

# Postgraduate Diploma

## Frailty and Geriatrics in Rehabilitation Medicine



## Postgraduate Diploma Frailty and Geriatrics in Rehabilitation Medicine

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 16 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-frailty-geriatrics-rehabilitation-medicine](http://www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-frailty-geriatrics-rehabilitation-medicine)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 22*

05

Methodology

---

*p. 28*

06

Certificate

---

*p. 36*

# 01

# Introduction

In geriatric patients, frailty, as a clinical and biological syndrome that leads to a lower resistance to unexpected situations, pathologies or stress, determines a specific way of attention and care. In the area of medical rehabilitation, this vulnerability determines a specific form of intervention that intensively contemplates the approach to the ailments to be treated, with a multidisciplinary view and a broad and integrative care. This program is developed to offer the professional a quality learning of the concepts and approaches that this field requires, with speed, safety and efficiency.





“

*An intensive course that will allow you to incorporate the most advanced care in rehabilitative medicine into your intervention with patients with frailty”*

In order to achieve the objectives designed in the care of the frail patient, it is necessary to start from

a theoretical framework where the physiotherapist has the tools to create a treatment strategy based on clinical reasoning that leads to set goals to finally address them with the physiotherapeutic treatment.

To this end, the professional must assess and explore the patient's resistance and physiological reserves to establish the appropriate framework for action, home care, in residential centers, day centers or social centers or private clinics.

This work should include treatments for pre-frailty, frailty, pain, trauma, neurological, respiratory and/or pelvic floor disorders, gerontological syndromes or cognitive impairment, side effects of drugs and/or biopsychosocial conditions that may complicate the clinical picture.

It is therefore essential to know the tools of physiotherapy and the appropriateness of its application in each case, such as active exercise, manual therapy, electrotherapy being able to work in interdisciplinary team, with appropriate communication tools, understanding the concept of person-centered care, having the most up-to-date knowledge of support devices and even the support of current technology, can be key to success in physiotherapy treatment.

Therefore, with this Postgraduate Diploma, the graduate will be able to access exclusive content on physiotherapy and rehabilitation for the elderly developed by an International Guest Director.

This **Postgraduate Diploma in Frailty and Geriatrics in Rehabilitation Medicine** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of practical case studies presented by experts in Rehabilitation Medicine in Geriatrics
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Delve into the most advanced knowledge in the care of geriatric patients with frailty thanks to the contribution of 10 Masterclasses given by an International Expert"*

“ *A complete and current vision of the most suitable ways of working for each of the geriatric patients that the professional will treat in the area of rehabilitation medicine*”

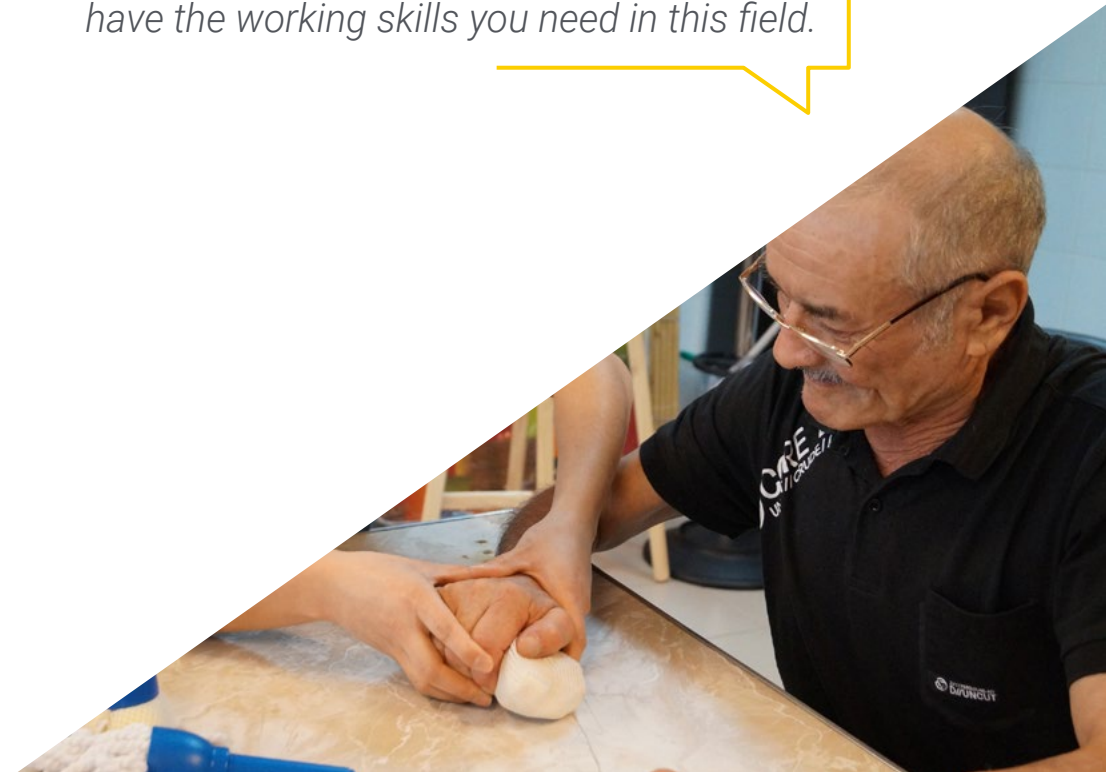
The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*With a methodological design based on proven teaching techniques, this high-level educational program is designed to allow you to learn in a dynamic and effective way.*

