

# Advanced Master's Degree Geriatrics and Gerontology for Nursing





## Advanced Master's Degree Geriatrics and Gerontology for Nursing

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/advanced-master-degree/advanced-master-degree-integrative-medicine-nursing](http://www.techtute.com/us/advanced-master-degree/advanced-master-degree-integrative-medicine-nursing)

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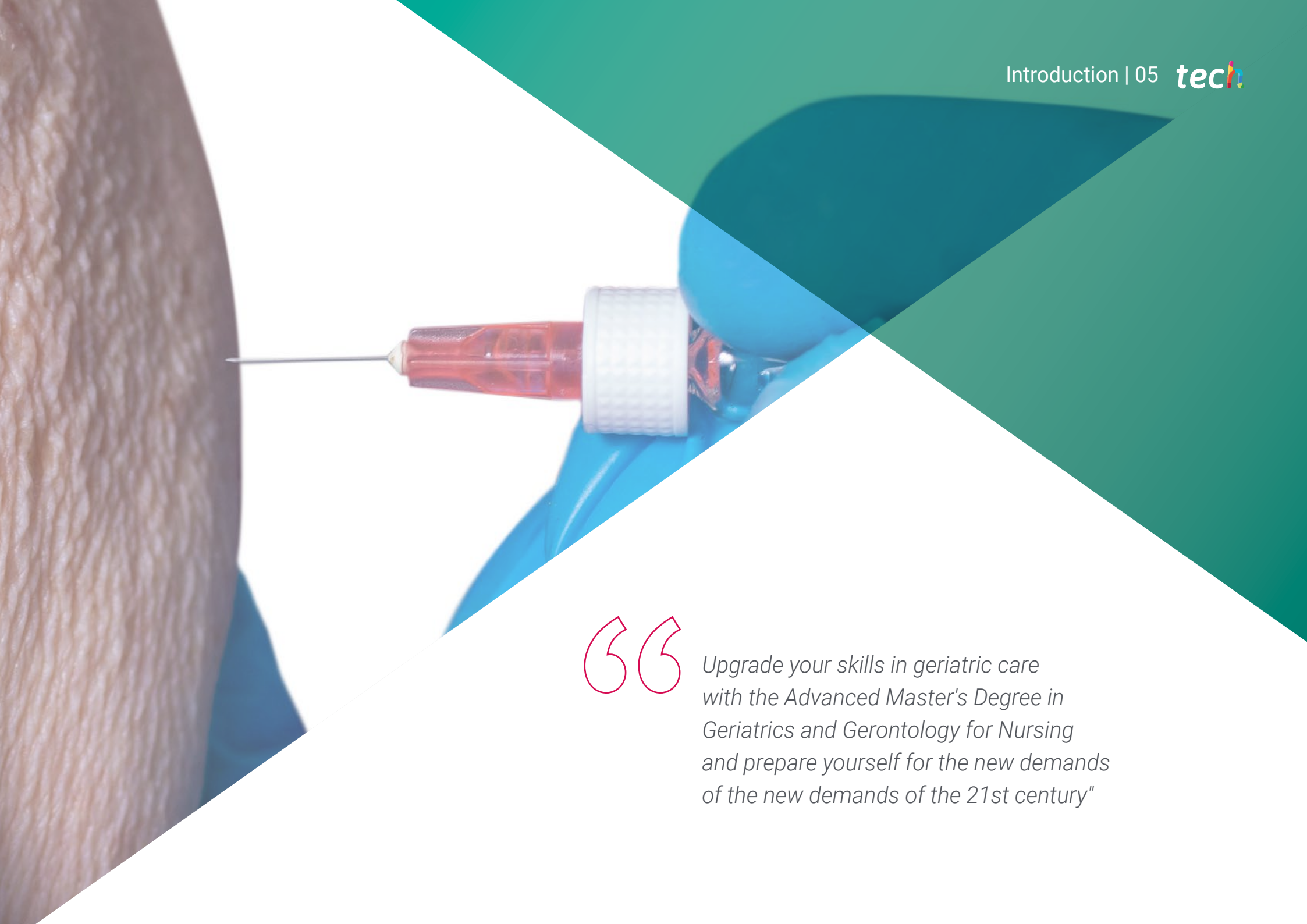
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# 01

# Introduction

The world's population is aging at an unprecedented rate and the number of people over the age of 65 is expected to double in the coming decades. This means that geriatric care is needed more than ever and nursing professionals must be prepared to meet the new demands and challenges that this population presents. That is why TECH has created this specialized program in Geriatrics and Gerontology for Nurses. The nurse will find up-to-date topics on neurological disorders, palliative care and health assessment in the elderly. All of this in a 100% online format, without face-to-face classes or fixed schedules.





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*Upgrade your skills in geriatric care with the Advanced Master's Degree in Geriatrics and Gerontology for Nursing and prepare yourself for the new demands of the new demands of the 21st century”*

The aging of the population is a global phenomenon that is occurring in most countries, which has led to an increase in both the demand for professionals trained in geriatric care and in the demands placed on them. In this context, it is increasingly important to be up-to-date with the knowledge and skills necessary for the specialized care of the elderly population.

That is why TECH has created the Advanced Master's Degree in Geriatrics and Gerontology for Nurses, designed with the aim of offering nurses the necessary update on vital issues such as nutritional assessment and skin in the elderly, neurological disorders, falls and palliative care. This will allow them to develop specific skills and be updated on the most recent advances in elderly care.

In addition, the practical approach of the entire degree includes the analysis of clinical cases and the use of varied and richly detailed multimedia content, allowing nurses to apply all the theory in real situations immediately.

Added to this is the 100% online nature of the program, with no face-to-face classes or fixed schedules. This allows total flexibility to the nurse, being able to decide at any time how and when to distribute the entire teaching load. Thus, the study of this Advanced Master's Degree in Geriatrics and Gerontology for Nurses is compatible with the most demanding personal or professional responsibilities.

This **Advanced Master's Degree in Geriatrics and Gerontology for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ Case studies presented by experts in geriatric nursing
- ◆ 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 the self-assessment process can be carried out to improve learning
- ◆ Its special emphasis on innovative methodologies in the care of the elderly
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



*It delves into incontinence and falls as elimination and mobility problems, which can have serious consequences in the elderly and require specialized care"*

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*You will identify the causes of falls and how to prevent them, being one of the greatest threats to the health and independence of the elderly”*

