFERENCES	
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Tarazona-Santabalbina, F. J., Martínez-Velilla, N., Vidán, M. T., & García-Navarro, J. A. (2020). COVID-19, adulto mayor y edadismo: errores que nunca han de volver a ocurrir. Revista Española de Geriatria

TEMPORAL ORGANIZATION OF LEARNING:

	CONTENT/TEACHING UNIT	OF MEETINGS
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1	DIDACTIC UNIT I: 1.- Situational Diagnosis of Aging1.1 Characteristics of the aging process. 1.2 Concepts of health. 1.3 Psychology in the elderly, changes in relation to personal interests.	8
2	DIDACTIC UNIT II: 2. Sociological aspects 2.1 The elderly in institutional settings. 2.2 Retirement, withdrawal and worthlessness. 2.3 Social problems of the elderly. 2.4 Abuse of the elderly.	7
3	DIDACTIC UNIT III: 3. The social needs of older people. 3.1 Needs and social change. 3.2 Approaching the concept of quality of life. 3.3 Quality of life and old age. 3.4 Types of services for older people.	7
4	DIDACTIC UNIT IV: 4. Socio-cultural basics. Intervention Models in leisure time. 4.1 Concept of animation and Leisure in the big people. 4.2 Characteristics of the animator of the elderly. 4.3 Scope of animation.	9