*With the support of the most efficient audiovisual systems, the purpose of this program is that you not only acquire the knowledge, but that, upon completion, you will have the working skills you need in this field.*



# 02 Objectives

This Professional Postgraduate Diploma compiles the most current knowledge regarding rehabilitation intervention in different pathologies and conditions in geriatric patients with frailty. The objective is to generate specialized knowledge in the student by creating a well-structured basis to identify the clinical signs associated with the different needs and developments, providing a broad and contextual view of the activity of this field today.







“

*Incorporate into your practice the most appropriate ways of working in the treatment of patients with frailty, turning your study into real intervention skills”*



## General Objective

---

- ◆ Develop a critical and reasoned attitude, based on the most recent scientific evidence, towards the physiotherapeutic diagnosis in the elderly patient and be able to apply an adequate treatment in order to reduce functional impotence, frailty and deterioration, therefore favoring an improvement of physical and mental health in old age



*Make the most of this opportunity and take the step to get up to date on the latest developments in Frailty and Geriatrics in Rehabilitation Medicine"*





## Specific Objectives

---

### Module 1. Clinical Reasoning in Physiogeriatrics

- ◆ Explain active aging from the patient's point of view
- ◆ Define the fields of action of physiotherapy in geriatrics
- ◆ Define the role of Physiotherapy in palliative care units
- ◆ Define the use of new technologies in Physiogeriatrics
- ◆ Explain what interdisciplinary teams in geriatrics consist of
- ◆ Define the composition and functioning of the interdisciplinary team
- ◆ Explain the main functions within the interdisciplinary team
- ◆ Establish the differential diagnosis Red and Yellow Flags
- ◆ Describe the major geriatric syndromes
- ◆ Explain what Red and Yellow Flags consist of
- ◆ Define the most common Red flags in clinical practice
- ◆ Explain the proper approach to the physical therapy session in geriatrics
- ◆ Describe the physiotherapeutic examination and assessment of the geriatric patient
- ◆ Define the effects on the neuromusculoskeletal system of certain drugs

### Module 2. Person-Centered Care (PCA)

- ◆ Describe the decalogue of person-centered care
- ◆ Explain the process of transformation from a service model to a PCA model
- ◆ Explain the provision of physical therapy services in an ACP model

### Module 3. Tools for Daily Practice in Geriatrics

- ◆ Define the basis of communication with the elderly person
- ◆ Explain the communication difficulties associated with gerontological syndromes
- ◆ Explain the professional's approach to bereavement

03

# Course Management

The program includes in its teaching staff reference specialists in Frailty and Geriatrics in Rehabilitation Medicine, who bring to this program their work experience. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.



“

*Experts in this field will provide their current vision of the real work with these patients, giving the program a high-value contextual vision"*

## International Guest Director

Dr. Tracy Friedlander is an eminent international expert, specialized in **Physiotherapy and Rehabilitation of the elderly**. Her extensive knowledge and skills in this healthcare field have enabled her to implement **innovative procedures and improve the quality of life** of various patients over the years.

Thanks to her high level of care, the scientist has been selected as **Medical Director of the Comprehensive Acute Inpatient Rehabilitation Unit at the Johns Hopkins Bayview center**. She has also been part of the medical teams at the prestigious **Johns Hopkins Hospital**.

Her main area of expertise is **Neurological Rehabilitation**. In this field, the expert has **scientific publications** in peer-reviewed journals of high impact in the health community. In this way, she has focused her efforts on helping patients to control **Spasticity**, a muscle control disorder, through **various therapeutic approaches**.

In addition, some of her most outstanding research in recent years is related to the rehabilitation of patients subjected to **long periods of mechanical ventilation** when infected with the **SARS-CoV-2 virus**. She is also fully qualified to treat **joint pain, fibromyalgia and chronic pain and fatigue**.

Dr. Friedlander is also **officially certified** by the American Board of Physical Medicine and Rehabilitation. All of this is backed by her superior knowledge in the **precise and advanced care of spinal cord injuries**. On the other hand, this specialist has an excellent academic background. She graduated from Emory University in Atlanta and obtained her **medical degree** from the University of Maryland. She also completed an internship at **Mercy Medical Center** and completed her residency in physical medicine and rehabilitation at **Sinai Hospital in Baltimore**.