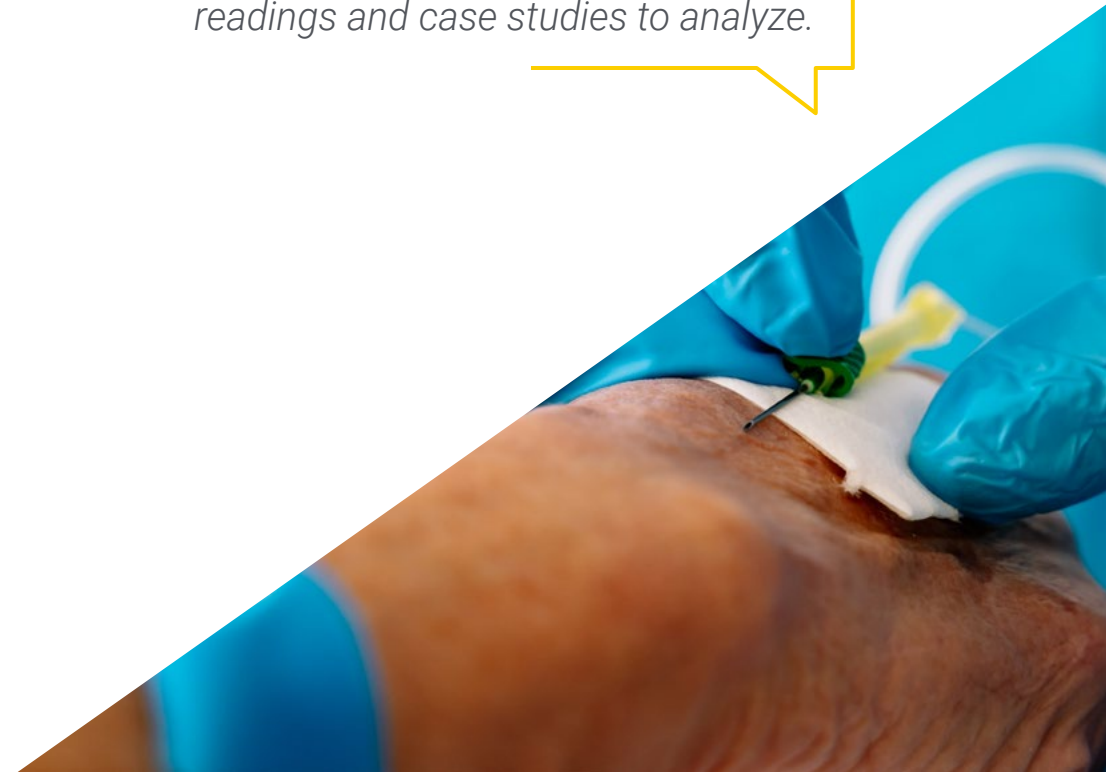
Its teaching staff includes professionals belonging to the field of geriatric nursing, who contribute their work experience to this program, as well as renowned specialists from reference societies and prestigious universities

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 an immersive learning experience designed to prepare for real-life situations

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

*You will assess a patient's dietary intake and how to plan an appropriate diet for the nutritional needs of the elderly.*

*You will have at your disposal a varied and richly detailed multimedia content, including video lectures, supplementary readings and case studies to analyze.*



# 02 Objectives

This Advanced Master's Degree in Geriatrics and Gerontology for Nursing has as its main goal to instruct the nursing professional in the most recent scientific postulates on the care of the geriatric and/or gerontological patient. Through an exhaustive teaching, the student will be able to acquire the knowledge and skills necessary to assess, prevent, treat and rehabilitate the different pathologies and syndromes that affect this group of patients, guaranteeing comprehensive and high quality nursing care.





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*Deepen in the detection and treatment of the most common pathologies in the geriatric population with the Advanced Master's Degree in Geriatrics and Gerontology for Nursing. Enroll now!"*



## General Objectives

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- ♦ Update the professional in nursing procedures and interventions for proper care of geriatric patients in the internal medicine hospitalization unit
- ♦ Acquire a series of skills aimed at improving the skills of nursing professionals dedicated to the geriatric field
- ♦ Provide the best treatments, from the nursing professional's point of view, for geriatric patients, taking into account the particularities of each case
- ♦ Provide the student with knowledge of the infinite complexity of old age
- ♦ Provide skills to deal with the psychological state of the elderly
- ♦ Learn how to design multidisciplinary intervention protocols for old age
- ♦ Master the assessment, differential diagnosis and intervention in old age
- ♦ Provide the skills to support individuals in old age from the here and now
- ♦ Describe and teach the knowledge required to face illnesses related to ageing and their relationship with the life lived





## Specific Objectives

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### Module 1. Old Age from an Anthropological Perspective

- ♦ Manage the specific characteristics of old age and their consequences on human behavior

### Module 2. Aging Considerations for Nursing Care

- ♦ Differentiate which risk factors we can modify and how to modify them
- ♦ Update nursing procedures in comprehensive patient assessment
- ♦ Explain the most relevant diseases and care in the Internal Medicine Department

### Module 3. Assessment of Health and Disease in Old Age

- ♦ Assess and diagnose, taking into account the social and affective surrounding in which the elderly person finds themselves
- ♦ Train in listening and managing silence with elderly patients

### Module 4. Aging from the Perspective of Personality Traits

- ♦ Perform and adapt intervention protocols within an interdisciplinary framework
- ♦ Develop psychosocial intervention protocols, taking into account the role of the patient in their family

### Module 5. Nutritional sphere in the elderly

- ♦ Understand the importance of nutrition in the elderly
- ♦ Adapt nutrition to different patients, depending on their pathology
- ♦ Update on the complications that can appear in diabetes, to be able to anticipate them and prevent them from occurring, or to know how to act if they have already appeared
- ♦ Incorporate action procedures for dealing with certain illnesses associated with metabolic syndrome into daily practice

### Module 6. Skin in the Elderly

- ♦ Developing proper skin care for the elderly
- ♦ Knowledge of the most common skin pathologies in this type of patient

### Module 7. Functional Sphere in the Elderly

- ♦ Update expert nursing care related to patient safety

### Module 8. Neurological Alterations: Cognitive impairment and dementia

- ♦ Understand the complexity of neurological disorders in elderly patients
- ♦ Identify the most common health problems in chronic illnesses
- ♦ Recognize the clinical changes in different situations

### Module 9. Most Prevalent Neurological and Sensory Organ Disorders in the Elderly

- ♦ Provide a response to neurological alterations affecting the senses
- ♦ Describe nursing care before and after diagnostic procedures and techniques in the internal medicine inpatient unit
- ♦ Assess the importance of the proper use of the nursing record in the internal medicine service, and describe the implementation procedures

### Module 10. Social Sphere in the Elderly

- ♦ Understand the social needs of the elderly
- ♦ Actively participate in the creation of social habits in geriatric patients

### Module 11. The Individual and the Family

- ♦ Understand and master the therapeutic situation in order to become a referent for an elderly person
- ♦ Provide skills to understand and relate to the loss of patients, and from there to accompany them in the transition

### Module 12. Elimination in the Elderly

- ◆ Know the main pathologies related to the excretory system in the field of geriatrics
- ◆ Recognize the material resources necessary to perform the different diagnostic or therapeutic tests

### Module 13. Falls in the Elderly

- ◆ Respond to potential injuries resulting from falls and blows
- ◆ Identify emergency situations in patients with VTE and update procedures to deal with them

### Module 14. Health in Old Age

- ◆ Gain knowledge of the mutations and new types of illness at this age
- ◆ Elaborate life histories as the objective of treatment in old age and not as a tool as is done in other age groups

