

| | | | | | |
|------------------|---------------------|---------------|----------------|---------------------|-----|
| Course Unit | Psychology of Aging | | Field of study | Psychology | |
| Bachelor in | Gerontology | | School | School of Health | |
| Academic Year | 2023/2024 | Year of study | 2 | Level | 1-2 |
| Type | Semestral | Semester | 1 | ECTS credits | 8.0 |
| | | | Code | 9833-346-2105-00-23 | |
| Workload (hours) | 216 | Contact hours | T | - | TP |
| | | | 70 | PL | - |
| | | | TC | - | S |
| | | | - | E | - |
| | | | OT | 15 | O |
| | | | - | | |

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Ana Maria Nunes Português Galvão

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Describing human aging from a developmental perspective
2. Describe the psychosocial theories of aging
3. Identify issues related to the aging process

Prerequisites

Before the course unit the learner is expected to be able to:
None

Course contents

1. The aging process throughout the life cycle.
2. Psychosocial theories and models of aging.
3. Competence in daily life.
4. Eco-friendly features and aging in place.
5. Life experiences and wisdom in the elderly.
6. Cognitive function, personality, resilience and adaptation in aging.
7. Social representations and normative beliefs about aging.
8. The grieving of the elderly in the face of losses due to illness and ageing.

Course contents (extended version)

1. The human ageing process throughout the life cycle
 - The multiple faces of human ageing
 - Literacy about the human ageing process
2. Psychosocial theories and models of aging
 - Successful ageing
 - Rowe and Kahn's successful aging model
 - The successful aging model of Baltes et al.
 - The preventive and corrective proactivity model of Kahana and collaborators
 - The Fernández-Ballesteros multidimensional and multilevel model
 - An integrated analysis of models of successful aging
3. Competence in daily life
 - Functioning in activities of daily living (ADL): physical dependence.
 - Cognitive functioning in daily life: mental dependence.
 - Social resources: Network of relationships and social support
 - Aging, quality of life and general well-being
4. Green resources and aging in place
 - Contributions of Environmental Gerontology
 - Contributions of Developmental Contextualism
5. Life experiences and wisdom in the elderly
 - The Roots of Wisdom approaches to the scientific study of wisdom
 - Implicit and explicit theories of wisdom
 - Wisdom and aging
 - Wisdom and happiness
 - Leisure and culture in the identity (re)construction of institutionalized elderly people
 - Promoting rewarding and productive aging
6. Cognitive function, personality, resilience and adaptation in aging
 - Affective disorders and cognitive disorders
 - Personality disorders
7. Social representations and normative beliefs about aging
 - Stereotypes, idadism and perceptions of aging
8. The mourning of the elderly in the face of disease and aging losses
 - Old age and death: reflections on the grieving process

Recommended reading

1. Galvão, A. , et al. (2021). Literacia em saúde e autocuidado: evidências que projetam a prática clínica (A. Galvão (ed.)). EuroMédice Publicações Médicas.
2. Paúl, C. & Ribeiro, O. (coord.) (2012). Manual de Gerontologia. Lisboa: Lidel.
3. Pereira, F. (coord.) (2012) - Teoria e prática da gerontologia - um guia para cuidadores de idosos (F. Pereira (ed.)). Psico & Soma.
4. Pinheiro, J. (Ed.). (2021). Olhares sobre o envelhecimento. Estudos interdisciplinares - Vol. I. Universidade da Madeira.
5. Galvão, A. (2019). O perfil do cuidador e ética na intervenção. Competências necessárias para as boas práticas gerontológicas. In O perfil no mosaico da intervenção gerontológica (pp. 293–303).

Teaching and learning methods

Theoretical/practical classes: expository and reflective classes supported by available audiovisual media. Inverted classroom. Field work using Design Thinking. Tutorial guidance classes using Design Thinking: guidance for carrying out group work (bibliographic research), related to the contents of the curricular unit.

Assessment methods

1. Alternative 1 - (Regular, Student Worker) (Final)
 - Work Discussion - 40%
 - Final Written Exam - 60%
2. Alternative 2 - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

Portuguese

| Electronic validation | | | |
|----------------------------------|------------------------|----------------------------|---------------------------------------|
| Ana Maria Nunes Português Galvão | Hélder Jaime Fernandes | Carina de Fatima Rodrigues | Adília Maria Pires da Silva Fernandes |
| 05-11-2023 | 06-11-2023 | 21-11-2023 | 21-11-2023 |

This document is valid only if stamped in all pages.