

# Professional Master's Degree Psychogeriatrics for Nursing





## Professional Master's Degree Psychogeriatrics for Nursing

Course Modality: Online

Duration: 12 months.

Certificate: TECH - Technological University

60 ECTS Credits

Teaching Hours: 1,500 hours.

Website: [www.techtute.com/us/nursing/professional-master-degree/master-psychogeriatrics-nursing](http://www.techtute.com/us/nursing/professional-master-degree/master-psychogeriatrics-nursing)

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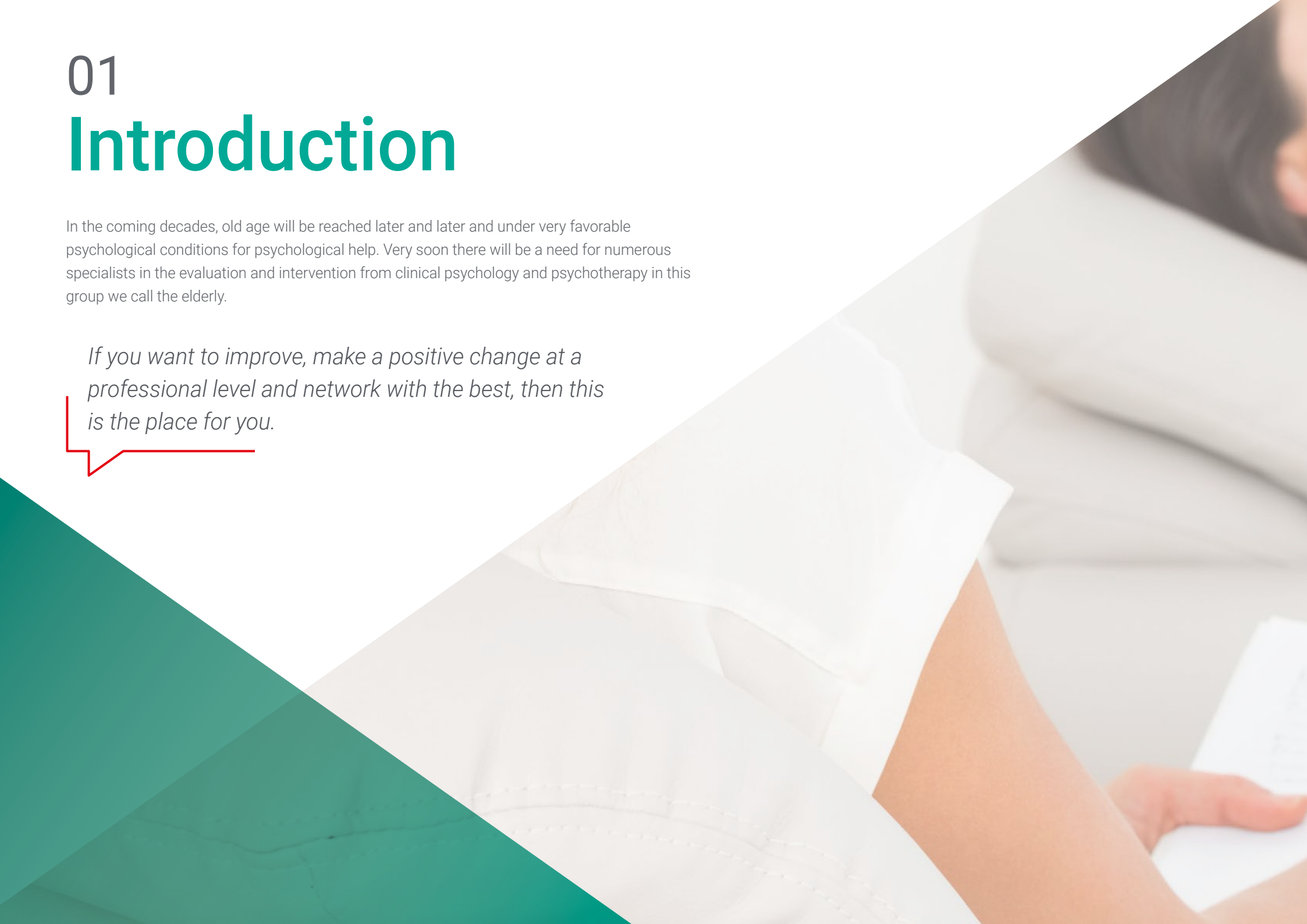
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# 01

# Introduction

In the coming decades, old age will be reached later and later and under very favorable psychological conditions for psychological help. Very soon there will be a need for numerous specialists in the evaluation and intervention from clinical psychology and psychotherapy in this group we call the elderly.