### Module 15. Physiological and Neuropsychological Changes in the Elderly

- ◆ Understand and know the differential aspects of mental disorders at this age
- ◆ Know the clinical and prognostic features of the various disorders of old age
- ◆ Master and manage the interferences of aging in the mental disorders to be treated
- ◆ Learn intervention tools that use the patient's senses as a setting

### Module 16. Psychotherapies and Intervention in the Elderly from a Clinical Psychology Perspective

- ◆ Learn the appropriate dynamics for intervention in the elderly
- ◆ Understand the elderly brain
- ◆ Reposition the therapy towards a regressive and not so much progressive direction in the patient's mental timeline





#### **Module 17. Pharmacological Intervention in the Elderly**

- ◆ Describe and design protocols with patients who take multiple drugs for different chronic disorders
- ◆ Have the ability to include occupational therapy and psychomotor skills in all intervention protocols

#### **Module 18. The Concept of Stress, Associated Human Response and the Aftermath of the Critical Situation**

- ◆ Gain mediation and negotiation skills on benign aspects that are overvalued in the elderly
- ◆ Recognize the emotional withdrawal of elderly patients and allow their expression in a supportive environment

#### **Module 19. Palliative care for the elderly**

- ◆ Have the best tools to offer the best palliative treatments applied to geriatrics



*Meet the challenges and complexities of caring for the geriatric population with the most up-to-date knowledge"*

# 03 Skills

The Advanced Master's Degree in Geriatrics and Gerontology for Nurses will allow the nurse to acquire and update a series of fundamental competencies for the integral approach to the geriatric patient. These include the ability to perform a comprehensive geriatric assessment, the knowledge and application of the different intervention strategies in geriatric syndromes and the detection, prevention and treatment of the most common medical complications in the geriatric population.



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*Acquire fundamental skills for a comprehensive approach to the geriatric patient in this Advanced Master's Degree in Geriatrics and Gerontology for Nurses”*



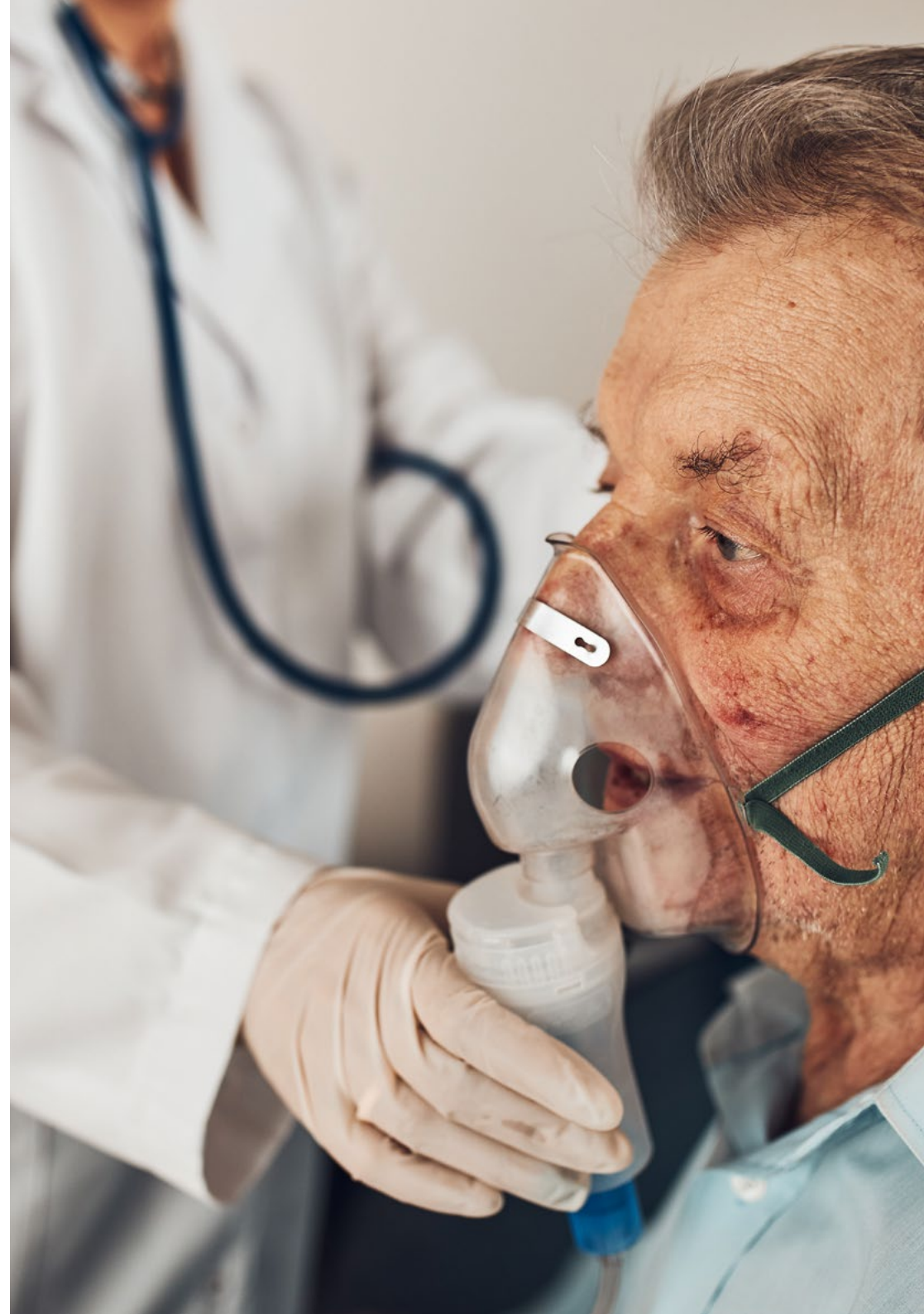
## General Skills

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- ◆ Provide first level care to the geriatric patient from the nursing area
- ◆ Develop within the profession in terms of working with other health professionals, acquiring skills to work as a team
- ◆ Recognize the need to maintain your professional skills and keep them up to date, with special emphasis on autonomous and continuous learning of new information
- ◆ Develop the capacity for critical analysis and research in your professional field

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*Develop evaluation skills, intervention and prevention in key areas such as nutrition, elimination, psychotherapies and neurological pathologies”*







