



## COURSE DATA

### DATA SUBJECT

**Code:** 43342  
**Name:** Healthy ageing and individual and group intervention with the elderly  
**Cycle:** Master's Degree  
**ECTS Credits:** 3.5  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	2	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Psychological assessment and intervention in the disabled and the elderly	COMPULSORY

### COORDINATION

MARTI VILAR MANUEL

## SUMMARY

The subject Healthy Aging and individual and group intervention in older people consists of 3.5 credits and is taught in the first semester of the second year of the master. It is situated within the Evaluation and psychological intervention in disabilities and older people module.

Its overall objective is that students receive more training about Healthy aging and individual and group intervention in older people, both from the theoretical and applied perspective delving into the aging process and in the principles and intervention programs for seniors. It is intended to provide advanced training and specialized conceptual, procedural, technical, and attitudinal knowledge that enable professionals to increase their knowledge and their reflective and critical capacity, so that it will be for the benefit of their personal and professional practice.

ractice.



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

Prerequisites: Having passed 60% of the first-year course content and having completed the advanced specialized training course "Psychological Assessment and Intervention in Women and Social Minorities."

## COMPETENCES / LEARNING OUTCOMES

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Capacidad de búsqueda y de gestión de la información a través de diferentes fuentes documentales especializadas.

Capacidad para exponer en público con rigor conceptual y con el uso adecuado del vocabulario específico de la disciplina.

Capacidad para plantear y elaborar un trabajo escrito comprensible, organizado y coherente.

Capacidad para trabajar en equipo sobre la base de la colaboración, respeto por las diferencias y resolución negociada de conflictos.

Conocer y saber aplicar métodos y técnicas de análisis cualitativo y cuantitativo para obtener, integrar y valorar información individual, grupal y/o comunitaria.

Conocer y saber identificar los factores psicosociales relacionados con la promoción del bienestar psicológico y social de las personas, grupos, comunidades y poblaciones en general.

Conocer y ser capaz de identificar recursos, estrategias y técnicas individuales, microsociales y/o macrosociales, aplicadas a la intervención psicológica en ámbitos sociales.

Saber aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con el área de estudio de la intervención psicosocial.

Saber justificar, diseñar, planificar, implementar, evaluar y divulgar planes y programas de intervención psicosocial con diferentes objetivos, niveles de acción y destinatarios.

Ser capaz de definir objetivos y de aplicar metas de intervención atendiendo a los grupos, poblaciones y contextos donde se desarrolla la intervención psicosocial.

Ser capaz de identificar, analizar y evaluar de una manera crítica y reflexiva las necesidades, problemas y demandas sociales de poblaciones de riesgo e interés, propios de la intervención psicosocial

Ser capaz de implementar y coordinar planes y programas inter-disciplinares y/o inter-institucionales de



intervención psicosocial.

Ser capaz de utilizar recursos, estrategias y técnicas de intervención individual, microsocioal y/o macrosocioal para promover el desarrollo positivo de las personas, grupos y comunidades y/o para prevenir conductas de riesgo en los sectores propios de la intervención psicosocioal.

## DESCRIPTION OF CONTENTS

### 1. Basic concepts of the healthy aging

1. Basic elements of the aging process. Normal and pathological aging: mild cognitive impairment and dementia.
2. The well-being of older adults: Conceptual details, well-being and aging, and interventions.
3. Theories of successful aging: optimal aging: Active aging, Selective optimization with compensation (Baltes et al.), and Socio-emotional selection theory.
4. Moral judgment in old age. Levels and stages of moral judgment, limitations, contextualization, and areas of interest.
5. Professional ethics in the psychology of healthy aging and USR
6. Assessment and intervention for psychopathological disorders in older adults.
7. Pathological aging: knowledge of the major neurobehavioral syndromes associated with aging.
8. Neuropsychological assessment of different types of dementia and individualized intervention from a biopsychosocioal perspective.
9. Knowledge of behavioral, cognitive, and environmental strategies for the intervention and management of behavioral disorders.
10. Knowledge of pharmacological and non-pharmacological treatments for the management of psychological and behavioral symptoms of dementia.
11. Acquisition of knowledge on the comprehensive approach to caring for people with dementia at the end of life.
- 12- Person-Centered Care in the field of Gerontological Services

### 2. Intervention in elderly people

1. Psychosocioal assessment and intervention in healthy older adults.
  - Assessment of the social and educational needs of older adults.



