COURSE DATA

DATA SUBJECT

Code: 44094
Name: Cognitive changes in normal and pathological ageing
Cycle: Master's Degree / Doctorate
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2187 - Master's Degree in Psychogerontology	Facultat de Psicologia i Logopèdia	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2187 - Master's Degree in Psychogerontology	Cognitive changes in normal and pathological ageing	COMPULSORY

COORDINATION

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SUMMARY

The subject cognitive changes in aging presents the main changes that occur with age in memory and intelligence, differentiating between successful, normal and pathological aging. From this concept of differentiation MCI is introduced, presenting different neuropsychological assessment tools to differentiate pathological than normal for subsequent implementation. In addition, different variables related to the maintenance and deterioration of cognitive reserve as well as the types of existing treatment programs and to maintain this capability are presented. Finally a case in which the knowledge gained through its application to research data combined develops.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

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Conocer, aplicar e interpretar análisis de datos aplicados al estudio del envejecimiento.

Conocer a nivel avanzado el proceso de envejecimiento normal y patológico desde el punto de vista psicobiológico, cognitivo, personal y social.

Mostrar un sentido crítico razonable, curiosidad intelectual y capacidad de argumentación sobre problemas complejos.

Saber aplicar las teorías sobre el envejecimiento en la conceptualización de los casos y situaciones concretos.

Saber identificar y formular problemas de investigación y participar en el diseño y desarrollo de proyectos de investigación en Psicogerontología.

Saber obtener, analizar y sintetizar información especializada.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

DESCRIPTION OF CONTENTS

1.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	3,00
Theoretical and practical classes	21,00
Total hours	**24,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours

Attendance at other activities	0,00
Individual or group project	5,00
Independent study and work	5,00
Preparation of lessons	10,00
Preparation for assessment activities	5,00
Resolution of case studies	5,00
Total hours	**30,00**

TEACHING METHODOLOGY

For the development of this area suggest the application of different methodologies. For the theoretical class expository method, in which a summary of the main ideas of the topic that will be collected from more widely in the materials included in the virtual classroom will be presented will be used. Group work a methodology for the application of tools and activities of analysis and reflection will also be used. Finally and through group work students will implement a hypothetical deductive methodology for the resolution of a case study research.

EVALUATION

Attendance at the sessions.
Student attitudes and participation in the sessions and practical activities.
Development activity practiced by couples in which research results are analyzed and the students should develop the conclusions and discussion.

REFERENCES

- Park, D. y Schwarz, N. (2002). Envejecimiento cognitivo. Madrid: Médica Panamericana Díaz, M. C. y Peraita, H. (2008). Detección precoz del deterioro cognitivo ligero de la tercera edad. Psicothema, 20, 438-444 Petersen, R. C., Doody, R., Kurz, A., Mohs, R., Morris, J., Rabins, P., et al. (2001). Current concepts in mild cognitive impairment. Archives of Neurology, 58, 1985-1992.

- Stern, Y. (2009). Cognitive reserve. Neuropsychologia, 47, 20152028 Stern, Y. (2002). What is cognitive reserve? Theory and research application of the reserve concept. Journal of the International Neuropsychological Society, 8, 448-460. Meléndez, J.C., et al. (2013). How we compensate for memory loss in old age: Adapting and validating the Memory Compensation Questionnaire (MCQ) for Spanish populations. Archives of Gerontology & Geriatrics, 56, 32-37.