## Specific Skills

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- ♦ Perform a comprehensive assessment of the geriatric patient
- ♦ Establish care guidelines for the geriatric multi-pathological patient
- ♦ Exercise nursing care in patients with metabolic syndrome
- ♦ Safely manage patients with venous thromboembolic disease
- ♦ Safely manage and care for acute and critical phase stroke patients
- ♦ Intervene appropriately in all aspects of geriatric emergencies
- ♦ Understand that the fact of aging is the result of an infinite complex process
- ♦ Consider respect as an antidote to the secondary problems of aging
- ♦ Identify and promote the importance of experience on society
- ♦ Identify and differentiate between the health and illness aspects of old age
- ♦ Know how to effectively evaluate the physical state in old age
- ♦ Adequately take a medical history of an elderly person
- ♦ Know about the essential analyses that must be done and the values of normality and abnormality
- ♦ Manage essential neurological examination maneuvers and techniques
- ♦ Determine the vital elements that are fundamental in old age
- ♦ Know the subject's idea of friendship and how many friends they have at the moment
- ♦ Determine what the friendship relationship has been like and how many friends the subject has had in their life
- ♦ Know the subject's ability to travel or move places
- ♦ Assess their motor coordination
- ♦ Describe the level of fatigue or physical tiredness of the subject
- ♦ Master the negative and positive personality changes that happen in old age
- ♦ Know how personality disorders affect the life of the elderly
- ♦ Acquire a mastery of knowledge about the incidence and consequences of schizoid, dependency, obsessive-compulsive, narcissistic or paranoid personality disorders in the elderly
- ♦ Master and know the dimensions of health
- ♦ Understand and master the consequences of old age on cognitive deterioration
- ♦ Discover the relationship with the core family
- ♦ Ascertain and describe the social organization of the subject's family
- ♦ Evaluate and know the degree of fatigue in the subject's life
- ♦ Observe and detect the degree of vital boredom of the subject, the degree of stress, the degree of helplessness, the degree of loneliness and the degree of laziness
- ♦ Assess and obtain the degree or possibility of subject suicide and mental disorders in the elderly

04

# Course Management

The teaching staff of the Advanced Master's Degree in Geriatrics and Gerontology for Nurses is composed of specialists and nurses with extensive experience in the care of geriatric patients. This teaching team has brought their own practical knowledge to the entire syllabus, giving all topics an approach that is guided by the day-to-day work of the nurse in the geriatric unit.



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*Learn from specialists and nurses with extensive experience in the care of geriatric patients, who will provide you with a practical and focused approach to the reality of caring for elderly patients"*

## International Guest Director

Dr. Abby Altman is a renowned Psychologist specialized in Anthropology and Philosophy. Her line of work focuses on providing personalized therapeutic plans to patients with conditions such as Cognitive Impairment or Dementia in order to optimize their long-term quality of life.

Her passion for integrating behavioral health into primary care has led her to lead important programs focused on mental wellness. One example is iCBT, which promotes neurological resilience. In addition, during her career, she has held strategic roles such as the Director of Brain Support and Wellness Services at Brigham and Women's Hospital in Massachusetts.

Moreover, her leadership skills in healthcare settings have allowed her to contribute to the comprehensive training of specialists. In this way, she has contributed to physicians developing a multidisciplinary approach based on behavioral change.

It should be noted that her work has been recognized internationally on multiple occasions. One of his main contributions is the digital approach in the field of Geriatric Psychotherapy. In this way, she has received a variety of awards for her work in improving access to mental health and the use of motivational interviewing to promote behavior change in users.

Firmly committed to progress in this area, she has balanced this work with her role as a Clinical Researcher. As such, she has conducted multiple exhaustive analyses on topics such as loneliness, behavioral patterns or the adaptation of Cognitive-Behavioral Therapies.

She is also a member of the Motivational Interviewing Trainers Network. In this organization she participates in the design of educational programs and didactic materials of this technique for different contexts, from Primary Care to Addictions management.



## Dr. Altman, Abby

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- Co-director of Neurological Wellness at Brigham and Women's Hospital in Boston, United States
- Geropsychologist at Brigham and Women's Hospital
- Clinical Leader, iCBT program at Brigham and Women's Hospital
- Psychologist at Brigham and Women's Hospital
- Director of Psychology Education at Brigham and Women's Hospital
- Subject Matter Expert at Inflect Health Advisory
- Assistant Project Coordinator at Boston VA Research Institute
- Clinical Psychology Intern at Bay Pines VA Healthcare System
- Behavioral Specialist at Eldercare Assessment & Resources
- Ph.D. in Philosophy at Lehigh University

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

## Guest Director



### Ms. Hernanz Borrego, Giovanna

- ♦ Head of the Nursing Unit for Internal Medicine at the Hospital General Universitario Gregorio Marañón
- ♦ Nurse at Gregorio Marañón General University Hospital
- ♦ Principal investigator and collaborator in several studies
- ♦ Lecturer in postgraduate studies related to nursing
- ♦ University Diploma in Nursing from the Complutense University of Madrid

## Management



### Ms. Verano de la Torre, Marina

- ♦ Health Research Nurse - Jiménez Díaz Foundation University Hospital
- ♦ Nurse in the Traumatology, Urology and Thoracic Surgery Unit at the University Hospital of Getafe
- ♦ Nurse in the Digestive Unit at Puerta de Hierro University Hospital
- ♦ Teaching collaborator in seminars on Comprehensive Geriatric Assessment as part of the Nursing of the Elderly course at the Autonomous University of Madrid
- ♦ Lecturer in the course Update in Nursing Care for the Elderly at the Doctor Rodríguez Lafora Hospital
- ♦ Lecturer in the psychogeriatrics course at the Doctor Rodriguez Lafora Hospital: Role of Nursing in active aging
- ♦ Degree in Nursing from the Autonomous University of Madrid



### Mr. Aguado Romo, Roberto

- ◆ President of the European Institute of Time-Limited Psychotherapy
- ◆ Psychologist in private practice
- ◆ Researcher in Time Limited Psychotherapy
- ◆ Guidance team coordinator for many schools
- ◆ Author of several books on Psychology
- ◆ Communicator and expert in Psychology in the media
- ◆ University courses and postgraduate studies teacher
- ◆ President of the European Institute of Time-Limited Psychotherapies
- ◆ Master's Degree in Clinical and Health Psychology
- ◆ Specialist in Clinical Psychology
- ◆ Selective Dissociation Targeting Specialist

## Professors

### Ms. Mendoza Moreno, Virginia

- ◆ Advanced Practice Nurse in the Hip Fracture Unit of the Department of Geriatrics of the Hospital General Universitario Gregorio Marañón
- ◆ Nurse in Hospitalization of Orthopedic Traumatology, Orthogeriatrics, Orthopedic Surgery and Ophthalmology of the Hospital General Universitario Gregorio Marañón
- ◆ Nurse in Hospitalization of Cardiovascular Surgery and Cardiology at the Hospital General Universitario Gregorio Marañón
- ◆ Collaborating researcher in the multicenter study Registro Nacional de Fracturas de Cadera
- ◆ Diploma in Nursing from Pontificia de Comillas University

### Ms. Rodríguez de la Madrid, Eva María

- ◆ Head of Geriatric Nursing Unit and Emergency Department. Gregorio Marañón General University Hospital
- ◆ Nurse in medical, surgical, geriatric and psychiatric hospitalization units. Diploma in Nursing. University of Leon
- ◆ Master's Degree in Research in Care. Complutense University of Madrid
- ◆ Occupational Risk Prevention Technician. Training Institute of the Ministry of Labor of the Community of Madrid
- ◆ Participation in posters, papers and articles related to Nursing
- ◆ Associate Professor in Health Sciences Programs

**Ms. Valadés Malagón, María Isabel**

- ♦ Nurse of the Acute Geriatrics Unit of the Hospital General Universitario Gregorio Marañón
- ♦ Degree in Nursing by the Universidad Pontificia de Salamanca University Diploma in Social Work from the Complutense University, Madrid

