

## SUBJECT SYLLABUS

Degree				Academic year
<b>141.1 BACHELOR'S DEGREE IN SOCIAL EDUCATION</b>				<b>2011/12</b>
Subject code and title				Duration
<b>41161 Intervention Programmes for the Elderly</b>				<b>Semester 1</b>
Type	Language	UD Credits	ECTS Credits	Group/Language
<b>ELECTIVE</b>	<b>SPA</b>	<b>6</b>	<b>6</b>	<b>01 / Spanish</b>
Lecturer				
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### DESCRIPTION

Current society is immersed in a progressive ageing process noted for the drop in the birth rate and the increase in life expectancy. Therefore, a significant increase is forecast in the coming years of the percentage older persons in the world (it has been calculated that 25% of the population will be 65 years or over by 2020 and that this percentage will increase to 36% by 2050). The circumstances lead to different challenges, one of them, for education professional must be able to intervene in a way that impacts the development and enhancement of the quality of life of the elderly and the society to which they belong.

### PREREQUISITES

None.

### LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

#### GENERAL

#### LEARNING ORIENTATED

1. Incorporating expert-proposed learning and showing an active attitude towards their assimilation.
2. Understanding and questioning theoretical models of the indiscipline and researching new knowledge areas. Indicators:
  - Understanding the elements that make up a discipline.
  - Acknowledging the importance of other mental outlooks that are different from one's own
    - Selecting a procedure from those put forward by a lecturer.
    - Raising intelligent questions that question what has been learnt.
    - Comparing one's own mental approach with that of the other people and make use of it as a learning opportunity.

#### SPECIFIC

- ¿ SC1: Critically reflecting on the current stereotypes of ageing.
- ¿ SC2: Knowing the characteristics of the collective of the over 60s in the BAC.
- ¿ SC3: Using appropriate intervention strategies.
- ¿ SC4: Linking the objectives and strategies in intervention processes for different areas targeting older persons.
- ¿ SC5: Knowing the specific characteristics of the possible intervention areas with older persons.

### CONTENTS

#### UNIT 1: Understanding old age

- ¿ Attitudes and stereotypes about old age and their impact when designing intervention programmes.
- ¿ Main explanatory theories.
- ¿ General intervention principles with the older person: autonomy and dignity of older people.
- ¿ Diversity of contextual and personal variable of the older person.

#### UNIT 2: CHARACTERISTICS OF THE COLLECTIVE OF OLDER PERSONS

- ¿ Gerontology: a discipline that studies ageing.
- ¿ Social ageing (life expectancy, ageing indexes, data on the older population)
- ¿ Ageing of the individual (biological ageing, psycho-social aspects)

#### UNIT 3: THE INTERVENTION PROCESS WITH OLDER PERSONS

- ¿ General considerations.
- ¿ Active ageing: an ideal objective or utopian horizon.
- ¿ Intervention concept.
- ¿ Intervention phase: importance and resources for the diagnosis.
- ¿ Optimum experience as intervention strategy.

#### UNIT 4: COGNITIVE FUNCTION STIMULATION PROGRAMMES

- ¿ Memory functioning
- ¿ Reminiscence programmes and life history groups.
- ¿ Reality-orientation programmes
- ¿ Memory training and related cognitive functions programmes.

#### UNIT 5: INTERVENTION PROGRAMMES REGARDING HEALTH, SOCIAL RELATIONS, LEISURE AND CULTURE

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- ¿ Guidelines to develop intervention programmes in the social relations arena.
- ¿ Guidelines to develop programmes to promote good health (taking part in physical activities)
- ¿ Cultural promotion programmes.
- ¿ Social participation of older persons.

### TEACHING-LEARNING STRATEGY

The subject will be taught using the following core teaching-learning strategies:

a) Lectures:

- Presentation of the fundamental theoretical contents of the course.

b) Individual:

- Reading and analysing articles.
- Essays analysing the texts.

c) In small groups:

- In-class practical sessions.
- Analysis of articles and videos.
  - Searching for information and constructing answers.
  - Working as a team to carry out an intervention sequence for older persons in a specific area.

d) In large groups:

- Collective presentation and discussion of the exercise to design an intervention sequence.

#### RESOURCES:

IT medium (in-class computer) with Internet access, data projector and connection to DVD, video and audio.

#### TIME DISTRIBUTION:

The student's time distribution will be organised as follows:

Reading documents and producing the relevant reports.....	60% of the total time.
¿ Team work .....	10%
¿ Tutorials.....	8%
¿ Exam preparation.....	20%
¿ Exam.....	2%

### ASSESSMENT SYSTEM

Final assessment (exam) 40%

¿ Preparing individual coursework 40%

Continuous assessment (active participation in the in-class activities) 15%

¿ Team work 5%

The marking criteria and procedures will be the same in the ordinary and extraordinary exam session.

### BIBLIOGRAPHY

Documentación básica

Fernández-Ballesteros (2010) Envejecimiento activo. Madrid: Pirámide.

Buendía, J. (comp.) (1994) Envejecimiento y psicología de la salud. Madrid: Siglo XXI

Fernández-Ballesteros, R. (Dtora.) (2000) Gerontología social. Madrid: Ediciones Pirámide.

Yanguas, J. Y Leturia, F.J. (1998) Intervención psicosocial en gerontología. Madrid: Cáritas.

OMS (2002). Envejecimiento activo: un marco político. Revista Española de Geriátría y Gerontología, 37, 74-105.

Pérez Salanova, M. (2005). Activando el envejecimiento activo (Rep. No. 18). Madrid: IMSERSO.

Walker, A. (2002). A strategy for active ageing. International Social Security Review, 55, 121-139.

Documentación de consulta

Se proporcionará a lo largo del curso