*If you want to improve, make a positive change at a professional level and network with the best, then this is the place for you.*



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*Improve your knowledge in this Professional Master's Degree in Psychogeriatrics for Nursing through this program, where you will find the best didactic material with real clinical cases. Learn here about the latest advances in the specialty to be able to perform a quality psychological praxis”*

There is no other Master's degree on the market that has really designed its own strategies for the senior brain. Most of them try to alleviate the sequelae of diseases or simply accompany the elderly person in an attempt to improve their suffering. In this Master we design a whole intervention guided to the knowledge of brain functioning from the age of 65 years and that aims not so much to make a palliative treatment, but to try to get the elderly who suffers to get out of this suffering and thus settle in the satisfaction.

By taking this Professional Master's Degree you will learn to analyze the current situation of old age in our society, as well as to prepare yourself for the immediate future, since, in the coming decades, when today's young people become "old", new knowledge and tools will be needed to achieve the best possible quality of life.

Knowing the history of the person is fundamental whatever the age at which we work, but in old age it is essential not only as a means of knowledge to be able to intervene, but also as an end of the intervention itself.

The work of loneliness, boredom, physical pain and cognitive deficiencies is essential for the psychologist to be effective in the intervention in the elderly, but above all the emotional management of each moment is perhaps the most interesting asset to ensure that the old people of tomorrow can continue to be masters of their lives.

This **Professional Master's Degree in Psychogeriatrics for Nursing** contains the most complete and up to date scientific program on the market. The most important features of the program include:

- ◆ More than 75 clinical cases presented by psychology experts. The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ◆ Diagnostic and therapeutic novelties on Psychogeriatrics.
- ◆ It contains practical exercises where the self-evaluation process can be carried out to improve learning.
- ◆ Algorithm-based interactive learning system for decision-making in the presented clinical situations.
- ◆ With special emphasis on evidence-based psychology and research methodologies in psychology.
- ◆ All of this will be complemented by 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.



*Update your knowledge with the Professional Master's Degree in Psychogeriatrics for Nursing"*

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*This training may be the best investment you can make in the selection of an up-to-date program for two reasons: in addition to updating your knowledge in this Online Professional Master's Degree in Psychogeriatrics for Nursing you will obtain a Professional Master's Degree from TECH - Technological University"*

The teaching staff includes professionals from the field of psychology, who bring their experience to this training program, as well as renowned specialists from leading scientific societies.

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 training program to train in real situations.

This program is designed around Problem Based Learning, whereby the student will must try to solve the different professional practice situations that arise during the course. For this purpose, the psychologist will be assisted by an innovative interactive video system created by renowned and experienced experts in the field with extensive teaching experience.

*Increase your decision-making confidence by expanding your knowledge through this master's degree.*

*Make the most of the opportunity to learn about the latest advances in Psychogeriatrics and improve your patient care.*



02

# Objectives

The program is oriented towards achieving the development of theoretical-practical learning, so that the specialist is able to keep their knowledge up-to-date in order to practice their profession with complete safety.





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*This training is designed to help you update your knowledge in this Online Master's Degree in Psychogeriatrics for Nursing with the use of the latest educational technology, to contribute with quality and safety to decision-making, diagnosis, treatment, and patient support"*



## General Objectives

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- Provide the student with knowledge about the infinite complexity of old age.
- Training and mastery in dealing with the psychological state of the elderly.
- Learning to design multidisciplinary intervention protocols for the elderly.
- Mastering assessment, differential diagnosis and intervention in old age.
- Provide skills to accompany in old age from the here and now.
- Describe and teach the necessary knowledge to face the disease of aging and its relationship with the life lived.



## Specific Objectives

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- Manage the characteristics of old age and its consequences on human behavior.
- Evaluate and diagnose taking into account the social and affective fabric in which the elderly person finds themselves.
- Perform and adapt intervention protocols within an interdisciplinary framework.
- Develop psychosocial intervention protocols taking into account the patient's role in their family.
- Training in listening and silence management with elderly patients.
- Understanding and mastering the therapeutic situation to become a referent for a senior.
- Provide skills to understand and relate to the loss of patients, and from there to accompany them in the transition.





- ◆ Learn the appropriate dynamics for intervention in the elderly.
- ◆ Understand and know the differential aspects of mental disorders at these ages.
- ◆ Know the clinical and prognostic features of the different disorders of the elderly.
- ◆ Master and manage the interferences of aging in the mental disorders being treated.
- ◆ Describe and design protocols with patients taking multiple drugs for different chronic disorders.
- ◆ Be able to include occupational therapy and psychomotor skills in all intervention protocols.
- ◆ Understand the aging brain.
- ◆ Have the ability to mediate and negotiate on benign aspects that are overvalued in the elderly.
- ◆ Reposition the therapy in a regressive rather than progressive direction in the patient's mental time.
- ◆ Understand the mutations and the new forms of illness in these ages.
- ◆ Recognize the emotional sequestration of elderly patients and allow their expression in a supportive environment.
- ◆ Elaborate life stories as the objective of treatment in old age and not as a means as it is done in other ages.
- ◆ Learn intervention tools that have the patient's senses in center stage.