**Ms. Paredes Fernández, Andrea**

- ♦ Nurse of the General Surgery and Digestive System Service of the Hospital General Universitario Gregorio Marañón
- ♦ Nurse at the Emergency Department of the Gregorio Marañón General University Hospital
- ♦ Master's Degree in Integration of Care and Clinical Problem Solving in Nursing by the University of Alcalá
- ♦ Degree in Nursing from the Complutense University of Madrid

**Mr. Anasagasti, Aritz**

- ♦ Director of Emotional Network and expert in Neurodegenerative Diseases and Emotional Intelligence
- ♦ European specialist psychologist in Psychotherapy at the CEP health center in Bilbao
- ♦ Degree in Psychology from the University of the Basque Country
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Psychogeriatrics Specialist
- ♦ Specialist in neurodegenerative diseases from the University of the Basque Country
- ♦ Specialist psychologist in Psychotherapy as a member of the EFPA
- ♦ Psychotherapist certified by the FEAP
- ♦ Europsy Certificate as a Specialist Psychologist and as a Specialist Psychotherapist
- ♦ Member of Zimentarri, IEPTL

**Dr. Fernández, Ángel**

- ♦ Director of the Evaluation and Psychotherapy Center of Madrid
- ♦ European specialist psychologist in Psychotherapy from the EFPA
- ♦ Health Psychologist
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP
- ♦ Author of the TEN technique
- ♦ Head of studies on the Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Specialist in Clinical Hypnosis and Relaxation

**Dr. Martínez Lorca, Manuela**

- ♦ Health Psychologist
- ♦ Professor in the Department of Psychology at the University of Castilla La Mancha CLM
- ♦ Master in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ Degree in Psychology
- ♦ Doctor of Medicine

**Ms. Roldán, Lucía**

- ♦ Health Psychologist
- ♦ Cognitive-behavioral intervention specialist
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in energy therapy intervention



**Ms. Otero, Verónica**

- ♦ Head of the children and youth area of intervention with PTL in the CEP of Bilbao
- ♦ Degree in Psychology from the University of Deusto
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Child and Adolescent Psychologist
- ♦ Specialist in Reciprocal Interaction Therapy
- ♦ Specialist psychologist in Psychotherapy as a member of the EFPA
- ♦ Psychotherapist certified by the FEAP
- ♦ Europsy Certificate as Psychologist Specialist
- ♦ Europsy Certificate as Psychotherapist Specialist

**Dr. Kaiser Ramos, Carlos**

- ♦ Specialist in Otorhinolaryngology and Cervical and Facial Pathology
- ♦ Head of the Otolaryngology department at Segovia General Hospital
- ♦ Member of the Royal Academy of Medicine of Salamanca
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in Psychosomatic Medicine

**Ms. Rubio Sánchez, Bárbara**

- ♦ Specialist Nurse in Geriatrics at the Ramón y Cajal University Hospital
- ♦ Nurse at University Hospital of León
- ♦ Nurse Emergency at La Rules HM Hospital
- ♦ Nurse in the Emergency Department of Hospital Sierrallana
- ♦ Degree in Nursing from the University of León
- ♦ Postgraduate Diploma in Nursing Processes and Interventions in the Field of General Care

**Dr. Martínez Lorca, Alberto**

- ♦ Nuclear Medicine Area Specialist, La Paz University Hospital
- ♦ Physician in the Nuclear Medicine Department of the Ramón y Cajal University Hospital
- ♦ Specialist in nuclear medicine area at the University Hospital Rey Juan Carlos-Quirón
- ♦ Doctor of Medicine
- ♦ Expert researcher in the area of cancer and hormone receptors
- ♦ Medical Education Manager
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Coaching V.E.C
- ♦ Director of Neurological Studies at CEP in Madrid
- ♦ Specialist in Neurology of Dreams and their Disorders
- ♦ Disseminator for the children's population (Teddy Bear Hospital)

**Ms. Veras Basora, Mally Franchesca**

- ♦ Nurse in continuity of care-geriatrics at the University Hospital Fundación Alcorón
- ♦ Nurse in the geriatrics area of the Ramón y Cajal Hospital
- ♦ Nurse in the hospitalization area of the San José Institute Foundation
- ♦ Outpatient nurse in the Emergency Department, specifically in Pediatrics and Gynecology at Hospital Quirón San José
- ♦ Specialist Nurse in Geriatrics at the Ramón y Cajal Hospital
- ♦ Innovation and Creativity Award from the FUDEN Awards for the collaborative study "Model of care coordination between hospital and nursing homes"
- ♦ Degree in Nursing from the Complutense University of Madrid)
- ♦ Master's Degree in Integration of Care and Clinical Problem Solving in Nursing

**Ms. Aya Rodríguez, Sara**

- ◆ Nurse continuity of care - geriatrics at the University Hospital Foundation Alcorcon
- ◆ Nurse in the Palliative Care Unit of the Vianorte Laguna Foundation
- ◆ Innovation and Creativity Award from the FUDEN Awards for the collaborative study "Model of care coordination between hospital and nursing homes"
- ◆ Degree in Nursing from the University of Alcalá
- ◆ Master's Degree in Care Integration and Clinical Problem Solving in Nursing
- ◆ Geriatric Nursing Specialty Training Program by UDM Geriatrics at Consorci Sanitari de L'Anoia (Barcelona)

**Ms. Pérez Panizo, Nuria María**

- ◆ Specialist Nurse in Geriatrics at the Ramón y Cajal University Hospital
- ◆ Member of the Geriatrics research group of the Ramón y Cajal Institute of Health Research
- ◆ Nurse at La Paz University Hospital
- ◆ Nurse at Gregorio Marañón General University Hospital
- ◆ Diploma in Nursing. University of Oviedo
- ◆ Nurse Specialist in Geriatrics by the Ministry of Education, Science and Universities
- ◆ Expert in Clinical Management
- ◆ Degree in Social and Cultural Anthropology





**Ms. Vázquez Prudencio, Carolina**

- ◆ Nurse Geriatric at Henares University Hospital
- ◆ Hospitalization and Home Hospitalization Nurse at Torrejón University Hospital
- ◆ Nurse Residence for the Elderly Edalia Torrejón de Ardoz
- ◆ Specialist Nurse in Geriatrics at the Ramón y Cajal University Hospital
- ◆ Master's Degree in Research and Health Science, Complutense University of Madrid
- ◆ Degree in Nursing Alcalá de Henares University

**Mr Álvarez Martín, Javier**

- ◆ Advanced Practice Nurse in Frailty, Leicester Royal Infirmary, Leicester, UK
- ◆ Nurse in Geriatrics, Red Cross Central Hospital San José y Santa Adela, Madrid
- ◆ Geriatric Nursing Resident, Ramón y Cajal University Hospital, Madrid
- ◆ Specialist in Geriatric Nursing, Ramón y Cajal University Hospital, Madrid
- ◆ Master Advanced Clinical Practice, Montfort University, Leicester, UK
- ◆ Master's Degree in Health Care Research, UCM, Faculty of Nursing, Physiotherapy and Podiatry

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*Lead patient quality and safety systems as applied to the context of clinical management units”*

05

# Structure and Content

The Advanced Master's Degree in Geriatrics and Gerontology for Nursing offers a clear and comprehensive structure, addressing the most relevant and current issues in the field of geriatric care. Throughout its 19 modules, the program provides a broad and deep vision of the biological, psychological and social dimensions of aging, as well as the main geriatric pathologies and syndromes. In this way, the nurse will have a practical reference guide that will continue to be useful even after the completion of the the degree.