## Dr. Friedlander, Tracy

---

- Director of the Department of Physical Medicine and Rehabilitation at Johns Hopkins Hospital
- Medical Director of the Comprehensive Acute Inpatient Rehabilitation Unit at the Johns Hopkins Bayview Center
- Neurorehabilitation and Spasticity Management Specialist
- Official certifications from the American Board of Physical Medicine and Rehabilitation
- Specialist in Physical Medicine and Rehabilitation at Sinai Hospital in Baltimore
- Graduate of Medicine at the University of Maryland, Baltimore
- Member of: American Academy of Physical Medicine and Rehabilitation, American Spinal Cord Injury Association and Maryland Society of Physical Medicine and Rehabilitation



*Thanks to TECH you will be able to learn with the best professionals in the world"*

## Management



### Dr. Castillo Martín, Juan Ignacio

- ♦ Head of Service of Physical Medicine and Rehabilitation at the 12 de Octubre University Hospital
- ♦ Doctor Specialist in Physical and Rehabilitation Medicine, Hospital Complex Ruber Juan Bravo
- ♦ Rehabilitation Physician at the Traffic Accidents Unit of the Ruber Juan Bravo Hospital Complex
- ♦ Rehabilitation Physician at Hospital Recoletas Cuenca
- ♦ Coordinator of continuing education of the Spanish Society of Cardiology in Exercise Testing with Oxygen Consumption
- ♦ Associate Professor at UCM, School of Medicine
- ♦ Teaching coordinator in continuing education courses of the Health Department of the Community of Madrid: Tertiary prevention in chronic cardiac patients. Cardiac Rehabilitation
- ♦ Degree in Medicine and Surgery. University of Salamanca
- ♦ Master's Degree in Cardiac Rehabilitation. SEC-UNED
- ♦ Master's Degree in Assessment and Disability. UAM
- ♦ Master's Degree in Child Disability. UCM.
- ♦ PhD in Neuroscience. University of Salamanca
- ♦ Member of the Spanish Society of Cardiology





### **Dr. García Fontalba, Irene**

- ♦ Manager and Physiotherapist in Cal Moure'S
- ♦ Member of the Girona Territorial Section of the Association of Physiotherapists of Catalunya
- ♦ Creator of the blog "fisios y otras historias"
- ♦ Coordinator of the social networks group of professionals for health promotion in Girona
- ♦ More than ten years working in geriatric pathology and processes involving pain at home and in private practice

## **Professors**

### **Dr. Jiménez, Henar**

- ♦ Specialist in Physiotherapy and Sports Rehabilitation
- ♦ Resident Intern. 12 de Octubre University Hospital, Madrid
- ♦ Degree in Medicine
- ♦ Expert in Physiotherapy and Sports Rehabilitation at the International University Isabel I de Castilla
- ♦ Course on the Safe Use of Medication in the Madrid Health Service

### **Dr. Jimenez Hernández, Daniel**

- ♦ Expert in Physiotherapy and Education
- ♦ Physiotherapist
- ♦ Trainer of ACP professionals
- ♦ Professor at the Central University of Catalonia
- ♦ Doctor in Education from the Central University of Catalonia
- ♦ Official Master's Degree in Inclusive Education. Central University of Catalonia
- ♦ Diploma in Physiotherapy Gimbernat University School, EUG-UAB
- ♦ Member of the research group of attention to diversity and Mental Health and Social Innovation of the UVic

**Dr. Blesa Esteban, Irene**

- ♦ Resident Intern. 12 de Octubre Hospital
- ♦ Expert in musculoskeletal ultrasonography
- ♦ Graduate of the Faculty of Medicine at the Autonomous University of Madrid
- ♦ Course on Neuropathic Pain Management for Medicine
- ♦ Course on Evaluation and prescription of therapeutic exercise
- ♦ Course in Life Support for Residents
- ♦ Supervision of doctoral thesis: Diagnosis of congenital heart disease in the first trimester of pregnancy ultrasound

**Mr. Cuesta Gascón, Joel**

- ♦ Doctor in Physiotherapy and Rehabilitation. La Paz University Hospital, Madrid
- ♦ Doctor in Physiotherapy and Rehabilitation. Medical and Rehabilitation Center Dr. Rozalén, Madrid
- ♦ Resident of Physical Medicine and Rehabilitation at the 12 de Octubre University Hospital
- ♦ Rehabilitation Physician at Medicine Repair
- ♦ Teacher of the Specialization Course in Neuropathic Pain at La Princesa Hospital
- ♦ Organizer and speaker at the conference "See you at 12" and "Fundamentals and Physiology of Sport"
- ♦ Speaker at the AMIR 2020 postMIR Academy Conference on the specialty of Physical Medicine and Rehabilitation
- ♦ Master's Degree in Clinical Medicine, Francisco de Vitoria University
- ♦ Degree in Medicine from the Camilo José Cela University
- ♦ Expert in Musculoskeletal Ultrasound