# 03 Skills

After passing the evaluations on the Professional Master's Degree in Psychogeriatrics for Nursing, the psychologist will have acquired the necessary professional skills for quality, up-to-date practice based on the most recent scientific evidence.





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*With this program you will be able to master new diagnostic and therapeutic procedures in Psychogeriatrics for Nursing”*

At the end of this master the psychologist will be able to:



### Basic Skills

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- ♦ Know how to place old age within the human condition as a whole.
- ♦ Be able to evaluate the changes produced by old age at the physical, psychological and social levels.
- ♦ Be able to develop theories and models that explain the relationship between old age and personality changes.
- ♦ Put at the student's service all the research and technology that will allow us to keep the majority of senior citizens in good health in all its dimensions.
- ♦ Have adequate models and knowledge to understand the role of the elderly in the 21st century family.
- ♦ Master the physiological and neurological changes that occur in old age.
- ♦ Have an array of psychosocial interventions to alleviate the elderly clinic.
- ♦ Understand, master and interact from psychology with pharmacological treatments in the elderly.



### General Skills

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- ♦ Develop the profession with respect to other health professionals, acquiring skills to work as a team
- ♦ Recognize the need to maintain and update professional skills with special emphasis on autonomous and continuous learning of new knowledge
- ♦ Develop the capacity for critical analysis and research in the field of their profession



### Specific Skills from the Degree

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- ♦ Have a global knowledge of aging in the evolution of the human being.
- ♦ Know that aging is the result of a process of infinite complexity.
- ♦ Consider respect as an antidote to problems secondary to aging.
- ♦ Know the values involved in aging.
- ♦ Identify and enhance the importance of experience in society.
- ♦ Identify and differentiate aspects of health and disease in the elderly.
- ♦ Know how to effectively assess physical fitness in the elderly.
- ♦ Adequately take the elderly's medical history.

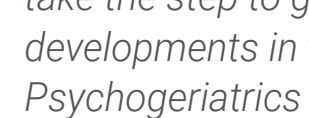


- ◆ Know the fundamental elements of routine physical examination.
- ◆ Know about the essential tests to be performed and their normal and abnormal values.
- ◆ Manage the essential neurological examination maneuvers and techniques.
- ◆ Incorporate the psychic exploration in the clinical history of the elderly.
- ◆ Determine the fundamental vital elements in the elderly.
- ◆ Have knowledge of cognitive assessment in the elderly.
- ◆ Have knowledge of memory and attention.
- ◆ Have knowledge of behavior.
- ◆ Have knowledge of the most frequent psychological disorders.
- ◆ Obtain the social organization chart that acts as a network for the subject.
- ◆ Ascertain and evaluate the subject's group membership.
- ◆ 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.
- ◆ Identify and describe the economic base of the subject.
- ◆ Evaluate and detect the recent and old relationships that the subject has in their biography.
- ◆ Determine what social involvement the subject has at this time.
- ◆ Evaluate and ascertain the subject's level of physical aging.
- ◆ Obtain information on physical activity throughout the subject's lifetime.
- ◆ Analyze autonomy in movement.
- ◆ Know the subject's ability to travel or move.

