Course Syllabus

Psychogeriatrics:

Year: 4th
Code: 9937001827
Coordinating professor: Lidia Budziszewska
School: Grade of Psychology
Languages: English
The mission of Universidad Europea de Madrid is to offer its students a holistic education, helping them become leaders and professionals capable of responding effectively to the needs of today’s global world, adding value within their career fields, and contributing to social advancement through their entrepreneurial spirit and ethical integrity. We also strive to create and transfer knowledge through applied research, thus making our own contribution to progress and putting ourselves at the forefront of intellectual, scientific, and technological development.
Contents

1. Basic information on the course/module .................................................................4
2. Presentation of the course/module ...........................................................................4
3. Competencies and learning outcomes ......................................................................4
4. Monitoring and assessment .....................................................................................8
   4.1. First exam period .................................................................................................8
   4.2. Second exam period ............................................................................................8
5. Bibliography ...........................................................................................................9
6. How to communicate with your professor ..............................................................9
7. Study recommendations ..........................................................................................12
1. Basic information on the course/module

<table>
<thead>
<tr>
<th>ECTS</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit type</td>
<td>Elective</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
</tr>
<tr>
<td>Delivery mode</td>
<td>Campus based</td>
</tr>
<tr>
<td>Trimester/Semester</td>
<td>1st Semester</td>
</tr>
</tbody>
</table>

2. Presentation of the course/module

During the last decades, research on psychology of age and aging has been developed exponentially, together with the incredible increase of the 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 care and help in the compensation of various old-age associated problems; such as cognitive impairment, mood changes, etc. As we get older the variability between people increases exponentially, so that, it is important for professionals to know how to respond to such a huge diversity. The contents of the subject can be considered as prerequisites for dealing with work with older people, as it reviews in depth the changes that occur associated with aging from a bio-psycho-social perspective. The objectives of this subject are to understand the variability of aging and human aging, to know and analyze the criteria to distinguish normal ageing from pathological one. Finally, attending to these characteristics, we learn how to develop the assessment and treatment adapted to older people.

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 table below shows the relation between the competencies developed during the course and the envisaged learning outcomes:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBM1, CBM5</td>
<td>LO1</td>
</tr>
<tr>
<td>CBPS2</td>
<td></td>
</tr>
<tr>
<td>CBM2, CBM3,</td>
<td>LO2</td>
</tr>
<tr>
<td>CBM4 CT4</td>
<td></td>
</tr>
<tr>
<td>CE11, CE19,</td>
<td></td>
</tr>
<tr>
<td>CE20, CE21,</td>
<td></td>
</tr>
<tr>
<td>CE23, CE24,</td>
<td></td>
</tr>
<tr>
<td>CE27, CE28</td>
<td></td>
</tr>
</tbody>
</table>

The following table shows how the different types of activities are distributed and how many hours are assigned to each type:

<table>
<thead>
<tr>
<th>Type of educational activity</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>30 h</td>
</tr>
<tr>
<td>Autonomous work</td>
<td>50 h</td>
</tr>
<tr>
<td>Test of knowledge</td>
<td>5 h</td>
</tr>
<tr>
<td>Plan Intervention design</td>
<td>25 h</td>
</tr>
<tr>
<td>Tutorials</td>
<td>5h</td>
</tr>
<tr>
<td>Research</td>
<td>15h</td>
</tr>
<tr>
<td>Practice Exercises</td>
<td>20h</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150 h</strong></td>
</tr>
</tbody>
</table>

To develop the competencies and achieve the learning outcomes, you will have to complete the activities indicated in the table below:
<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Learning activity</th>
<th>Type of activity</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>Activity 1</td>
<td>Lectures, Research, Autonomous work</td>
<td>Unit 1, 2, 3, 8, 9</td>
</tr>
<tr>
<td></td>
<td>Activity 2</td>
<td>Tutorials, Practice, Exercises</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>Activity 1</td>
<td>Lectures, Research, Autonomous work</td>
<td>Unit 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>Activity 2</td>
<td>Tutorials, Practice, Exercises</td>
<td></td>
</tr>
<tr>
<td>LO1, LO2</td>
<td>Activity 3</td>
<td>Plan Intervention design, Autonomous work</td>
<td>Unit 1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutorials, Research</td>
<td></td>
</tr>
<tr>
<td>LO1, LO2</td>
<td>Activity 4</td>
<td>Test of knowledge</td>
<td>Unit 1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
</tbody>
</table>

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

The following table shows the assessable activities, their respective assessment criteria, and the weight each activity carries towards the final course grade.

<table>
<thead>
<tr>
<th>Assessable activity</th>
<th>Assessment criteria</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>• In this matter will be evaluated the participation in class (role-playing, debates, etc.) and the attendance to class.</td>
<td>10%</td>
</tr>
<tr>
<td>Activity 2</td>
<td>• Students must show the ability to solve problems that are presented throughout the subject, e.g., by writing essays, reports.</td>
<td>20%</td>
</tr>
</tbody>
</table>
| Activity 3          | • The student develop an intervention plan to provide a solution to any age-related change or any associated problems with age.  
                     • Written and oral skills of the presentation of the intervention plan will be assessed | 20%        |
| Activity 4          | • We expect from the student to understand all the concepts presented in this subject related age-related changes, associated problems with age. | 50%        |

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

4.1. First exam period

To pass this course, the final grade must be equal or greater than 5 in all compulsory activities. If a grade of 5 is not achieved in a single compulsory activity, the student will have the opportunity to raise his or her grade during the 4th term.

4.2. Second exam period

The criteria to pass the course in the second exam period will be the same as for the rest of the academic year.
• If the student has not reach the minimum requirement of 5 in the final exam, the student will need to retake it.

• Each compulsory activity(ies) in which the student has not reached the minimum requirement, will need to be repeated and hand it over during July.

Review of grading of the assessment tests and activities will be performed at the place and time indicated by the professor. Other times will not be considered.

5. Bibliography

Here is the recommended bibliography:


Recommended readings


Interesting links

- 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/

Journals about ageing

- Journal of Gerontological Psychology and Geriatric Psychiatry.
- Revista Española de Geriatría y Gerontología (Sociedad Española de Geriatría 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

6. 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.

7. 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.