



Teaching Guide

Identifying Data					2023/24
Subject (*)	Social Gerontology I	Code	653540004		
Study programme	Máster Universitario en Xerontoloxía				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	First	Obligatory	4	
Language	Spanish				
Teaching method	Face-to-face				
Prerequisites					
Department	Fisioterapia, Medicina e Ciencias Biomédicas				
Coordinador	Maseda Rodríguez, Ana Belén	E-mail	ana.maseda@udc.es		
Lecturers	Lorenzo López, Laura Maseda Rodríguez, Ana Belén	E-mail	laura.lorenzo.lopez@udc.es ana.maseda@udc.es		
Web	estudos.udc.es/es/subject/4540V01/4540004/2021				
General description	<p>Objectives: * Knowledge of the sociodemographic phenomenon of aging. * To understand old age and the aging process within the global social context. * To understand population aging. Processes and factors. * To know the metaphors of aging and its social image. * To distinguish between clinical and social aging. Agreements and disagreements. * To adequately value the phenomenon of retirement and the resources to prepare for it. * To know and understand family and intergenerational relationships in the field of aging. * To deepen in the stages of aging and the possible increase of deficiencies with their adaptation processes. Isolation and loneliness. * To understand the state of the question of the dependency/autonomy binomial. * To deepen in the social policies addressed to the elderly. Different models. * To know the social services in Gerontology. Primary and specialized services. * Study of social planning in Gerontology and the study of needs and demands. To know the models of programming, management and evaluation. * To deepen in the study of an active leisure with a special treatment of social tourism. * To know the processes of health and quality of life with the development of healthy habits and preventive programs. *Study of the social and family problems of the elderly with dependency. * Study of ethics and legislation in the social welfare of the elderly. * Analysis of the methods and techniques of sociological science for the development of research projects on aging.</p>				

Study programme competences

Code	Study programme competences
A1	To be able to recognize the main pathologies and geriatric syndromes through the application of new and innovative work methodologies adapted to the field of gerontology
A2	Be able to apply the method of comprehensive geriatric and gerontological assessment in order to establish the bases for implementing the individualized care plan
A6	Develop sufficient autonomy to participate in research projects and scientific or technological collaborations within the field of Gerontology, in interdisciplinary contexts both public and private and, where appropriate, with a high component of knowledge transfer.
A7	Acquire advanced knowledge and demonstrating, in a context of scientific and technological or highly specialized research, a detailed and informed understanding of the theoretical and practical aspects and the methodology of work in the field of Gerontology
B1	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
B2	That students know how to apply the knowledge acquired and their ability to solving problems in new or little-known environments within broader (or multidisciplinary) contexts related to gerontology and geriatrics
B3	That students are able to integrate knowledge and face the complexity of making judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
B4	That students know how to communicate their conclusions ? and the knowledge and ultimate reasons that support them ? to specialized and non-specialized audiences in a clear and unambiguous way
B5	That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous
C1	Adequate oral and written expression in the official languages
C2	Mastering oral and written expression in a foreign language



Learning outcomes			
Learning outcomes	Study programme competences		
To situate the problems of the elderly in the social context that originates them.	AJ1 AJ2 AR1 AR2	BC1 BC2 BC3 BC4 BC5	CC1 CC2
To investigate the social factors that affect the aging processes, while allowing to establish the needs and demands of the elderly.	AJ1 AJ2 AR1 AR2	BC1 BC2 BC3 BC4 BC5	CC1 CC2
Plan and generate programs, projects, activities and services, within dynamic models that allow a later development of strategies of social and health intervention.	AJ1 AJ2 AR1 AR2	BC1 BC2 BC3 BC4 BC5	CC1 CC2
To lead multidisciplinary teams within social policies that formulate the design of projects using prevention, interaction and integration as the backbone.	AJ1 AJ2 AR1 AR2	BC1 BC2 BC3 BC4 BC5	CC1 CC2
Directing and coordinating programs of preparation for retirement and adaptation to aging.	AJ1 AJ2 AR1 AR2	BC1 BC2 BC3 BC4 BC5	CC1 CC2
Participation in family orientation and mediation in families with elderly people.	AJ1 AJ2 AR1 AR2	BC1 BC2 BC3 BC4 BC5	CC1 CC2
To introduce processes of awareness of the problematic of aging in family environments, as well as the establishment of guidelines for intergenerational communication.	AJ1 AJ2 AR1 AR2	BC1 BC2 BC3 BC4 BC5	CC1 CC2
Advise those responsible for public administrations in the formation of social welfare programs aimed at the elderly.	AJ1 AJ2 AR1 AR2	BC1 BC2 BC3 BC4 BC5	CC1 CC2
To advise private entities (foundations, associations, NGOs...) in the formulation and management of projects for the elderly.	AJ1 AJ2 AR1 AR2	BC1 BC2 BC3 BC4 BC5	CC1 CC2