- ♦ Evaluate their motor coordination.
- ♦ Describe the subject's level of fatigue or physical tiredness.
- ♦ Analyze daily activities.
- ♦ Know how much time the subject spends reading.
- ♦ Know how much time the subject spends socializing.
- ♦ Evaluate the subject's capacity for flexibility or stiffness.
- ♦ Establish the level of creativity of the subject.
- ♦ Identify their ability to hold a conversation.
- ♦ Identify their ability to break out of their monologue.
- ♦ Identify their ability to empathize.
- ♦ Identify their ability of conflict resolution.
- ♦ Find out if they have win-win relationships.
- ♦ Achieve and master the knowledge of personality studies and how aging affects them.
- ♦ Study the roles of the elderly in society at this time.
- ♦ Know, discover and master the current lines of research in Psychogeriatrics for Nursing.
- ♦ Master the negative personality changes that come with old age.
- ♦ Master the Positive personality changes that come with old age.
- ♦ Know how personality disorders affect the life of the elderly.
- ♦ Master the knowledge about the incidences and consequences of schizoid personality disorders in the elderly.
- ♦ Master the knowledge of dependency disorders in the elderly.
- ♦ Master the knowledge about obsessive-compulsive disorders in the elderly.
- ♦ Master the knowledge about narcissism in the elderly.
- ♦ Master the knowledge about paranoia in the elderly.
- ♦ Know how personality disorders worsen or improve with aging.
- ♦ Master and know the dimensions of health
- ♦ Evaluate the impact of old age on the conservation of time and space.
- ♦ Evaluate the impact of short-term memory.
- ♦ Evaluate the impact of cognitive habits and styles.
- ♦ Evaluate the impact of emotional schemes.
- ♦ Evaluate the impact of basic needs.
- ♦ Evaluate the impact of capacity for resilience.
- ♦ Evaluate the impact of preservation of the biography.
- ♦ Evaluate the impact of mental flexibility.
- ♦ Evaluate the impact of the use of humor.
- ♦ Evaluate the impact of stress levels.
- ♦ Evaluate the impact of the ability to travel.
- ♦ Evaluate the impact of consulting newspapers, radios, TV or books.
- ♦ Evaluate the impact of social hobbies.
- ♦ Know and master the impact of aging on cognitive impairment.
- ♦ Evaluate and learn about the subject's family.
- ♦ Know how to detect intergenerational conflicts.
- ♦ Discover the relationship with the family unit.
- ♦ Find out and describe the social organization of the subject's family.
- ♦ Know, understand and master the regulatory processes of the subject's family life.
- ♦ Find out the dysfunctionality of the subject's family.



- ◆ Know and master the basic elements of the functional family in the elderly.
- ◆ Recognize and manage limits regarding the subject.
- ◆ Know how to focus on specific problems of the subject's family.
- ◆ Take into account the ideology of the family.
- ◆ Find out and detect the family's capacity for change.
- ◆ Evaluate the flexibility in the relationships between the components of the elderly person's family.
- ◆ Describe where power is located in the subject's family unit.
- ◆ Find out how retirement affects the subject.
- ◆ Evaluate the degree of dependence of the subject.
- ◆ Evaluate the subject's ability to become depressed.
- ◆ Identify the quality of life of the family and the subject.
- ◆ Know and describe the changes in the central nervous system.
- ◆ Evaluate and know the degree of fatigue in the subject's life.
- ◆ Observe and detect the degree of vital boredom of the subject.
- ◆ Observe and detect the degree of stress.
- ◆ Observe and detect the degree of helplessness.
- ◆ Observe and detect the degree of loneliness.
- ◆ Observe and detect the degree of neglect.
- ◆ Assess and obtain the degree or likelihood of suicide of the subject.
- ◆ Assess and obtain the degree of mental disorders in the elderly.
- ◆ Know, understand and master group psychotherapy.
- ◆ Know, understand and master systemic family therapy.
- ◆ Know, understand and master body therapies.
- ◆ Know, understand and master time-limited psychotherapy.
- ◆ Know, understand and manage geriatric psychopharmacology.
- ◆ Master and understand pharmacokinetic changes in the elderly.
- ◆ Describe and understand the impact of benzodiazepines in the elderly.
- ◆ Describe and understand the impact drugs for depression.
- ◆ Describe and understand the impact bipolar disorder.
- ◆ Describe and understand the impact dementias.



*Take advantage of the opportunity and take the step to get up to date on the latest developments in the management of Psychogeriatrics for Nursing.*

04

# Course Management

The program's teaching staff includes leading specialists in Psychogeriatrics for Nursing, who bring the experience of their work to this training program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



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*Learn the latest advances in  
Psychogeriatrics for Nursing from leading  
professionals"*

## Management



### Anasagasti, Aritz

- European specialist psychologist in Psychotherapy by the EFPA at the CEP health center in Bilbao
- President of Emotional Network
- Professional Master's Degree in Time-Limited Psychotherapy and Health Psychology.
- Specialist in Psychogeriatrics for Nursing
- Creator of the homebased intervention.
- Member of the Basque Association of Gestalt Therapy
- Reciprocal Interaction Psychotherapist
- Specialist in neurodegenerative diseases from the Basque Country University.
- Responsible for the computer development of Emotional Management and treatment in the elderly

## Coordinator



### Aguado Romo, Roberto

- Psychologist specialized in clinical psychology.
- European specialist psychologist in psychotherapy.
- Managing Director of the evaluation and psychotherapy centers in Madrid, Bilbao, and Talavera de la Reina.
- Author of Time-Limited Psychotherapy
- Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies.

## Professors

### **Dr. Martínez Lorca, Alberto.**

- ◆ Specialist in nuclear medicine. Rey Juan Carlos University Hospital - Madrid. Madrid. Spain.

