



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292027 **Name:** -Psychogerontology

Credits: 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:** 1

Module: OPTIONAL ITINERARY 4: COMMUNITY PSYCHOLOGY AND SOCIAL INTERVENTION

Subject Matter: COMMUNITY PSYCHOLOGY AND SOCIAL INTERVENTION **Type:** Elective

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught:

Lecturer/-s:



Module organization

OPTIONAL ITINERARY 4: COMMUNITY PSYCHOLOGY AND SOCIAL INTERVENTION

Subject Matter	ECTS	Subject	ECTS	Year/semester
COMMUNITY PSYCHOLOGY AND SOCIAL INTERVENTION	24,00	-Psychogerontology	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Communication	6,00	2/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 24/25
		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1

Prerequisites

The student must take 24 credits from itinerary 4: community psychology and social intervention and 6 credits from the elective common itinerary.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knowing the concepts, theories and main models of Psychology in the community and social intervention context.
- R2 Being able to design intervention plans that are adequate to the different contexts of the community environment.
- R3 Knowing and acquiring the necessary skills for the correct management of the therapeutic relationship.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE1 Analyzing needs and requests of addressee functions in different contexts.				X
CE2 Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.				X
CE19 Putting into practice direct intervention strategies and methods in contexts: building healthy environment...				X
CE21 Planning programmes and intervention assessment.				X
CE23 Analyzing and collecting important data for intervention assessments.			X	
CE26 Writing oral and written reports.			X	
CE34 To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.				X
TRANSVERSAL	Weighting			
	1	2	3	4
CT10 Capacity to work in interdisciplinary teams.				X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R2, R3	10,00%	Presentation of practical activities.
R1, R2, R3	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R2	10,00%	Group assignments.

Observations

Attendance monitoring records by the teacher: the student must attend 80% of the sessions to be evaluated on the subject. Practices will not be collected outside the established deadline and through the medium indicated by the teacher (platform, printed in hand). Failure to deliver within the established deadline and format (e.g. via platform on a specific date) will result in the evaluation of said practice as not submitted. Practices via e-mail will not be accepted. Some of the practices can only be delivered if the student has attended class on the dates in which it has been worked on in the classroom. The student may present the practices not delivered or suspended in the next call (February). Continuous evaluation will be carried out by delivering a practice per subject topic and a final theoretical-practical test on an official date. Those students who have justified non-attendance at the sessions will take a single oral or written theoretical-practical test on an official date. To pass the subject, the student must separately pass the different evaluation systems (attendance and active participation, practices and exam). The final grade (once the pass is obtained in each of the parts) will be obtained by adding all the grades. If you do not obtain approval – in all the parts evaluated – the grade that will appear in the “minutes” will be a weighted grade of less than five. The criterion for granting Honor Certificates is “Evidence levels of excellence in all skills and learning outcomes” and having a grade higher than 9.5.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.



R1, R2	5,00%	Submitted tasks
	0,00%	Periodical assessment through questionnaires
R1, R2, R3	25,00%	Attendance and participation in synchronic communication activities.

Observations

Registros de seguimiento de asistencia por parte del profesor: el estudiante deberá asistir al 80% de las sesiones para ser evaluado de la asignatura.

No se recogerán las prácticas fuera del plazo establecido y a través del medio indicado por el profesor (plataforma, impreso en mano).

La no entrega en el plazo y formato establecidos (p. ej. vía plataforma en una fecha determinada) dará lugar a la evaluación de dicha práctica como no presentada. No se aceptarán prácticas vía correo electrónico.

Algunas de las prácticas sólo se podrán entregar si el alumno ha asistido a clase en las fechas en las que se ha trabajado en el aula.

El estudiante podrá presentar las prácticas no entregadas o suspendidas en la próxima convocatoria (febrero).

La evaluación continua se realizará mediante la entrega de una práctica por tema de la asignatura y una prueba teórico-práctica final en fecha oficial.

Aquellos estudiantes que hayan justificado la inasistencia a las sesiones realizarán una única prueba teórico-práctica oral o escrita en fecha oficial.

Para superar la asignatura, el estudiante deberá superar por separado los diferentes sistemas de evaluación (asistencia y participación activa, prácticas y examen).

La nota final (una vez obtenido el aprobado en cada una de las partes) se obtendrá sumando todas las calificaciones.

Si no obtiene la aprobación -en todas las partes evaluadas- la calificación que aparecerá en el “acta” será una nota ponderada inferior a cinco.

El criterio para otorgar Certificados de Honor es “Evidenciar niveles de excelencia en todas las habilidades y resultados de aprendizaje” y tener una calificación superior a 9.5.



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.



- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R3	32,00	1,28
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. M4	R2	15,00	0,60
SEMINAR Supervised monographic sessions with shared participation. M3	R1	1,50	0,06
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M2, M7, M9	R2	5,00	0,20
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, papers, etc. M6, M8	R1, R3	5,00	0,20
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M4, M7	R1, R2, R3	2,50	0,10
TOTAL		61,00	2,44



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	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 M2	R1, R2, R3	35,00	1,40
INDEPENDENT WORK Student study: 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. M9	R1, R2, R3	54,00	2,16
TOTAL		89,00	3,56



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12, M17, M19	R1, R2, R3	32,50	1,30
Virtual practical session (distance learning) M18, M19	R1, R2, R3	15,00	0,60
Seminar and virtual videoconference (distance learning) M13	R1	2,00	0,08
In-person or virtual assessment (distance learning) M14, M19	R1, R2, R3	5,00	0,20
Individual tutoring sessions (distance learning) M16	R1, R2, R3	5,50	0,22
Discussion forums (distance learning) M18	R1	3,00	0,12
Continuous assessment activities (distance learning) M13, M19	R1, R2, R3	5,00	0,20
TOTAL		68,00	2,72

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15, M19	R1, R2, R3	50,00	2,00
Teamwork (distance learning) M12, M17, M19	R1, R2, R3	32,00	1,28
TOTAL		82,00	3,28



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1	Introduction to Psychogerontology
2	Normal and optimal aging
3	Promotion of optimal aging
4	Pathological aging
5	Evaluation and intervention in pathological aging
6	Aging, family and society



Temporary organization of learning:

Block of content	Number of sessions	Hours
1	3,00	6,00
2	6,00	12,00
3	2,00	4,00
4	9,50	19,00
5	7,00	14,00
6	3,00	6,00

References

Fernández-Ballesteros, R. (2009). Psicología de la vejez: una Psicogerontología aplicada. Madrid: Pirámide. Triadó, C. y Villar, F. (Coords.) (2006). Psicología de la vejez. Madrid: Alianza. Específica Fernández Lópiz, E. (2012). Psicología del Envejecimiento. Granada: Editorial GEU. Berger, K.S (2009): Psicología del desarrollo: Adultez y Vejez. (7ª edición). Madrid: Médica Panamericana Bibliografía complementaria: Fernández-Ballesteros, R., Santacreu, M., Lopez M.D., Molina, M.A. (2013): Trastornos asociados a la vejez. En M.A. Vallejo (Dir.): Manual de Terapia de Conducta. Madrid: Dikinson Psicología. Caprara, M.G. (2008). La promoción del envejecimiento activo. En En R. Fernández-Ballesteros (Dir). Psicología de la vejez. La psicogerontología aplicada. Madrid: Pirámide.Deví Bastida, J (coord.) (2012). Manual de intervención clínica en Psicogerontología. Barcelona:Herder. Calenti, M (2010). Gerontología y geriatría. Madrid: Ed. Panamericana.