To introduce processes of associationism in the elderly.	AJ1	BC1	CC1
	AJ2	BC2	CC2
	AR1	BC3	
	AR2	BC4	
		BC5	

Contents	
Topic	Sub-topic
Topic 1: Introduction to Social Gerontology	1.1. Conceptual bases and objectives of Gerontology 1.2. The figure of the Gerontologist 1.3. Health and aging 1.4. Characteristics of the elderly patient's disease 1.5. Elderly/Gerontological/Geriatric/Fragile Patients 1.6. Basic Bibliography
Topic 2. Theories of Aging	2.1. Biological theories 2.2 Psychological theories 2.3. Sociological theories
Topic 3. Social construction of the concept of aging	3.1. The concept of ageing according to different criteria 3.2. Classification of ageing: different designations 3.3. False conceptions about ageing: myths and stereotypes 3.4. Macroeconomic effects. Marketing for an emerging social segment: macroeconomic and business effects
Topic 4. Family relationships in the context of aging	4.1. Aging and family nowadays. Needs of the elderly person in the family: 4.1.1. Physiological 4.1.2. Economic 4.1.3. Psychological 4.1.4. Social 4.2. The contribution of the elderly person in the family
Topic 5. Family roles	5.1. Structure 5.2. Family roles 5.3. Family and modernization 5.4. Change in family structure: generations and associated roles
Topic 6. Aging and dependency	6.1. Who should be in charge of dependency 6.2. Legislative context: the Spanish Constitution and the Law on Dependency 6.3. How to deal with dependency: keeping dependent elderly people at home 6.4. Coordination perspectives
Topic 7. Work today	7.1. Modern work. Age discrimination in the workplace 7.2. Labor trends and new modalities. 7.3. Aptitude: myths and facts. Chronological age
Topic 8. Retirement	8.1. Retirement framework: theories 8.2. Change of life, change of roles. 8.3. The attitude towards retirement as a determinant element 8.4. The decision to retire and quality of life 8.5. The impact of retirement 8.5.1. In the psychological area 8.5.2. In the cognitive area 8.5.3. In the behavioral area 8.5.4. In the psycho-affective area 8.6. Impact on social relations 8.7. Retirement Preparation Programs (RPP)



Topic 9. Older women and retirement	<p>9.1. Work in the home</p> <p>9.2. Work outside the home</p> <p>9.3. Women's careers</p> <p>9.4. Women's retirement</p>
Topic 10. Abuse of the elderly	<p>10.1. Introduction</p> <p>10.2. Basic concepts</p> <p>10.2.1 Physical abuse</p> <p>10.2.2 Psychological abuse</p> <p>10.2.3 Economic abuse</p> <p>10.2.4 Neglect</p> <p>10.3 Epidemiology</p> <p>10.4. Risk factors. Risk factors in nursing homes</p> <p>10.5. Identification and assessment of the abused elderly person</p> <p>10.6. Multidisciplinary care of the abused elderly person</p> <p>10.7. Prevention and solutions</p>
Topic 11. Ethical problems in nursing homes	<p>11.1. The role of residential care in geriatric care</p> <p>11.2. Ethics and nursing homes. Main conditioning factors</p> <p>11.2.1 Quality assurances</p> <p>11.2.2 Organizational chart and equipment</p> <p>11.2.3 Architectural and environmental characteristics</p> <p>11.2.4 Existence of specific intervention programmes</p> <p>11.2.5 Responsibilities of the medical team</p>
Topic 12. Decision-making: procedure and instructions	<p>12.1. Decision-making: procedure and instructions</p> <p>12.2. Main ethical problems in Gerontology. Care ethics committees</p>
Topic 13. Social policies and social and health care	<p>13.1. Development of social policies for the older people: action plans for the older adults</p> <p>13.2. The European, Spanish and Galician models</p> <p>13.3. The socio-sanitary space:</p> <p>13.3.1 Characteristics</p> <p>13.3.2 Concertation and accreditation of socio-health centres</p> <p>13.3.3 Coordination and socio-sanitary units</p>