### **Fernández Sánchez, Angel**

- ◆ European specialist psychologist in Psychotherapy from the EFPA
- ◆ Health Psychologist. Master's Degree in Clinical and Health Psychology
- ◆ Director of the Evaluation and Psychotherapy Center of Madrid
- ◆ Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP
- ◆ Author of the T.E.N. technique.
- ◆ Head of studies for the Professional Master's Degree in Time-Limited Psychotherapy and Health Psychology.
- ◆ Specialist in Clinical Hypnosis and Relaxation

### **Kaiser, Carlos. M.D.**

- ◆ Otolaryngologist.
- ◆ Head of the Otolaryngology department at Segovia General Hospital
- ◆ Member of the Royal Academy of Medicine of Salamanca
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ◆ Expert in Psychosomatic Medicine

### **Martínez-Lorca, Manuela**

- ◆ Doctorate in Psychology from the University of Castilla-La Mancha
- ◆ Health Psychologist. Lecturer at the Department of Psychology at the UCLM
- ◆ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies.
- ◆ Specialist in Clinical Hypnosis and Relaxation

### **Roldan, Lucia**

- ◆ Health Psychologist
- ◆ Cognitive-behavioral intervention specialist
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ◆ Expert in energy therapy intervention

### **Otero, Veronica**

- ◆ European specialist psychologist in Psychotherapy at the CEP health center in Bilbao
- ◆ Head of the children and youth area of intervention with PTL in the CEP of Bilbao
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ◆ Child and Adolescent Specialist

### **Zabala-Baños, M<sup>a</sup> Carmen**

- ◆ Doctorate in Psychology from the Castilla la Mancha University
- ◆ Health Psychologist. Master's Degree in Clinical and Health Psychology
- ◆ Master in Time-Limited Psychotherapy and Health Psychology
- ◆ Psychosocial and Work Rehabilitation Specialist
- ◆ UCLM European specialist psychologist in psychotherapy. EFPA.
- ◆ Specialist in Clinical Hypnosis and Relaxation

05

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best hospitals and universities in the country, who are aware of the relevance of up-to-date training to be able to intervene with patients with mental illness or psychological disorders and are committed to quality teaching through new educational technologies.





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*This Professional Master's Degree in Psychogeriatrics for Nursing contains the most complete and up to date scientific program on the market”*

## Module 1. Old Age from an Anthropological Perspective

- 1.1. From Cicerón to Marañón.
- 1.2. Aging is a Process of Infinite Complexity.
- 1.3. "Growing Old is the Only Way to Live Long" Auber.
- 1.4. Cultural Anthropology and "Respect" as a Word That Defines the Elderly.
- 1.5. History of the Concept of Old Age.
- 1.6. Study of Old Age from Psychogeriatrics for Nursing and Psychogerontology.

## Module 2. Health and Disease Assessment in Old Age

- 2.1. Physical and Mental Health in Aging.
- 2.2. Physical Evaluation
  - 2.2.1. Medical History.
  - 2.2.2. General Physical Evaluation.
  - 2.2.3. Analysis
  - 2.2.4. Neurological Examination.
  - 2.2.5. Other Examinations.
- 2.3. Psychical Assessment.
  - 2.3.1. Medical History.
  - 2.3.2. Life History.
  - 2.3.3. Cognitive Assessment.
  - 2.3.4. Memory and Attention Assessment.
  - 2.3.5. Behavioral Assessment.
  - 2.3.6. Evaluation of the Most Frequent Psychological Disorders in the Elderly.
- 2.4. Social Assessment.
  - 2.4.1. Shared Social Network.
  - 2.4.2. Belonging to Groups.
  - 2.4.3. How Many Friends Do They Have at the Moment?
  - 2.4.4. How Many Friends Did They Have Before?
  - 2.4.5. Financial Capacity.
  - 2.4.6. Recent and Old Relationships.
  - 2.4.7. Social Involvement.
- 2.5. Physical Aging.





- 2.6. Physical Activity.
  - 2.6.1. Movement Autonomy.
  - 2.6.2. Ability to Travel or Move Around.
  - 2.6.3. Motor Coordination.
  - 2.6.4. Level of Tiredness and Fatigue.
  - 2.6.5. Daily Life Activities.
- 2.7. Mental Activity.
  - 2.7.1. Ability to Read.
  - 2.7.2. Ability to Have a Get-Together.
  - 2.7.3. Flexibility/Rigidity in Reasoning.
  - 2.7.4. Creativity in Old Age.
- 2.8. Problem Solving Activity.
  - 2.8.1. Ability to Hold a Conversation.
  - 2.8.2. Leave the Monologue.
  - 2.8.3. Empathize.
  - 2.8.4. Conflict Resolution.
  - 2.8.5. Allow Win-Win Relationships.