- Intervention in optimal aging and psychosocial well-being.
  - Development of social and educational intervention programs.
2. Clinical assessment and intervention in psychological disorders during aging (anxiety, mood, sleep, and behavioral disorders).
- Clinical assessment in old age.
  - Clinical intervention programs.
  - Management of behavioral interventions.
3. Assessment and intervention in dementia.
- Functional, cognitive, and quality of life assessment.
  - Functional, cognitive, and quality of life interventions.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	9,00
Theoretical and practical classes	26,00
<b>Total hours</b>	<b>35,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	15,00
Independent study and work	15,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	5,00
<b>Total hours</b>	<b>60,00</b>

## TEACHING METHODOLOGY

In-person sessions. These consist of a presentation of the corresponding theoretical topic. This is a lecture model that allows the instructor to present the most relevant aspects of each topic. Participation will be encouraged as knowledge is shared. Furthermore, in these in-person sessions, students who have independently worked on various theoretical and practical aspects related to the topics studied will be able to present and present their work in class. Also in these in-person sessions, students will be able to participate in activities related to their internships and Master's thesis.



Online sessions. These sessions aim to encourage students to build their knowledge. The purpose is to guide students in activities geared toward their own learning. The activity may consist of searching for specialized documentary information, conducting a verified and justified reflection on a specific topic, or applying their knowledge from class.

Tutorials. Students have access to a large number of tutorial hours in which the instructor guides them individually or in small groups in building their knowledge. It guides students in preparing assignments and resolves any questions or difficulties related to the subject matter. The Virtual Classroom forum is also available for queries. In this virtual space, students can find documents, information, and relevant news about the subjects in the different modules.

In addition to these learning methods, complementary activities will be offered to complement student training with lectures, expert panels, seminars-workshops, visits, and film forums.

Complementary Activities: To complement student training with lectures, expert panels, seminars, workshops, visits, and film forums.

## EVALUATION

Process assessment: The knowledge, skills, and competencies acquired will be assessed continuously through the student's participation in individual and group training activities for the module's subjects. They will complete exercises, discuss texts, and complete case studies related to the contents of this module, including the theoretical and methodological foundations of psychological intervention in social settings. Maximum weighting: 60%.

Performance assessment: In addition to the continuous assessment of the student's theoretical and practical work in the different subjects of the module, at the end of the module, the student will take a performance test based on the level of skills or learning acquired. Maximum weighting: 40%.

To pass the course, you must submit all cases and earn a grade of 5 out of 10.

To pass the course, you must obtain a grade of 5 out of 10 in both types of assessments.

All assessment activities will be recoverable whenever it is possible to design an assessment test that assesses the acquisition of the learning outcomes at the second sitting.

In the case of fraudulent practices, the following procedure will be followed in accordance with what is determined by the Protocol d'actuació davant de pràctiques fraudulentes a la Universitat de València (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

### Basic references:



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Fernández-Ballesteros, R. (2009). *Psicología de la Vejez. Una psicogerontología aplicada*. Madrid: Pirámide.

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William, B., Manish, K., Curto, D., Curtis, L., Cano, P., Hsuen, Y., Villamarín, S., Elwyn, G., Godfrey, M., Sánchez, P. y Tomás, J.F. (2019). Comparing Three Methods for Reducing Psychotropic Use in Older Demented Spanish Care Home Residents. *Journal of the American Geriatrics society*, 67 (7), 1444-1453. Doi: <https://doi.org/10.1111/jgs.15855>

#### Complementari references :

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Martí-Vilar, M. y Rodríguez-Osorio, E.M. (2016). Formación en ética profesional y responsabilidad social universitaria aplicada a la psicología del envejecimiento. En E. O. Arango et al (comp). *Ética profesional y responsabilidad social universitaria: universidad, sociedad y sujeto*. (pp.86-95). Medellín: Funlam.

Martí-Vilar, M.; Trejos-Gil, C.; y Betancur-Arias, J.D. (2022). Emotional intelligence as a predictor of prosocial behaviors in spanish and colombian older adults based on path models. *Healthcare*, 10 (2), 284. Doi: 10.3390/healthcare10020284

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