

**COURSE DATA****DATA SUBJECT**

Code: 33527
Name: Social work with the elderly
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Facultat de Ciències Socials	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1311 - Degree in Social Work	Social work with the elderly	ELECTIVES

COORDINATION

MATAMALA ZAMARRO ELENA

SUMMARY

Social Work with the elderly is one of the six optional modules comprising the Health pathway within the fourth year of the Bachelor's Degree in Social Work.

Consistent with its educational purpose, the module is delivered during the first semester of the academic year with the aim of providing the theoretical foundation for the subsequent External Placements II and the Final Degree Project, which are undertaken during the second semester of the fourth year and correspond to the specialised and interdisciplinary teaching previously delivered. It is therefore intended that Social Work with Older People should complement both the compulsory and the optional modules within the degree programme.

The module is structured into five teaching units which, taken together, aim to provide students with specialised knowledge of the concepts and theoretical foundations of ageing and older people, as applied to social intervention from the perspective of Social Work. This is approached from a framework that recognises and promotes the capacity of older people to make autonomous decisions and to participate actively in community life.

Increased life expectancy and wider social changes have resulted in a proportional growth in the older population relative to the population as a whole. Society and social policy frequently place within the same



category individuals ranging from those who have taken early retirement to nonagenarians and centenarians, despite the considerable diversity in age, aspirations, social, biographical and health-related needs that characterise this population. This diversity justifies the need for specialised knowledge and professional training for social workers in this field.

The ways in which society and the different theoretical perspectives define ageing have a direct influence on social policies relating to later life. In this respect, Social Work is guided by the principles of social welfare and social need and is concerned with the interaction between individuals and their social environment, paying particular attention to the difficulties experienced by certain groups in accessing the goods and services through which society seeks to respond to those needs.

Accordingly, the module seeks to promote the understanding that, without social well-being for older people, it will not be possible to achieve quality of life for society as a whole. This requires the identification of alternative approaches to social intervention aimed at fostering personal autonomy and enhancing the active role of older people within society.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

There are no prerequisite requirements or prior knowledge requirements.

COMPETENCES / LEARNING OUTCOMES

1311 - Degree in Social Work

Act with autonomy in learning, making informed decisions in different contexts, issuing judgements based on experimentation and analysis, and transferring knowledge to new situations.

Apply intervention strategies in social work with individuals, families, groups, organisations and communities to assist them in making informed decisions about their needs, circumstances, risks, preferred options and resources.

Apply intervention techniques and methods adapted to social and healthcare needs.

Apply the attitudes and skills necessary to integrate a gender perspective into professional practice.

Assess needs and possible options to guide an intervention strategy from a social work perspective.

Contribute to the design, development and implementation of solutions that respond to social demands, taking into account the Sustainable Development Goals as a reference.



Contribute to the preparation of meetings and participate in decision-making in order to better defend the interests of individuals, families, groups, organisations and communities.

Define proposals for resolution in situations of risk after identifying and assessing the nature of the risk.

Demonstrate critical and self-critical thinking in the field of the degree programme, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Develop intervention and research projects in social work in the health field.

Establish professional relationships in order to identify the most appropriate form of intervention.

Identify intervention methodologies in social work for interaction, support and resolution of needs and problem situations with individuals, families, groups and communities.

Identify risk situations inherent to professional practice through the planning, review and monitoring of actions aimed at addressing them.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know methods and models of social work for intervention with individuals, families, groups, organisations and communities according to their needs and circumstances.

Reinforce the capacities of individuals, families, groups and communities so that they may act as agents of transformation in the situations in which they live.

Understand the specific realities, needs and specialised resources of the healthcare sector, with emphasis on specialised healthcare, primary care and other areas of specialisation such as care for the elderly, mental health, addictive behaviours, functional diversity and other groups with specific healthcare needs, situations of dependency and care needs

DESCRIPTION OF CONTENTS

1. Old Age as a Social Phenomenon: Theoretical Perspectives

This first teaching unit provides a theoretical introduction to the concept of old age. Age has always served as a means of structuring and defining individuals in their social and interpersonal lives.

Approaching old age as an object of study, the different theoretical perspectives on the phenomenon of ageing will be examined. These theoretical perspectives are grouped according to age as the organising variable, which makes it possible to understand old age either from the perspective of social structure or of the social system. Society constructs old age insofar as it imposes particular patterns of behaviour and conduct according to the different stages of an individual's life.