### Module 3. Aging From the Perspective of Personality Traits

- 3.1. Personality Research and Theories on the Aging Process.
- 3.2. Role and Social Dynamics of the Elderly.
- 3.3. Experiences and Current Research in Psychogeriatrics for Nursing.
- 3.4. Negative Personality Changes:
  - 3.4.1. Egocentrism.
  - 3.4.2. Dependence
  - 3.4.3. Dogmatism.
  - 3.4.4. Rigidity.
  - 3.4.5. Intolerance.
  - 3.4.6. Disobedient.
  - 3.4.7. Pessimistic.
  - 3.4.8. Impatient.
  - 3.4.9. Disrespectful.
  - 3.4.10. Insecure.
  - 3.4.11. Stingy.
  - 3.4.12. Unsociable.

- 3.5. Positive Personality Changes:
  - 3.5.1. Honesty.
  - 3.5.2. Calm.
  - 3.5.3. Unconcerned.
  - 3.5.4. Discreet.
  - 3.5.5. Frank.
  - 3.5.6. Generous.
  - 3.5.7. Tender.
  - 3.5.8. Honest.
  - 3.5.9. Humble.
  - 3.5.10. Kind.
  - 3.5.11. Safety
  - 3.5.12. Understanding.
- 3.6. How Do Personality Disorders Affect Old Age?
- 3.7. Research on Personality Disorders in Old Age.
  - 3.7.1. Schizoid Personality Disorder.
  - 3.7.2. Personality Disorder Due to Dependence.
  - 3.7.3. Obsessive Compulsive Personality Disorder
  - 3.7.4. Narcissist Personality Disorder.
  - 3.7.5. Paranoid Personality Disorder.
- 3.8. The Aging Process either Improves or Worsens Personality Disorders.
- 3.9. Situation for the Study and Assessment of Personality Disorders in the Elderly.

## Module 4. Health in Old Age

- 4.1. Review Health Dimensions.
- 4.2. Mental and Emotional Health.
  - 4.2.1. Preservation of the Time and Space Relationship.
  - 4.2.2. Maintenance of Short-Term Memory.
- 4.3. Habits and Cognitive Style.
- 4.4. Emotional Schemes.
- 4.5. Basic Needs Met.
- 4.6. Resilience.
- 4.7. Preservation of the Biography.
- 4.8. Mental Flexibility and Use of Humor.
- 4.9. Physical Health.
  - 4.9.1. Addictions.
  - 4.9.2. Chronic Diseases.
  - 4.9.3. History of Disease.
- 4.10. Previous Care.
- 4.11. Stress Level.
- 4.12. Social Health.

## Module 5. Aging and Family

- 5.1. What Is Family?
  - 5.1.1. Family Life Cycle.
  - 5.1.2. Family Sociability.
  - 5.1.3. New Intergenerational Conflicts.
  - 5.1.4. Core Family.
  - 5.1.5. Modern Family.
  - 5.1.6. Social Organization of Sexual Relationships.
- 5.2. Regulatory Processes of Family Life.
  - 5.2.1. Family Temperament.
  - 5.2.2. Family Identity.

- 5.3. The Process of Family Development and Growth.
  - 5.3.1. Sandwich Generation.
  - 5.3.2. Tupac Amaru Syndrome.
  - 5.3.3. Family Aging.
- 5.4. Functional Family in Old Age.
  - 5.4.1. Support for Demands and Needs.
  - 5.4.2. Parentability.
  - 5.4.3. Subsidiary Liability.
- 5.5. Stability of Change and Authority Placement.
- 5.6. Aging Within the Family.
  - 5.6.1. Family and the Importance of Contribution and Productivity.
  - 5.6.2. Psychosocial Aspects of the Family.
  - 5.6.3. Structure.
  - 5.6.4. Mechanisms of Action.
  - 5.6.5. The Family as a Social and Health Network in Old Age.
  - 5.6.6. Current Role of Old Age in 21st Century Families.
- 5.7. The Crisis of the 70's.
  - 5.7.1. Retirement.
  - 5.7.2. Dependence.
  - 5.7.3. Depression.
- 5.8. The Family of Today and the Family of the Future.
- 5.9. Quality of Life, Family and Changes That Occur in Old Age.
  - 5.9.1. Society and Aging.
  - 5.9.2. How Does Our Body Transform as We Age?
  - 5.9.3. Psychology and Old Age. Metapsychology.
- 5.10. Aging in Satisfaction.
- 5.11. Realization of Basic Needs in Old Age.