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*The Virtual Campus will be available 24 hours a day, and you can download the contents to review them from your smartphone or tablet”*

### Module 1. Old Age from an Anthropological Perspective

- 1.1. From Cicero to Marañón
- 1.2. Aging as a Complex Infinite Process
- 1.3. "Aging is the Only Way to Live a Long Time" Auber
- 1.4. Cultural Anthropology and "Respect" as a Word that Describes the Elderly
- 1.5. History of the Concept of Old Age
- 1.6. Study of Old Age from the Perspective of Psychogeriatrics and Psychogerontology

### Module 2. Aging Considerations for Nursing Care

- 2.1. Geriatrics and Gerontology
- 2.2. Demographics and Economics Associated with Aging
- 2.3. Aging: biological dimension
- 2.4. Aging: Psychological Dimension
- 2.5. Aging: Social Dimension
- 2.6. Geriatric Syndromes
- 2.7. Pharmacology in the Elderly
- 2.8. Nursing Assessment in Geriatrics
- 2.9. Care Resources for the Elderly
- 2.10. Coexistence Forms with the Elderly

### Module 3. Assessment of Health and Disease in Old Age

- 3.1. Physical and Mental Health Aging
- 3.2. Physical Evaluation
  - 3.2.1. Medical History
  - 3.2.2. General Physical Examination
  - 3.2.3. Analysis
  - 3.2.4. Neurological Examination
  - 3.2.5. Other Explorations





- 3.3. Psychic Assessment
  - 3.3.1. Medical History
  - 3.3.2. Life History
  - 3.3.3. Cognitive Assessment
  - 3.3.4. Assessment of Memory and Attention
  - 3.3.5. Behavioral Assessment
  - 3.3.6. Evaluation of the Most Common Psychological Disorders in Old Age
- 3.4. Social Assessment
  - 3.4.1. Social Network Shared
  - 3.4.2. Belonging to a Group
  - 3.4.3. How Many Friends Do They Have at This Moment?
  - 3.4.4. How Many Friends Did They Previously Have?
  - 3.4.5. Economic Capacity
  - 3.4.6. Recent and Previous Relationships
  - 3.4.7. Social Implication
- 3.5. Physical Aging
- 3.6. Physical Activity
  - 3.6.1. Autonomy of Movement
  - 3.6.2. Capacity to Travel or Move Around
  - 3.6.3. Motor Coordination
  - 3.6.4. Level of Tiredness and Fatigue
  - 3.6.5. Daily Life Activities
- 3.7. Mental Activity
  - 3.7.1. Ability to Read
  - 3.7.2. Ability to Have a Discussion
  - 3.7.3. Flexibility/Rigidity in Reasoning
  - 3.7.4. Creativity in Old Age
- 3.8. Problem Solving Activities
  - 3.8.1. Ability to Maintain a Conversation
  - 3.8.2. Break Out of the Monologue
  - 3.8.3. Empathize
  - 3.8.4. Conflict Resolution
  - 3.8.5. Allow Win-Win Relationships

#### Module 4. Aging from the Perspective of Personality Traits

- 4.1. Personality Studies and Theories on the Process of Aging
- 4.2. Social Dynamics and Role of the Elderly Person
- 4.3. Experiences and Current Research in Psychogeriatrics
- 4.4. Negative Changes in Personality
  - 4.4.1. Egocentrism
  - 4.4.2. Dependency
  - 4.4.3. Dogmatism
  - 4.4.4. Stiffness
  - 4.4.5. Intolerance
  - 4.4.6. Disobedience
  - 4.4.7. Pessimism
  - 4.4.8. Impatience
  - 4.4.9. Disrespectful
  - 4.4.10. Insecure
  - 4.4.11. Gnarly
  - 4.4.12. Associable
- 4.5. Positive Changes in Personality
  - 4.5.1. Sincerity
  - 4.5.2. Calmness
  - 4.5.3. Unconcerned
  - 4.5.4. Discrete
  - 4.5.5. Straightforward
  - 4.5.6. Generous
  - 4.5.7. Tender
  - 4.5.8. Honest
  - 4.5.9. Humble
  - 4.5.10. Kind
  - 4.5.11. Safety
  - 4.5.12. Understanding
- 4.6. How Do Personality Disorders Affect the Elderly?

- 4.7. Research in Personality Disorders in Old Age
  - 4.7.1. Schizoid Personality Disorder
  - 4.7.2. Dependency-Based Personality Disorder
  - 4.7.3. Obsessive Compulsive Personality Disorder
  - 4.7.4. Narcissistic Personality Disorder
  - 4.7.5. Paranoid Personality Disorder
- 4.8. The Aging Process Improves or Worsens Personality Disorders
- 4.9. Situation for the Study and Evaluation of Personality Disorders in Old Age

#### Module 5. Nutritional sphere in the elderly

- 5.1. Nutritional Assessment of the Elderly
- 5.2. Nutritional Requirements, Overweight and Obesity
- 5.3. Malnutrition and Nutritional Supplements
- 5.4. Sarcopenia
- 5.5. Oral Health: Evaluation and Recommendations (Xerostomia, Candidiasis)
- 5.6. Therapeutic Devices, Indications and Care
- 5.7. Dehydration and Ionic Disturbances in the Elderly
- 5.8. Diabetes in the Elderly
- 5.9. Therapeutic Diets
- 5.10. Technical Aids for Feeding

#### Module 6. Skin in the Elderly

- 6.1. Skin Organ Changes in Aging
- 6.2. Dependency-Related injuries: Pressure Ulcers
- 6.3. Dependency-Related injuries: Moisture associated skin lesions (MOASL)
- 6.4. Vascular Ulcers
- 6.5. Diabetic Foot
- 6.6. Kennedy's Ulcers
- 6.7. Scales for Assessing the Risk of Developing Dependency-Related Injuries
- 6.8. Treatment of Skin Injuries: Cures
- 6.9. Treatment of Skin Injuries: Pressure relief surfaces
- 6.10. Care of the Elderly with Loss of Skin Integrity



## Module 7. Functional Sphere in the Elderly

- 7.1. Skeletal Muscle System Changes in Aging
- 7.2. Functional Assessment
- 7.3. Fragility for
- 7.4. Most Prevalent Musculoskeletal Diseases in the Elderly
- 7.5. Hip Fracture
- 7.6. Immobility and its Consequences for the Elderly
- 7.7. Hospital Functional Impairment
- 7.8. Prehabilitation and Rehabilitation
- 7.9. Mobilization and Ergonomics
- 7.10. Technical Aids

