


Curricular Unit Form

(Document waiting approval
from Course Commission)

Updated On	2023/09/13																																
Curricular Year / Period	2023/24 / S1																																
Course	Social Service																																
Curricular Unit	Psychology of Adults and the Elderly																																
Language(s) of Instruction	Português																																
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>4</th><th>150</th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td>0</td><td>45</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral								4	150	T	TP	PL	S	TC	E	O	OT	EC			0	45	0	0	0	0	0	0	0
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Teacher in charge (GDPR consent) [complete name, email]	Isabel Maria Esteves Da Silva Ferreira / isabelferreira@ipportalegre.pt																																
Prerequisites [Curricular Units that must precede and specific entry competences]																																	
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<ol style="list-style-type: none"> 1. Reflect on the complexity of development as a process that extends to life span; 2. Understand development models and their articulation with life contexts; 3. Describe the changes that occur in the development of the adult and the elderly, detecting their specific characteristics; 4. Reflect on the psychosocial approach of the elderly and their contexts of application; 5. Acquire the knowledge, skills, habits and attitudes that enable them to assume and competently perform their duties through appropriate reflection, analysis and practice. 																																
Sustainable Development Goals																																	
Syllabus	<ol style="list-style-type: none"> 1. Psychosocial Models and Cognitive Models of Adult and Elderly Development. <ol style="list-style-type: none"> 1.1 Characterization of the main theoretical models. 2. Aging concept: sociodemographic data of the elderly population 3. Stereotypes about the elderly 4. Psychosocial and cognitive aspects of aging <ol style="list-style-type: none"> 4.1 Affective changes in the elderly: personality 4.2. Cognitive changes in the elderly: intelligence and memory. 4.3 Mental health in the elderly. 5. Psychosocial intervention with older people <ol style="list-style-type: none"> 5.1. Social Gerontology 5.2 -Social Support - Formal and Informal 6. Educational gerontology: learning and intergenerational relations 																																
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	<p>1 - Teaching methodologies</p> <ol style="list-style-type: none"> 1. Theoretical presentation by the teacher, about the main themes of the program; 2. Work in small groups by students (Exposition of theoretical summaries and Exercises of a practical nature). <p>2 - Period assessment</p> <p>The evaluation takes place in the development of an intervention project or case study, with the purpose of bringing the theoretical models closer to the intervention contexts. The work involves several</p>																																

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	<p>components: a theoretical research on the subject under consideration; a detailed description of the practical situation; an intervention proposal and a final reflection. In the evaluation are considered attendance, participation in classes actively and the accomplishment of most of the proposed work. Failure to comply with these requirements will require assessment by examination.</p> <p>3 - Examination assesement</p>
Bibliography	<p>1 - Main Bibliography</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>