**Dr. García, Sofía**

- ♦ Specialist in Physical Medicine and Rehabilitation, Madrid Service of Health
- ♦ Specialist in Physical Medicine and Rehabilitation, Children's Rehabilitation Unit, 12 de Octubre University Hospital, Madrid
- ♦ Specialist in Physical Medicine and Rehabilitation at the Language Rehabilitation Center
- ♦ Medical Specialist in the Pelvic Floor Unit of the 12 de Octubre University Hospital
- ♦ Specialist Physician in Cardiac Rehabilitation in the Cardiac Rehabilitation Unit of the 12 de Octubre University Hospital
- ♦ Specialist Physician in Facial Paralysis and Neurorehabilitation Unit at La Paz University Hospital
- ♦ Medical Specialist of the Neurorehabilitation Unit at the 12 de Octubre University Hospital
- ♦ Specialist Physician in Respiratory Rehabilitation at Gregorio Marañón General University Hospital
- ♦ Specialist Physician in Rehabilitation in Spinal Cord Injury at the National Hospital of Paraplegics
- ♦ Degree in Medicine, San Pablo University School of Medicine
- ♦ Master's Degree in Musculoskeletal Ultrasound and Ultrasound-Guided Interventionism at CEU San Pablo

**Dr. Díaz Zamudio, Delia**

- ♦ Specialist in Rehabilitation and Physical Medicine
- ♦ Resident Intern of Rehabilitation and Physical Medicine in the Rehabilitation Department of the 12 de Octubre University Hospital
- ♦ Assistant specialist in the Rehabilitation Service of the 12 de Octubre University Hospital
- ♦ Honorary Collaborator of the Department of Physical Medicine and Rehabilitation and Hydrology at 12 de Octubre Hospital
- ♦ Degree in Medicine and Surgery. Faculty of Medicine. University of Seville
- ♦ Rehabilitation and Physical Medicine Specialist, Rehabilitation Service, University Hospital of Denia
- ♦ Rehabilitation and Physical Medicine Specialist, Rehabilitation Service of the University Hospital Alto Deba, Mondragón

**Dr. Soto Bagaria, Luis**

- ♦ Physiotherapist Researcher at Vall d'Hebron Research Institute
- ♦ Physiotherapist and researcher at Parc Sanitari Pere Virgili
- ♦ Physiotherapist and Collaborator in the R & D department, SARquavita
- ♦ Responsible researcher at Mapfre Quavita for the PhD in Public Health and Research Methodology
- ♦ Master's Degree in Neuromusculoskeletal Physiotherapy
- ♦ Master's Degree in Clinical Research. International University of Catalonia
- ♦ Member of the research team on aging, frailty and transitions at Re-Fit BCN

**Dr. Gil Gracia, Samuel**

- ♦ Physiotherapist and Osteopath in free practice in Béziers
- ♦ Physiotherapist. Iriteb Center c / Dos de Mayo in Badalona
- ♦ Member of: the Spanish Society of Physiotherapy and Pain SEFID, Society Fisioterapia sin Red
- ♦ Author of the videoblog Soy Paciente de Samu, a channel of divulgation on physiotherapy
- ♦ Specialized in Musculoskeletal Pain
- ♦ Master's Degree in Osteopathy at the Escoles Universitaries Gimbernat
- ♦ Diploma in Physiotherapy at the Escoles Universitaries Gimbernat

**Dr. Pino Giráldez, Mercedes**

- ♦ Specialist in Physical Medicine and Rehabilitation
- ♦ Assistant Rehabilitation Physician at University Hospital 12 de Octubre, Madrid
- ♦ Specialist in Physical Medicine and Rehabilitation, University Hospital of Guadalajara
- ♦ Assistant Rehabilitation Physician at Rey Juan Carlos I Hospital, Madrid
- ♦ Assistant Rehabilitation Physician at Torrejón de Ardoz Hospital
- ♦ Assistant Rehabilitation Physician at the University Hospital of Guadalajara
- ♦ Medical Rehabilitation Specialist at the Jiménez Díaz Foundation Hospital
- ♦ Degree in Medicine and Surgery from the University of Alcalá de Henares
- ♦ Specialist in Childhood Disability by Complutense University of Madrid
- ♦ MIR Physical Medicine and Rehabilitation

**Dr. Gómez Orta, Roger**

- ◆ Physiotherapist and Orthopedic Technician at Quvitec Centre D' Ajudes Tècniques
- ◆ Co-founder of Quvitec
- ◆ Responsible for the seating and positioning clinic service at Quvitec
- ◆ Specialist and trainer in patient management of Handicare products in Spain
- ◆ Diploma in Physiotherapy, EUIF Blanquerna

**Dr. Hernandez Espinosa, Joaquín**

- ◆ Specialist in Respiratory Physiotherapy
- ◆ Director of Residential Center Hotel Senior Citizens Pineda
- ◆ Postgraduate in Respiratory Physiotherapy. Autonomous University of Barcelona
- ◆ Ethical Care Consultant of Vella Terra Foundation
- ◆ Direction of Emergency equipment COVID 19 at Fremap Gent Gran
- ◆ Diploma in Physiotherapy at University School of Physiotherapy Gimbernat, Cantabria
- ◆ Diploma in Physiotherapy, Autonomous University of Barcelona
- ◆ Member of the Ethics Committee L'Onada Serveis