## Module 6. Physiological and Neuropsychological Changes in Old Age

- 6.1. Changes in the Central Nervous System.
  - 6.1.1. Neuropsychological and Psychopathological Alterations in the Elderly.
  - 6.1.2. Characteristics in Old Age Affecting Drug Intervention.
- 6.2. Psychopathology and Neuropathology in Disorders of Consciousness and Perception in the Elderly.
  - 6.2.1. Biopsychosocial Factors in Life Fatigue.
  - 6.2.2. Daily Life Stress in the Elderly.
  - 6.2.3. Attention, Learning and Memory.
  - 6.2.4. Helplessness.
  - 6.2.5. Isolation.
  - 6.2.6. Loneliness.
  - 6.2.7. Boredom.
  - 6.2.8. Neglect.
  - 6.2.9. Suicide in Old Age.
- 6.3. Affective Disorders in the Elderly.
- 6.4. Sleep Disorders in Old Age.

## Module 7. Psychotherapy and Intervention from Clinical Psychology for the Elderly

- 7.1. Common and Differential Elements in Psychotherapy of the Elderly.
- 7.2. Different Types of Conflicts and Models that Explain Health and Illness Behaviors.
- 7.3. Capable Scenarios and Motivational Interviewing.
- 7.4. Behavior Modification and Time-Limited Psychotherapy in the Elderly.
- 7.5. Functional Analysis.
- 7.6. Systemic Therapy.
- 7.7. MRI: Brief Problem-Focused Therapy.
- 7.8. BFTC: Brief Solution-Focused Therapy.
- 7.9. Family Sculpting.
- 7.10. Metaphorical Storytelling.
- 7.11. Prescriptions: Healing Processes.
- 7.12. Original Prescriptions.
- 7.13. Strategic Therapy and Constructivism.
  - 7.13.1. Bonding and Framing of the Elderly Patient in Psychotherapy.

## Module 8. Pharmacological Intervention in the Elderly

- 8.1. Geriatric Psychopharmacology (Dr. Luis F. Agüera Ortiz).
- 8.2. Frailty/Vulnerability of the Elderly.
- 8.3. Polypharmacy in the Elderly.
- 8.4. Pharmacokinetic Changes.
  - 8.4.1. Decrease in Body Water.
  - 8.4.2. Reduced Protein Binding.
  - 8.4.3. Longer Time to Reach Peak Plasma Levels.
  - 8.4.4. Greater Variability in Achieving Stable Plasma Levels.
  - 8.4.5. Lower Hepatic Metabolism.
  - 8.4.6. Lower Renal Clearance.
  - 8.4.7. Risk of Interactions.
  - 8.4.8. New pharmacodynamics.



- 8.5. Pharmacological Treatment of Anxiety in the Elderly.
  - 8.5.1. Benzodiazepines.
  - 8.5.2. SSRI
  - 8.5.3. NI Atypicals.
- 8.6. Pharmacological Treatment for Depression in the Elderly.
  - 8.6.1. SSRI
  - 8.6.2. Non Tricyclic Antidepressants.
  - 8.6.3. Dual Antidepressants.
- 8.7. Pharmacological Treatment of Bipolar Disorder in the Elderly.
  - 8.7.1. Lithium.
  - 8.7.2. Anti-convulsants.
- 8.8. Antiseizure Drugs.
- 8.9. Medications for Agitation in the Elderly.
- 8.10. Pharmacology of Confusion.
- 8.11. Drugs for Dementia.
- 8.12. Anti-Deficiency Drugs.
- 8.13. Pharmacological Intervention in Somatization.

## Module 9. The Concept of Stress, Associated Human Response and the After Effects of a Critical Situation

- 9.1. What is Stress?
- 9.2. Biology of the Stress Response.
- 9.3. Biochemistry of Stress.
- 9.4. Basic Emotions.
- 9.5. The Biology of Stress in a Critical Situation.
- 9.6. Development of the Stress Response.
- 9.7. Psychological Defense Mechanisms Associated with the Critical Situation.
- 9.8. Self-management, The Management of One' s Own Emotions.
- 9.9. Proactivity.