## Module 8. Neurological Alterations: Cognitive impairment and dementia

- 8.1. Nervous System Changes in Aging
- 8.2. Acute Confusional Syndrome
- 8.3. Cognitive impairment and dementia
- 8.4. Psychobehavioral Symptoms of Dementia: Definition and Assessment
- 8.5. Psychobehavioral Symptoms of Dementia: Non-Pharmacological Treatment
- 8.6. Mechanical Restraints in the Elderly
- 8.7. Cognitive Stimulation
- 8.8. The Carer of the Person with Dementia

## Module 9. Most prevalent neurological and sensory organ disorders in the elderly

- 9.1. Stroke
- 9.2. Parkinson's Disease
- 9.3. Dysphagia: Definition and Classification
- 9.4. Swallowing Assessment
- 9.5. Adaptation of Diet and Technical Aids
- 9.6. Rehabilitative Treatment of Dysphagia
- 9.7. Sleep Disorders in the Elderly
- 9.8. Anxiety and Depression in the Elderly
- 9.9. Changes in Vision and Prevalent Diseases in the Elderly
- 9.10. Changes in Hearing and Prevalent Diseases in the Elderly

## Module 10. Social Sphere in the Elderly

- 10.1. Social Determinants of Health
- 10.2. Social Image of Aging
- 10.3. The Caregiver
- 10.4. Incapacitation: Legal Guardian
- 10.5. Loneliness in the Elderly
- 10.6. Leisure in the Elderly
- 10.7. Abuse of the Elderly
- 10.8. Sexuality in the Elderly

## Module 11. The Individual and the Family

- 11.1. What is Family?
  - 11.1.1. Family Life Cycle
  - 11.1.2. Family Sociability
  - 11.1.3. New Intergenerational Conflicts
  - 11.1.4. Nuclear Family
  - 11.1.5. Modern Family
  - 11.1.6. Social Organization of Sexual Relationships
- 11.2. Regulatory Processes of Family Life
  - 11.2.1. Family Temperament
  - 11.2.2. Family Identity
- 11.3. The Family Development and Growth Process
  - 11.3.1. Sandwich Generation
  - 11.3.2. Tupac Amaru Syndrome
  - 11.3.3. Family Aging
- 11.4. Functional Family in Old Age
  - 11.4.1. Support of Demands and Needs
  - 11.4.2. Parenthood
  - 11.4.3. Subsidiary Responsibility
- 11.5. Stability of Change and Placement of Authority

- 11.6. Aging Within the Family
  - 11.6.1. The Family and the Importance of Contributing and Being Productive
  - 11.6.2. Psychosocial Aspects of the Family
  - 11.6.3. Structure
  - 11.6.4. Mechanisms of action
  - 11.6.5. Family as a Health and Social Network in Old Age
  - 11.6.6. Current Role of Old Age in 21st Century Families
- 11.7. The 70s Crisis
  - 11.7.1. Retirement
  - 11.7.2. Dependency
  - 11.7.3. Depression
- 11.8. The Family of Today and of the Future
- 11.9. Quality of Life, Family and Modifications that Occur in Old Age
  - 11.9.1. Society and Aging
  - 11.9.2. How Does Our Body Transform with Old Age?
  - 11.9.3. Psychology and Old Age Metapsychology
- 11.10. Aging with Satisfaction
- 11.11. Fulfilling Basic Needs in Old Age

## Module 12. Elimination in the Elderly

- 12.1. Changes in the Excretory System in Aging
- 12.2. Incontinence in the Elderly
- 12.3. Incontinence Care: Absorbent Pads, Therapeutic Devices and Technical Aids
- 12.4. Incontinence Rehabilitation
- 12.5. Neurogenic Bladder
- 12.6. Urinary Tract Infections
- 12.7. Acute Urinary Retention
- 12.8. Constipation and Fecal Impaction
- 12.9. Diarrhea in the Elderly
- 12.10. Pharmacotherapy of Elimination Disorders





### Module 13. Falls in the Elderly

- 13.1. Immediate Attention to the Fall
- 13.2. Fall Assessment
- 13.3. Consequences of the Fall
- 13.4. Cardiovascular Causes of the Fall
- 13.5. Neurology Causes of the Fall
- 13.6. Infectious Causes of the Fall
- 13.7. Respiratory and Endocrine Causes of the Fall
- 13.8. Digestive Causes of the Fall
- 13.9. Musculoskeletal Causes of the Fall
- 13.10. External Aspects of the Fall

### Module 14. Health in Old Age

- 14.1. Review of the Dimensions of Health
- 14.2. Mental and Emotional Health
  - 14.2.1. Conserving Time and Space Relationship
  - 14.2.2. Maintaining Short-Term Memory
- 14.3. Habits and Cognitive Style
- 14.4. Emotional Schemes
- 14.5. Basic Needs Met
- 14.6. Resilience
- 14.7. Preservation of the Biography
- 14.8. Mental Flexibility and Sense of Humor
- 14.9. Physical Health
  - 14.9.1. Addiction
  - 14.9.2. Chronic Diseases
  - 14.9.3. History of Disease/Illness
- 14.10. Past Assisted Care
- 14.11. Stress Level
- 14.12. Social Health

### Module 15. Physiological and Neuropsychological Changes in the Elderly

- 15.1. Changes to the Nervous System
  - 15.1.1. Neuropsychological and Psychopathological Alterations in Old Age
  - 15.1.2. Characteristics in the Elderly that Affect Drug Intervention
- 15.2. Psychopathology and Neuropathology in Consciousness and Perception Disorders in the Elderly
  - 15.2.1. Biopsychosocial Factors in Life Fatigue
  - 15.2.2. Stress in the Daily Life of an Elderly Person
  - 15.2.3. Attention, Learning and Memory
  - 15.2.4. Helplessness
  - 15.2.5. Insulation
  - 15.2.6. Loneliness
  - 15.2.7. Boredom
  - 15.2.8. Neglect
  - 15.2.9. Suicide in Elderly People
- 15.3. Affective Disorders in Elderly People
- 15.4. Sleep Disorders in Elderly People

### Module 16. Psychotherapies and Intervention in the Elderly from a Clinical Psychology Perspective

- 16.1. Common and Differential Elements in Psychotherapy of Elderly People
- 16.2. Different Types of Conflicts and Models that Explain Health and Illness Behaviors
- 16.3. Competent Scenarios and Motivational Interviewing
- 16.4. Behavior Modification and Time-Limited Psychology in Old Age
- 16.5. Functional Analysis
- 16.6. Systemic Therapy
- 16.7. MRI: Brief Problem-Focused Therapy
- 16.8. SFBT: Solution-Focused Brief Therapy
- 16.9. Family Sculpting
- 16.10. Narrating Metaphoric Stories
- 16.11. Prescriptions: Healing Processes
- 16.12. Original Prescriptions
- 16.13. Strategic Therapy and Constructivism
  - 16.13.1. Bonding and Framing of the Elderly Patient in Psychotherapy