**Dr. González García, María Dolores**

- ◆ Specialist in Physical Medicine and Rehabilitation
- ◆ Head of Neurologic Rehabilitation Service. 12 Octubre Hospital, Madrid
- ◆ Area Specialist Physician, Doce de Octubre Hospital, Madrid
- ◆ Degree in Medicine and Surgery by the University of Alcalá. Alcalá de Henares, Madrid
- ◆ Specialization in Physical Medicine and Rehabilitation as resident intern (MIR) in the Rehabilitation Service at the 12 de Octubre University Hospital, Madrid





**Dr. Buldón Olalla, Alejandro**

- ◆ Expert in Physical Activity and Sport Physiotherapy
- ◆ Physiotherapist in the Amavir group and in home care for the elderly
- ◆ Founder of the blog Fisioconectados.com
- ◆ Expert in Physical Activity and Sport Physiotherapy Rey Juan Carlos University
- ◆ Diploma in Physiotherapy, Rey Juan Carlos University
- ◆ Master's Degree in Social Networks and Digital Learning

“

*Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice”*

04

# Structure and Content

The development of the syllabus, especially focused on the area of frailty in geriatric patients, has been carried out according to the criteria of educational effectiveness that we offer you. Through a complete and specific syllabus you will go through all the essential areas of learning proposed, gradually acquiring the necessary skills to put into practice the necessary knowledge.

A very well-developed learning structure that will allow you to learn in a continuous, efficient way, adjusted to your needs.





“

*A very complete teaching program, structured in didactic units of great impact, which includes all the aspects that rehabilitative medicine must contemplate in the care of patients with frailty”*

## Module 1. Clinical Reasoning in Physiogeriatrics

- 1.1. Past, Present and Future of Physiotherapy in Geriatrics
  - 1.1.1. Brief History
    - 1.1.1.1. Origin of Discipline Beyond our Borders
    - 1.1.1.2. Origin of the Discipline in Spain
    - 1.1.1.3. Conclusions
  - 1.1.2. Current Status of the Update in Rehabilitation Medicine in Geriatrics
  - 1.1.3. Future of the Update in Rehabilitation Medicine in Geriatrics
    - 1.1.3.1. New Professional Technologies
- 1.2. Active ageing
  - 1.2.1. Introduction
  - 1.2.2. Concept of Active Aging
  - 1.2.3. Classification
  - 1.2.4. Active Aging from the Patients Point of View.
  - 1.2.5. Role of the Physical Communication Management in Active Aging Programs
  - 1.2.6. Example of Intervention
- 1.3. Update on Rehabilitation Medicine in Geriatrics and Context of Action
  - 1.3.1. Introduction and Definitions
  - 1.3.2. Fields of Action
    - 1.3.2.1. Residential Centers
    - 1.3.2.2. Socio-Sanitary
    - 1.3.2.3. Primary Care
    - 1.3.2.4. Discipline of Work in Palliative Care Units
  - 1.3.3. Areas of the Future in Geriatric Medicine
    - 1.3.3.1. New Technologies
    - 1.3.3.2. Physiotherapy and Architecture
  - 1.3.4. Interdisciplinary Teams in Geriatrics
    - 1.3.4.1. Multidisciplinary or Interdisciplinary Teams?
    - 1.3.4.2. Composition and Functioning of the Interdisciplinary Team
    - 1.3.4.3. Main Functions within the Interdisciplinary Team
- 1.4. Differential Diagnosis. Red and Yellow Flags
  - 1.4.1. Introduction and Definitions
    - 1.4.1.1. Differential Diagnosis
    - 1.4.1.2. Diagnosis in Rehabilitation Medicine
    - 1.4.1.3. Geriatric Syndromes
    - 1.4.1.4. Red and Yellow Flags
  - 1.4.2. Most Common Red Flags in Clinical Practice
    - 1.4.2.1. Urinary Infection
    - 1.4.2.2. Oncologic Pathology
    - 1.4.2.3. Heart Failure
    - 1.4.2.4. Fractures
- 1.5. Approach to the Session on Update on Rehabilitation Medicine in Geriatrics
  - 1.5.1. Examination and Assessment of the Geriatric Patient
    - 1.5.1.1. Assessment Components
    - 1.5.1.2. Most Commonly Used Scales and Tests
  - 1.5.2. Determination of Treatment Objectives
  - 1.5.3. Organization of the Treatment Session
  - 1.5.4. Organization of the Professional's Own Work
  - 1.5.5. Treatment Follow-up in the Elderly Patient
- 1.6. Pharmacology, Effects on the Neuromusculoskeletal System
  - 1.6.1. Introduction
    - 1.6.1.1. Drugs Influencing Gait
  - 1.6.2. Drugs and Risk of Falls





