

Course Unit	Gerontology		Field of study	Educational Sciences	
Bachelor in	Gerontology		School	School of Health	
Academic Year	2020/2021	Year of study	3	Level	1-3
Type	Semestral	Semester	1	ECTS credits	4.0
Code	9833-346-3103-00-20				
Workload (hours)	108	Contact hours	T 20	TP -	PL -
			TC -	S 5	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) Maria Augusta Romão da Veiga Branco

### Learning outcomes and competences

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

1. Knowing the elemental characteristics of Gerontogogie practice: the application of Neuroeducation to the practice of Educational Gerontology and Gerontological Education
2. Recognize the characteristics of aging at the level of neuro-metabolic and sensory systems of these target populations for the application of active methodologies in teaching practices
3. Recognize the importance of leisure activities as active methodologies in teaching practices
4. Develop the planning and drafting of training in Educational Gerontology or Gerontological Education, through the Neurodidactic Guidelines in active methodologies

### Prerequisites

Not applicable

### Course contents

- Gerontology Challenges. The Educational Paradigm for the new year by longevity- the Neurodidactic Guidelines. Pedagogy, Andragogy and Gerontology. Characteristics of aging at the level of neuro-metabolic and sensory systems: practice and specific methodologies; -The Gerontogogie Animator: The Gerontologue . . . a mediator in the Gerontology context ; - Interventions for the Development of a positive philosophy of life: Emotional Education in Gerontology contexts

### Course contents (extended version)

1. G Gerontological Education and Educational Gerontology - Neuroeducation Conceptions and praxis
  - Pedagogy, Andragogy and Gerontogogia - target populations: practice and specific methodologies;
  - The Development Paradigm for the new years by longevity
  - Challenges in Gerontology - A perspective on elderly problematic constraints, as entities learners
  - The active methodologies applied to Andragogy and Gerontogogie - Neurodidactic Guidelines
2. Aging characteristics of multi systemic level: confronting attention and memory deficits
  - Limitations and losses at metabolic level in active techniques application in gerontogogia
  - Limitations and losses at sensorial level in active techniques application in gerontogogia
  - Limitations and losses at cardiorespiratory level in active techniques application in gerontogogia
  - Limitations and losses at muscular- skeletal level in active techniques application in gerontogogia
  - Limitations and losses at gastrointestinal level in active techniques application in gerontogogia
  - Limitations and losses at genitourinary tracts level in gerontogogia's active techniques application
  - Limitations and losses at neurologic level in active techniques application in gerontogogia
  - Limitations and losses at integumentary level in active techniques application in gerontogogia
  - Limitations and losses at thermoregulation level in active techniques application in gerontogogia
  - Limitations and losses at neuro-mental level in active techniques application in gerontogogia
3. The Gerontologue . . . a mediator in the Gerontology context
  - Interventions for the Development of a positive philosophy of life
4. The Gerontogogie Animator - skills of an Animator for development;
  - Training under the "preferences of the brain" - the elderly "actor" of his development
  - Communication in Conceptual Age: Design, Fun, Direction, Story, Symphony, Empathy.
  - The leisure activity associated with personal and social development
  - Practices and techniques of cognitive stimulation: light, repetition, mental maps, music
5. Practices Training for Development in Gerontogogie - the Neurodidactic Guidelines
  - The Active methodologies / Technical in Education: the Group Dynamics, Forum, role-playing.

### Recommended reading

1. Eliopoulos, C. (2005). Enfermagem Gerontológica. Porto Alegre. Artmed. 5ª Ed. p 74-90.
2. Veiga-Branco, Augusta (2019). Aprendizagem de adultos - Andragogia. Programa de Intervenção Social e Psicopedagógica para Pais. Manual do Formador e dos Formandos. PSIWELL.Universidade Zagreb, p11-5
3. Valente, S; Veiga-Branco, A., Rebelo, H; Lourenço, A.; Cristovão, A.(2020).The relationship between emotional intelligence ability and teacher efficacy.Universal Journal Educational R.. 8:3, p.916-923
4. Veiga-Branco, M. A. R. (2012). Educação Emocional, um contributo para a gerontologia. In Pereira, F. (Coord). Teoria e Prática da Gerontologia. Guia Cuidadores de Idosos. Viseu: Psicosoma. p275-286
5. Veiga-Branco, M. A. R. (2012). O gerontólogo... um mediador no espaço gerontológico. In Pereira, F. (Coord). Teoria e Prática da Gerontologia. Guia Para Cuidadores de Idosos. Viseu: Psicosoma. p41-63

### Teaching and learning methods

Active Methodology - Oriented Research Exercises supported by documentary and audiovisual resources; Promotion of debate; High Touch/ High Concept Communication Training; Individual and group work with presenting and answering the questions. Practical Work oriented: Development and application of a training session in the context of gerontology through the Neurodidactic Guidelines.

### Assessment methods

1. Written Test - (Regular, Student Worker) (Final, Supplementary, Special)
  - Development Topics - 100% (Training session Presentation - 70% + Answers to questions in class 30%)
2. Written Examination - (Regular, Student Worker) (Supplementary, Special)

**Language of instruction**

Portuguese, with additional English support for foreign students.

**Electronic validation**

Maria Augusta Romão da Veiga Branco	Emília Eduarda Rodrigues de Magalhães	Maria Augusta Romão da Veiga Branco	Adília Maria Pires da Silva Fernandes
02-11-2020	10-11-2020	17-11-2020	17-11-2020