

	<h2>SUBJECT DESCRIPTION</h2>	<b>MODELO</b> PED.012.03
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Course	Education and Social Gerontology					
Subject	Introduction to Social Education and Gerontology					
Academic year	2023/2024	Curricular year	1st	Study period	1st semester	
Type of subject	Compulsory	Student workload (H)	Total: 150	Contact: 75	ECTS	6
Professor(s)	Florabela Lages Antunes Rodrigues, Teresa Silveira Lopes					
<input checked="" type="checkbox"/> Area/Group Coordinator <input type="checkbox"/> Head of Department	(select)		Maria Eduarda Revés da Cunha Ferreira			

### PLANNED SUBJECT DESCRIPTION

#### 1. LEARNING OBJECTIVES

The aim of this course is for students to be able to:

- I. Understand the concept of geriatrics and gerontology.
- II. To know the historical evolution of the concept of aging.
- III. Understand the main theories of aging.
- IV. Carry out the geriatric assessment in the light of an ecological model

#### 2. PROGRAMME

1. Concept of geriatrics and gerontology
2. Historical evolution of the concept of aging: successful, active, healthy aging, Ageism.
3. Theories of aging: biological, psychological and psychosocial
4. Global geriatric evaluation: physical, psychological, social and ecological evaluation.

#### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The curricular unit aims to introduce key concepts about aging, promoting in students the understanding of this phenomenon from a conceptual, historical, theoretical and practical perspective. Bronfenbrenner's ecological and systemic theory is suggested, which presents possibilities for analyzing aspects of the aging person, the context in which he lives and the interactive processes that influence his well-being.

The learning objectives are in line with the programmatic contents proposed for the curricular unit, aiming to promote research, reflection and critical analysis on the subject, developed in practical theoretical classes. In laboratory classes, students will be supervised in carrying out group work, in a community context, to develop global geriatric assessments. It is intended to promote cognitive, instrumental and communication skills in the course of classes.

#### 4. MAIN BIBLIOGRAPHY

- Bhatia-Dey, N., Kanherkar, R., Stair, S., Makarev, E, & Csoka, A. (2016). Cellular Senescence as the Causal Nexus of Aging. *Front. Genet.*, 7(13), 1-14. <https://doi.org/10.3389/fgene.2016.00013>.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental psychology*, 22(6), 723.

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Christensen, J. (2016). A critical reflection of Bronfenbrenner's development ecology model. *Problems of Education in the 21st Century*, 69(1), 22-28.

Freitas, E. & Py, L. (2016). *Tratado de geriatria e gerontologia*. (4 ed.). Guanabara Koogan: Rio de Janeiro.

Iparraquirre J.L. (2018) *Theories of Individual Ageing*. In: *Economics and Ageing*. Palgrave Macmillan, Cham, pp 71-108. [https://doi.org/10.1007/978-3-319-93248-4\\_4](https://doi.org/10.1007/978-3-319-93248-4_4).

Paúl, C. & Ribeiro, O. (2012). *Manual de Gerontologia*. Lidel: Lisboa.

Santos, S. S. C. (2010). *Concepções teórico-filosóficas sobre envelhecimento, velhice, idoso e enfermagem gerontogeriatrica*. *Revista Brasileira de Enfermagem*, 63(6), 1035–1039. <https://doi.org/10.1590/S0034-71672010000600025>.

Teixeira, I. N. D. A. O., & Guariento, M. E. (2010). *Biology of aging: Theories, mechanisms, and perspectives*. *Ciência e Saúde Coletiva*, 15(6), 2845–2857. <https://doi.org/10.1590/S1413-81232010000600022>.

## 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

The recommended teaching method will be based on dialogical education, and the student is expected to play an active role and be co-responsible for their teaching-learning process. In practical theoretical classes, the use of an exhibition method is conjectured, in an introductory phase of the contents, then guiding students to research and deepen the themes – interactive and active methods (problematization, case analysis).

At the level of laboratory classes, the practical application of the contents taught in the theoretical-practical classes on global and ecological geriatric evaluation is planned. Students will carry out group work based on geriatric assessments prepared in fieldwork, with the aim of promoting the translation of knowledge to professional practice.

Evaluation:

- Frequencies 70%
- Study carried out in a group (15%) with individual oral presentation (15%)

## 6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The exhibition method aims to serve as a guideline of the student in his learning process, through the presentation of the contents that result from research from diversified scientific sources.

The interactive and active methods aim to stimulate the student to deepen the themes through oriented research and its reflexive analysis, promoting the acquisition of cognitive skills. With the discussion of cases and problematization applying the ecological approach, it is intended to promote the capacity for analysis and decision-making in the student.

The active methodology of case studies will be used in practical laboratory classes to carry out global geriatric assessments, in order to allow direct contact with the older person, allowing the development of cognitive, instrumental (know how to perform a geriatric evaluation), communicational (communicate assertively with the older person, developing a positive interpersonal relationship) and altitudinal skills (avoiding ageism).

## 7. ATTENDANCE

Attendance 3 days a week during the 15 weeks of internship is mandatory.

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## 8. CONTACTS AND OFFICE HOURS

*florbela.rodrigues@ipg.pt Atendimento: Wenesday 14:30 - 17:30 Gabinete 1.4 Ext. 2056*

## DATE

**18 de setembro de 2023**

## SIGNATURES

*Professor(s), Area/Group Coordinator or Head of Department signatures*

Assinatura na qualidade de (clicar)

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(signature)

Assinatura na qualidade de (clicar)

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