## Module 2. Person-Centered Care (PCA)

- 2.1. Definition, Concepts and Basic Principles
  - 2.1.1. Decalogue of People-Centered Care
    - 2.1.1.1. What is and What is Not PCA? Its Principles
    - 2.1.1.2. Clarifying Concepts. Glossary of Terms
  - 2.1.2. Origin and Conceptual Basis of PCA
    - 2.1.2.1. References from Psychology
    - 2.1.2.2. Referents from Social Intervention
    - 2.1.2.3. Quality of Life Benchmarks
    - 2.1.2.4. References from the Study of Disability
    - 2.1.2.5. Civil Rights Referents from the Civil Rights of Individuals BORRAR
    - 2.1.2.6. Referrals from Gerontological Resources
    - 2.1.2.7. Legal and Regulatory Aspects BORRAR
- 2.2. The PCA Model
  - 2.2.1. Paradigm and Intervention Model
- 2.3. Good Practices in PCA
  - 2.3.1. Definition and Concept of BBPP
  - 2.3.2. Areas of Good Practices
  - 2.3.3. Good Practice, the Path to Good Practice
  - 2.3.4. Key Good Practices
- 2.4. The Process of Transformation from a Service Model to a PCA Model
  - 2.4.1. How to Build an Apprenticeship?
  - 2.4.2. Transformation of Services
  - 2.4.3. Transformation of People
- 2.5. Provision of Services in an PCA Model
  - 2.5.1. Person-Centered Physiotherapy vs. Individualized Physiotherapy
  - 2.5.2. Epistemology of People-Centered Physiotherapy
- 2.6. Actions

- 2.6.1. Introduction
- 2.6.2. Actions
  - 2.6.2.1. The Reception of the Professional
  - 2.6.2.2. Assessment and Evaluation Processes
  - 2.6.2.3. The Intervention
  - 2.6.2.4. Interrelationship With Co-Workers
  - 2.6.2.5. Interrelation with the Physical Environment
  - 2.6.2.6. Interrelation with the Community

### Module 3. Tools for Daily Practice in Geriatrics

- 3.1. Communication, a Tool for the Success of the Treatment
  - 3.1.1. Introduction
    - 3.1.1.1. The Mirror and the Lamp
  - 3.1.2. Communication in the Framework of the Therapeutic Relationship
    - 3.1.2.1. Definitions
    - 3.1.2.2. Basic Aspects
      - 3.1.2.2.1. Components
      - 3.1.2.2.2. Context
      - 3.1.2.2.3. Impossibility of Not Communicating
  - 3.1.3. Codes in Messages
    - 3.1.3.1. Specific Aspects of Communication with Elderly Patients
    - 3.1.3.2. Main Problems in Communicating with the Elderly
    - 3.1.3.3. Communication with the family
    - 3.1.3.4. The Therapeutic Relationship as a Special Form of Social Interaction
    - 3.1.3.5. Model for Communication Training





### 3.2. Grief in the Professional

- 3.2.1. Why Talk About Grief?
- 3.2.2. What is Grief?
- 3.2.3. Is Grief a Depression?
- 3.2.4. How Does It Show Itself in Grief?
- 3.2.5. How is a Grief Process Elaborated?
- 3.2.6. How Will We React to the Loss of a Patient?
- 3.2.7. When Does the Grief End?
- 3.2.8. What Is a Complicated Grief?
- 3.2.9. When You're the Griever: First Tools
- 3.2.10. When Someone Else is the Griever: How to Accompany?
- 3.2.11. When to Ask For Help or Refer to a Psychologist?

### 3.3. Elderly-Centered ICT

#### 3.3.1. ICTs and Health

##### 3.3.1.1. Specific Terminology

- 3.3.1.1.1. Information and Communication Technologies (ICT)
- 3.3.1.1.2. (e-Health)
- 3.3.1.1.3. (m-Health)
- 3.3.1.1.4. Telemedicine
- 3.3.1.1.5. Wearables
- 3.3.1.1.6. Gamification
- 3.3.1.1.7. (e-Doctor)
- 3.3.1.1.8. (e-Patient)
- 3.3.1.1.9. Digital Health
- 3.3.1.1.10. Digital Divide
- 3.3.1.1.11. Infoxication

#### 3.3.2. 'e-Physiotherapy' in Geriatrics

- 3.3.2.1. The Generational Digital Divide
- 3.3.2.2. Prescription of ICT in the Update on Rehabilitation Medicine in Geriatrics

05

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

*Professionals will learn through real cases and by resolving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*