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A2 A6 A7 B1 B2 B3 B4 C1 C2	24	15	39
Seminar	A1 A2 A6 A7 B1 B2 B3 B4 B5 C1 C2	8	15	23
Objective test	A1 A2 A6 A7 B1 B4 C2	4	30	34
Personalized attention		4	0	4
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	It is the explanation by the teacher of the contents of the subject in the classroom in the so-called expository teaching. Occasionally it will be supported with visual support. The classes are to understand the concepts and theories and to formulate possible doubts about them. This will include practices carried out in the classroom (commentaries, videos, readings of current news...).



Seminar	Linked to each of the expository topics, activities will be developed with the student.
Objective test	The topics presented in class, in the expository teaching sessions, will have to be passed by means of a written exam.

Personalized attention

Methodologies	Description
Guest lecture / keynote speech Objective test	<p>Support will be provided to students for the selection of texts and advice will be given in case of doubt in order to carry out the proposed activities. The criticisms will be discussed with the students themselves.</p> <p>Support and advice will be provided to the students for the realization of each of the proposed practices or tutored works. During the execution of these works, the teacher will monitor them and, once they are finished and corrected, the student will be discussed with the student about their content to determine the results and evaluate them in order to carry out the advisory tasks.</p> <p>STUDENTS WITH RECOGNITION OF PART-TIME DEDICATION AND ACADEMIC EXEMPTION FROM ATTENDANCE, as established to "Rule that regulates the regime of dedication to the study of undergraduate students at the UDC" (Art.3.b and 4.5) and the "Rules of evaluation, review and claim of the qualifications of undergraduate studies and university master's degree (Art. 3 and 8b), students may request tutorials with the teaching staff of the subject whenever they need it, facilitating the face-to-face or virtual mode according to the availability of the student.</p>

Assessment

Methodologies	Competencies	Description	Qualification
Guest lecture / keynote speech	A1 A2 A6 A7 B1 B2 B3 B4 C1 C2	It is the explanation by the teacher of the contents of the subject in the classroom in the so-called expository teaching. Occasionally it will be supported by visual support. The classes are to understand the concepts and theories and to raise possible doubts about them. This will include practices carried out in the classroom (commentaries, videos, reading of current news...).	30
Objective test	A1 A2 A6 A7 B1 B4 C2	The topics presented in class, in the expository teaching sessions, will have to be passed by means of a written exam.	70

Assessment comments



STUDENTS WITH RECOGNITION OF PART-TIME

DEDICATION AND ACADEMIC EXEMPTION FROM ATTENDANCE, as established by the

"Norm that regulates the regime of dedication to the study of undergraduate students at the UDC" (Art.3.b and 4.5) and the "Rules of evaluation, review and claim of the qualifications of the undergraduate and master's degree studies (Art. 3 and 8b), the qualification referred to classroom attendance will be replaced by the realization of a practical work linked to said training. In addition, in personalized tutorials they will be explained the work done in the classroom so that they can do it properly at home.

Important supervised works:-The fraudulent performance of the tests or evaluation activities, once verified, will directly imply the loss of the right to the opportunity in which the fault is committed and with respect to the matter in which it was committed. Qualification of suspense in the call in which the lack is committed and respect for the subject in which it was committed: the student will be qualified with "suspense" (numerical grade 0) in the corresponding call of the academic year, both the commission of the fault occurs in the first opportunity and in the second. For this, their qualification will be modified in the first chance certificate, if necessary.