2. The Nature of the Ageing Process



This teaching unit examines the ageing process from its biological, physiological and psychological perspectives. It considers physical and cognitive changes and losses, the characteristics of geriatric diseases, dementia, situations of dependency, and healthy and active lifestyles among older people.

3. Characteristics of Old Age: Demographic Analysis and Living Conditions

Social characteristics of older people. Demographic trends relating to the older population in Spain and in the Valencian Community.

4. Social Policy for Older People

This teaching unit examines social policy at both national and regional levels. It considers the different areas of gerontological policy and their objectives, including the integration of older people within the family environment, initiatives to facilitate their continued residence within their local communities, the promotion of health and leisure activities, and institutional care.

Particular attention will be devoted to the Act on the Promotion of Personal Autonomy and Care for People in Situations of Dependency.

5. Social Intervention in the Field of Gerontology

Gerontological Social Work at its different levels of intervention: primary and preventive social intervention with healthy older people; secondary social intervention and the individualised social work process with older people; and social intervention at the tertiary level with those in situations of greater dependency. This level of intervention includes community-based practice, social intervention with carers, and intervention within institutional settings.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	16,00
Independent study and work	30,50
Preparation of lessons	4,00
Preparation for assessment activities	10,00
Resolution of case studies	5,00
Total hours	67,50



TEACHING METHODOLOGY

Teaching and learning within this module is organised around the following activities:

- Interactive lectures.
- Participatory debates and classroom discussions.
- Presentation-based activities, including lectures, seminars and student presentations.
- Practical activities, including role-play, case-study analysis, computer-based applications, workshops, and related activities.
- Collaborative learning and teamwork.
- Preparation of concept maps and synoptic charts.
- Individual, group and/or online tutorials.

EVALUATION

First Assessment Period

Assessment for this module is structured as follows:

1. Assessment of practical case studies, projects or academic coursework (70%): This component includes the completion of projects, academic coursework, case analyses, practical case studies and other activities designed to apply the module content and develop the intended academic and professional competences. Assessment will take account of students' analytical and critical thinking skills, theoretical underpinning, practical application of knowledge, appropriate use of information sources, and the technical and formal quality of the work submitted.
2. Continuous assessment of work undertaken throughout the semester and participation (30%): This component includes activities undertaken throughout the semester, such as oral presentations, practical exercises, participation in classroom activities, attendance and active participation in face-to-face teaching sessions, tutorials, complementary learning activities, and other evidence of learning produced during the module. Within this component, students' commitment to and participation in the proposed learning activities will be assessed.

Within this assessment component, attendance and active participation in face-to-face teaching sessions and complementary learning activities will account for 10% of the final module mark and cannot be reassessed. Likewise, certain elements of continuous assessment may also be designated as non-reassessable where their nature makes it impossible to design an alternative assessment capable of adequately evaluating the achievement of the intended learning outcomes.

The final module mark will be calculated as the weighted aggregate of both assessment components, provided that students have achieved at least 50% in the assessment of practical case studies, projects or academic coursework.



Resit Examination Period

During the resit examination period, students may reassess those elements of continuous assessment that have been designated as reassessable. Marks obtained in assessment activities identified as non-reassessable will be retained.

Students are reminded that plagiarism is "the dishonest act of substantially copying the work of others and presenting it as one's own" (Reducindo et al., 2017, p. 300). Likewise, cyberplagiarism "occurs when a piece of work is presented as the result of one's own efforts when it actually consists of information copied partially, substantially or entirely from another author without any acknowledgement or bibliographical reference. This most commonly occurs with online texts" (Sarriá & De Francisco, 2018, p. 4).

Avoiding practices such as those described above requires the responsible and ethical use of information in academic work. Compliance with the APA Publication Manual (7th edition) is essential to ensure academic integrity, as will be explained in the continuous assessment tasks submitted throughout the semester.

At the same time, the use of generative artificial intelligence (AI) tools shall be subject to the guidance established by the module teaching staff. In all cases, students remain responsible for the authorship, accuracy, academic rigour and quality of the work they submit. Where such tools have made a significant contribution to the preparation of an assessed activity, their use must be explicitly declared, indicating both the tool employed and the purpose for which it has been used. The submission as original work of content generated wholly or partially by artificial intelligence without the corresponding declaration, as well as the use of such tools in a manner contrary to the instructions provided by the teaching staff, may be regarded as a breach of academic integrity. It is not necessary to declare the use of these tools when they are employed solely for ancillary technical or linguistic purposes, such as spelling and grammar correction, stylistic revision, translation, or improving the clarity of written expression.

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