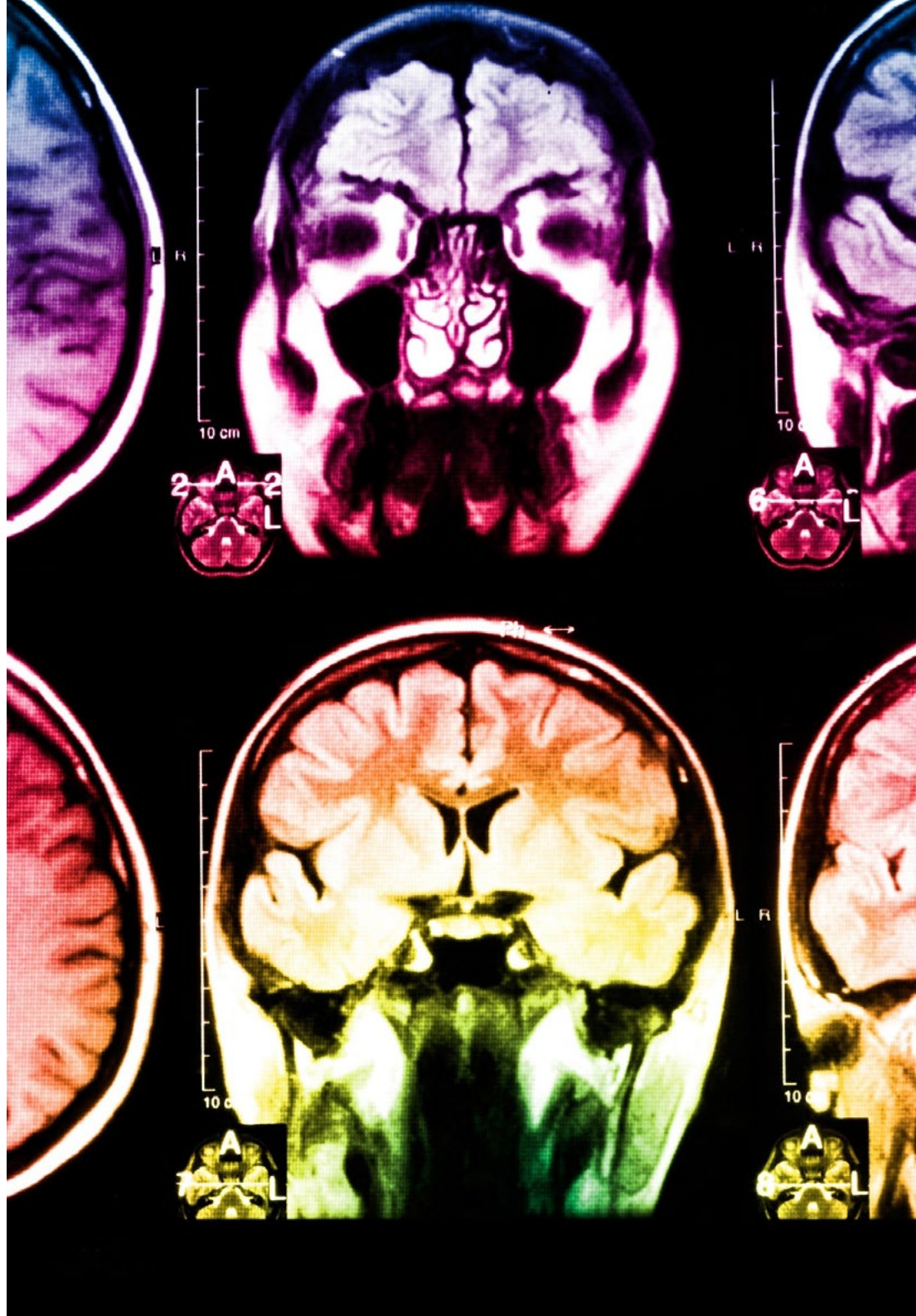
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

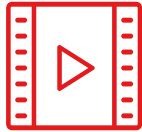
*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

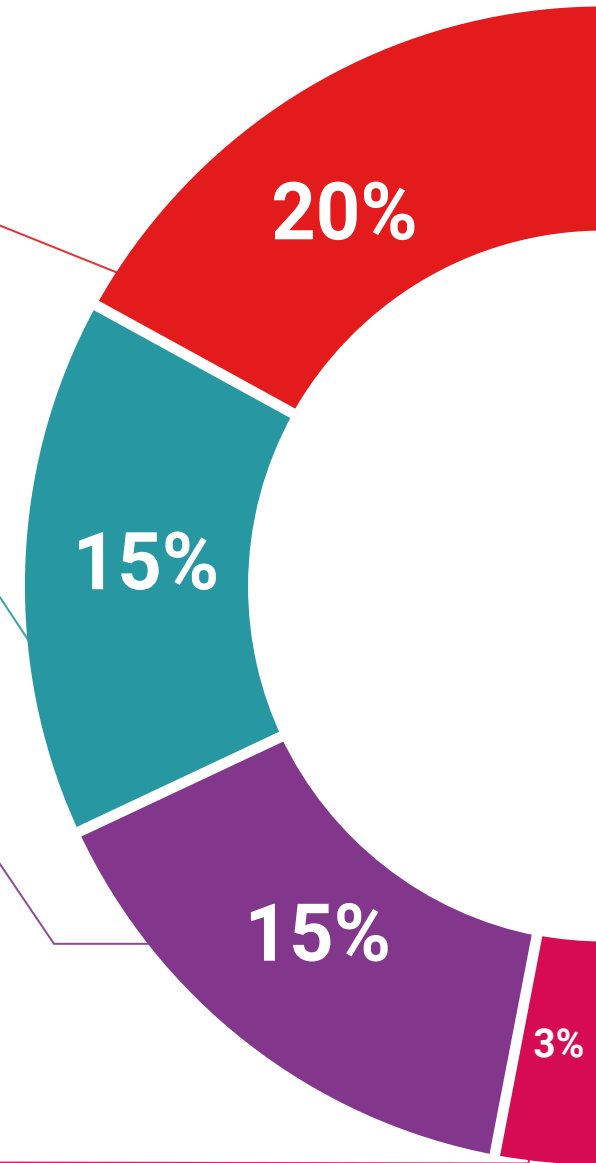
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