As stated in the different regulations applicable to university teaching, the gender perspective must be incorporated in this matter (non-sexist language will be used, bibliography of authors of both sexes will be used, the intervention in class of students will be encouraged ...). Work will be done to identify and modify prejudices and sexist attitudes and influence the environment to modify them and promote values of respect and equality. Situations of discrimination based on gender should be detected and actions and measures proposed to correct them.

Sources of information

Basic	<ul style="list-style-type: none">- Millán Calenti JC (comp) (2006). Principios de Geriatría y Gerontología. Madrid: McGraw-Hill Interamericana- Hernández Rodríguez G et al. (2006). Sociología de la Vejez (pp. 43-112). En Millán Calenti JC. (comp.) Principios de Geriatría y Gerontología. . Madrid: Mc-Graw Hill Interamericana- Mayán Santos JM (ed.) (2000). Gerontología Social. . Santiago de Compostela: Segra Ediciones
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Complementary	<p>- Adroher Biosca S. (coord.). (2000). Mayores y Familia. Madrid: Universidad P. Comillas y Mº Trabajo y Asuntos Sociales-IMSERSO- Amor Pan JR (2010). Bioética y Dependencia, Capítulo VI (pp. 271-339). A Coruña: Obra Social Caixa Galicia- Amor Pan JR (2010). Bioética y Dependencia. A Coruña: Obra Social Caixa Galicia- Campo Ladero MJ (2000). Apoyo informal a las personas mayores y el papel de la mujer cuidadora. Madrid: Centro de Investigaciones Sociológicas- Casado D (2002). Manual de Servicios Sociales. Madrid: Polibea, Biblioteca de Intervención y Política Social- Fernández García T, Ares Parra A. (coords.) (2002). Servicios Sociales: Dirección Gestión y Planificación. Madrid: Alianza Editorial- Hernández Rodríguez G, Millán Calenti JC (2000). Ancianidad, Familia y Enfermedad de Alzheimer. A Coruña: Universidad de A Coruña- Hernández Rodríguez G (2000). Aportación de los mayores en la familia (pp. 69-97). En: Mayores Solidarios. Madrid: Cáritas Española- Hernández Rodríguez G (2001). Familia y Ancianos. Rev Educ. 325: 129-142- López Azpitarte E (2006). Ética en Geriatria (pp. 351-364). En Millán Calenti JC. (comp.) Principios de Geriatria y Gerontología. Madrid: Mc-Graw Hill Interamericana- Meil Landwerlin G (2000). Imágenes de la solidaridad familiar. Madrid: Centro de Investigaciones Sociológicas- Moragas Moragas R (1991). Gerontología social. Barcelona: Herder- Rodríguez Castedo A (dir.) (2005). Libro Blanco. Atención a las Personas en situación de Dependencia en España. Madrid: IMSERSO- Sánchez Vera P, Bote Díaz M (2007). Los mayores y el amor. Una perspectiva sociológica. Valencia: Nau Libres- Santamarina C et al. (2002). Percepciones sociales sobre las personas mayores. Madrid: Ministerio de Trabajo y Asuntos Sociales (IMSERSO) Libros recomendados para ?Lecturas?de Beavoir S (2001). La vejez. Madrid: De Bolsillo Delibes M (2010). Cartas de amor a un sexagenario voluptuoso. Madrid: Destino. Delibes M (2010). Diario de un jubilado. Madrid: Destino. Delibes M (1978). El disputado voto del señor Cayo. Madrid: Destino. Delibes M (1979). La hoja roja. Barcelona: Argos Vergara. Friedan B (1994). La fuente de la edad. Madrid: Planeta. Hemingway E (2012). El viejo y el mar. Madrid: De Bolsillo. Missinne LE (2004). Reflexiones sobre la vejez. Madrid: CCS</p>
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Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Social Gerontology I/653540004

Research Methodology in Gerontology/653540006

Assessment in Gerontology/653540002

Intervention in Gerontology/653540003

Subjects that continue the syllabus

Other comments

To help achieve a sustainable immediate environment and meet strategic objective 2 of the "V Action Plan of the Green Green Campus FCS Program (2023-2025)", the documentary works that are carried out in this subject: a) Most will be requested in virtual format and computer support. b) If made on paper: - No plastics will be used. - Double-sided prints will be made. - Recycled paper will be used. - Drafts will be avoided.

(*The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.