### Module 17. Pharmacological Intervention in the Elderly

- 17.1. Geriatric Psychopharmacology
- 17.2. Fragility and Vulnerability of the Elderly
- 17.3. Polypharmacy in the Elderly
- 17.4. Pharmacokinetic Changes
  - 17.4.1. Lowering of Body Water Levels
  - 17.4.2. Reduced Protein Binding
  - 17.4.3. More Time Taken to Reach Peak Plasma Levels
  - 17.4.4. Greater Variability in Achieving Stable Plasma Levels
  - 17.4.5. Reduced Hepatic Metabolism
  - 17.4.6. Reduced Renal Clearance
  - 17.4.7. Risk of Interactions
  - 17.4.8. New Pharmacodynamics
- 17.5. Pharmacological Treatment for Anxiety of Elderly People
  - 17.5.1. Benzodiazepines
  - 17.5.2. ISRS
  - 17.5.3. Atypical Antidepressants
- 17.6. Pharmacological Treatment for Depression in Elderly People
  - 17.6.1. ISRS
  - 17.6.2. Non-Tricyclic Antidepressants
  - 17.6.3. Dual Antidepressants
- 17.7. Pharmacological Treatment for Bipolar Disorder in the Elderly
  - 17.7.1. Lithium
  - 17.7.2. Anti-Convulsants
- 17.8. Antiseizure Medications
- 17.9. Medications for Agitation in the Elderly
- 17.10. Pharmacology of Confusion
- 17.11. Drugs for Dementia
- 17.12. Medication Against Deficiencies
- 17.13. Pharmacological Intervention in Somatization

## Module 18. The Concept of Stress, Associated Human Response and the After Effects of a Critical Situation

- 18.1. What is Stress?
- 18.2. Biology of the Stress Response
- 18.3. Biochemistry of Stress
- 18.4. Basic Emotions
- 18.5. The Biology of Stress in a Critical Situation
- 18.6. Development of the Stress Response
- 18.7. Psychological Defence Mechanisms Associated with the Critical Situation
- 18.8. Self-Management, The Management of One's Own Emotions
- 18.9. Being proactive
- 18.10. Create an Environment of Trust
  - 18.10.1. The Importance of Trust
  - 18.10.2. The Four Pillars of Trust
- 18.11. Empathic Listening
- 18.12. Applied Communication Skills
  - 18.12.1. The Communication Process
  - 18.12.2. Guidelines for Effective Communication
  - 18.12.3. Common Errors in Transmitting Information
  - 18.12.4. Common Errors in Receiving Information
- 18.13. Representational Systems
- 18.14. Handling Difficult Discussions and Conversations
  - 18.14.1. Introduction
  - 18.14.2. The "Who's Right?" Conversation
  - 18.14.3. Conversations about Emotions
  - 18.14.4. Conversations about Identity
- 18.15. Effective Use of Questions
- 18.16. Paraphrasing
- 18.17. Influence Techniques to Overcome Resistance
  - 18.17.1. Managing Motivation
  - 18.17.2. Strategies to Support Change
- 18.18. Achieving a Small "Yes"
- 18.19. Speaking about the Present and the Future
- 18.20. Expressing Ourselves with "I" Messages
- 18.21. Accompanying and Leading
- 18.22. Set the Person to Do Something

## Module 19. Palliative care for the elderly

- 19.1. Introduction to palliative care
- 19.2. Complexity Palliative Care Criteria
- 19.3. Main Symptoms in Palliative Care I
- 19.4. Main Symptoms in Palliative Care II
- 19.5. Routes of Administration of Pharmacological Treatment
- 19.6. Psychological Care in Palliative Care Grief and Family
- 19.7. Advance Care Planning
- 19.8. End-of-life Care, Limiting Therapeutic Effort, and Palliative Sedation
- 19.9. Euthanasia and Assisted Suicide
- 19.10. Ethical Conflicts in Palliative Care



*A specific syllabus on nursing emergencies that will be fundamental for your professional development"*

# 06

# 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 Nursing School we use the Case Method

In a given situation, what should a professional do? 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. Nurses learn better, faster, and more sustainably over time

*With TECH, nurses can experience a learning methodology 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, in an attempt to recreate the real conditions in professional nursing practice



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*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. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care
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 case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases



*The nurse will learn through real cases and by solving 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 we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. 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 really 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



### Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, 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 them as many times as you want



### 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





#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful  
 Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning



07

# Certificate

The Advanced Master's Degree in Geriatrics and Gerontology for Nursing guarantees students, in addition to the most rigorous and up to date education, access to an Advanced Master's Degree issued by TECH Technological University.



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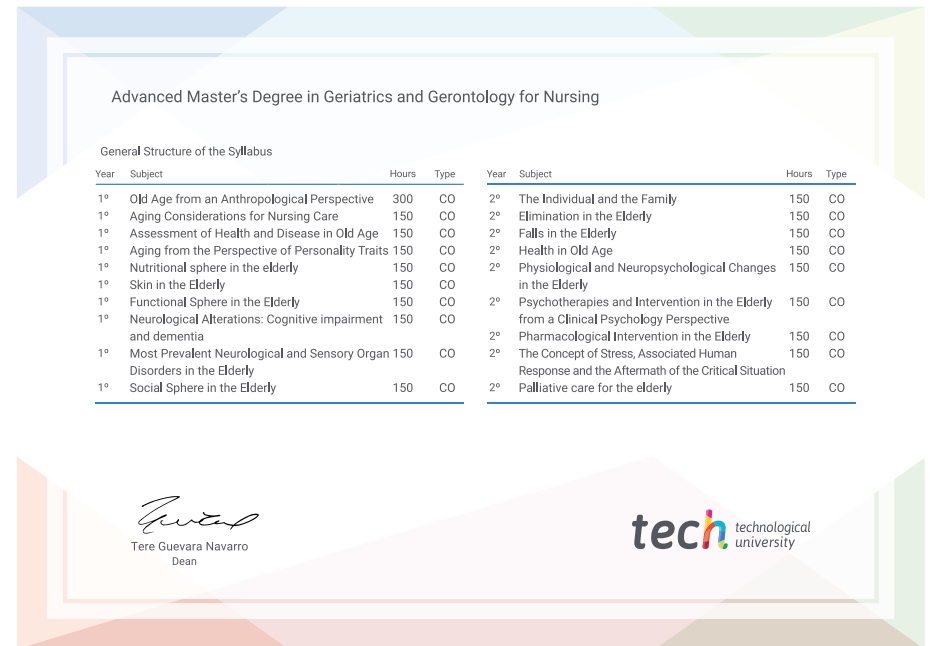
*Successfully complete this program  
and receive your degree without having  
to travel or fill out laborious paperwork”*

This **Advanced Master's Degree in Geriatrics and Gerontology for Nursing** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Advanced Master's Degree** diploma issued by **TECH Technological University** via tracked delivery\*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Advanced Master's Degree in Geriatrics and Gerontology for Nursing**  
 Official No. of Hours: **3,000 h.**



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





## Advanced Master's Degree Geriatrics and Gerontology for Nursing

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Advanced Master's Degree Geriatrics and Gerontology for Nursing