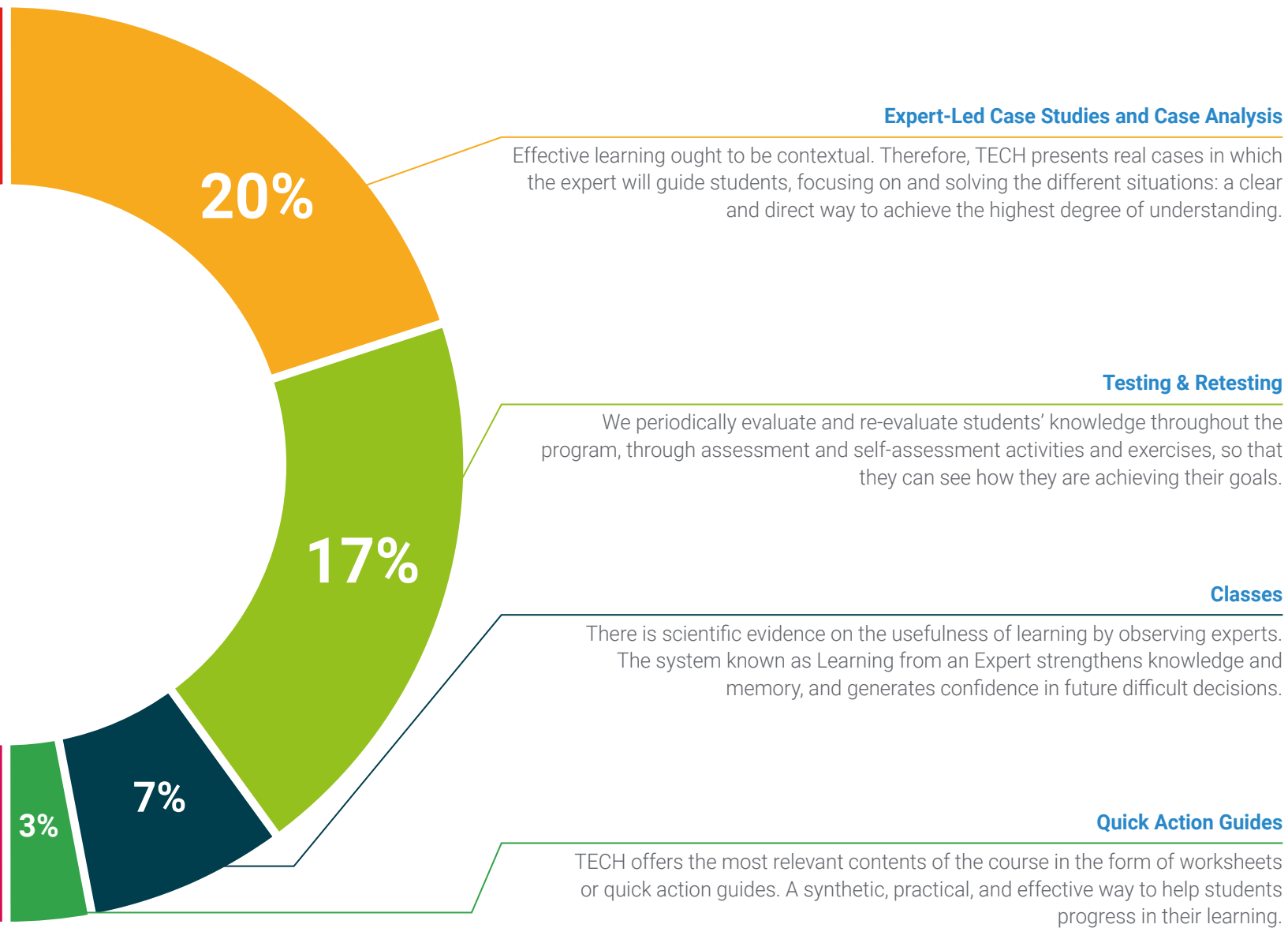
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





# 06 Certificate

The Postgraduate Diploma in Fragility and Geriatrics in Rehabilitation Medicine guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



“

*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This program will allow you to obtain your **Postgraduate Diploma in Frailty and Geriatrics in Rehabilitation Medicine** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Frailty and Geriatrics in Rehabilitation Medicine**

Modality: **online**

Duration: **6 months**

Accreditation: **16 ECTS**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



## Postgraduate Diploma Frailty and Geriatrics in Rehabilitation Medicine

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 16 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma Frailty and Geriatrics in Rehabilitation Medicine