- 9.10. Create an Environment of Trust.
  - 9.10.1. The Importance of Trust.
  - 9.10.2. The Four Pillars of Confidence
- 9.11. Empathic Listening.
- 9.12. Applied Communication Skills.
  - 9.12.1. The Communication Process.
  - 9.12.2. Guidelines for Effective Communication.
  - 9.12.3. Common Errors in Conveying Information
  - 9.12.4. Common Errors in Receiving Information.
- 9.13. Representational Systems.
- 9.14. Handling Difficult Discussions and Conversations.
  - 9.14.1. Introduction.
  - 9.14.2. Conversation About: Who's Right?
  - 9.14.3. Conversations About Emotions.
  - 9.14.4. Conversations about Identity.
- 9.15. Effective Use of Questions.
- 9.16. Paraphrasing.
- 9.17. Influence Techniques to Overcome Resistance.
  - 9.17.1. Managing Motivation.
  - 9.17.2. Strategies to Support Change.
- 9.18. Getting a Small "Yes".
- 9.19. Speaking about the Present and the Future.
- 9.20. Expressing Ourselves with "I" Messages.
- 9.21. Accompanying and Leading.
- 9.22. Set the Person to Do Something.



*A unique, key, and decisive master's degree experience to boost your professional development"*

06

# Methodology

Our methodology is developed through a cyclical way cyclical: relearning. Developed at Harvard, this system became their standard teaching method in 1924. It is currently used in the most prestigious faculties of medicine and psychology in the world and is considered one of the most effective forms of teaching, by publications of great relevance such as the New England Journal of Medicine.





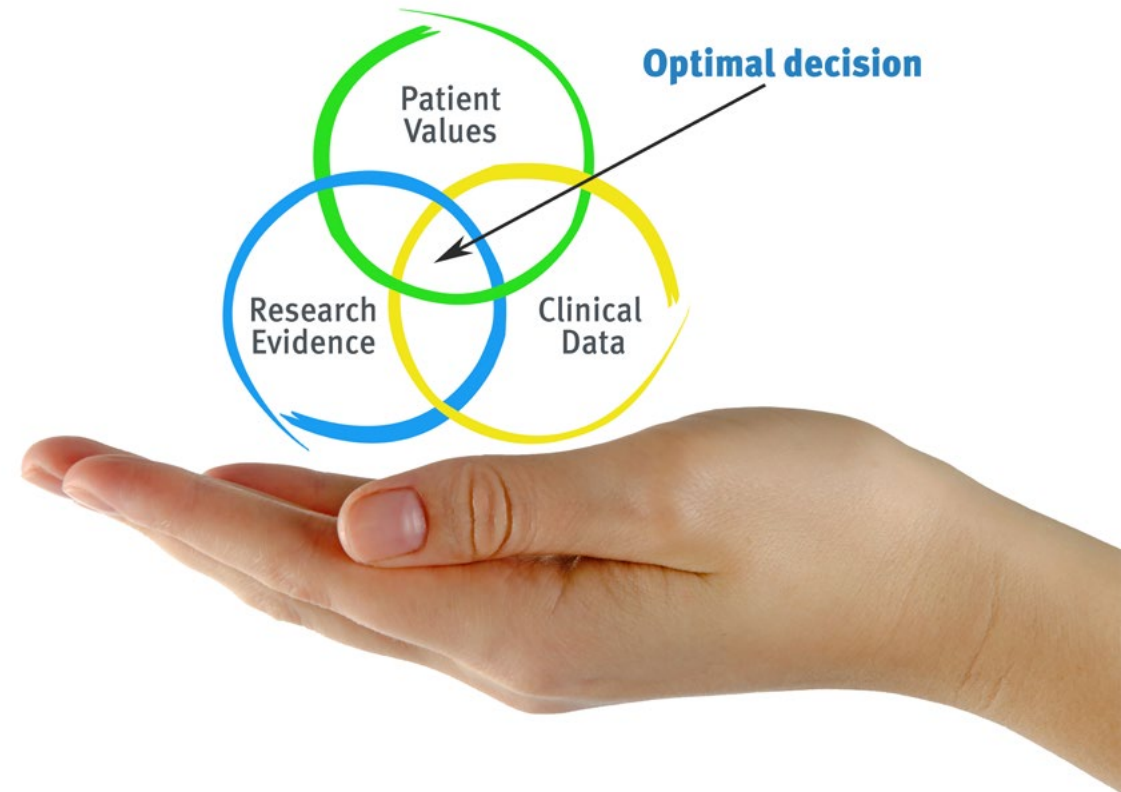
“

*Discover Re-learning, a system the Harvard 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”*

In a given situation, what would you do? Throughout these months, the professional will face multiple simulated cases which they will have to investigate, establish hypotheses and finally, resolve the situation. This method ensures specialists learn better as they accept more responsibility and get closer to the reality of their professional future.

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 potential 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 actual conditions in a professional's practice.

“*Re-learning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success*”



*The student will be able to learn with the advantages of access to simulated learning environments and the "Learning from an expert approach in which they learn by observation".*



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

**01**

**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.**

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**02**

**Learning is solidly translated , into practical skills , that allow the student to better integrate into the real world.**

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**03**

**Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.**

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**04**

**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.**

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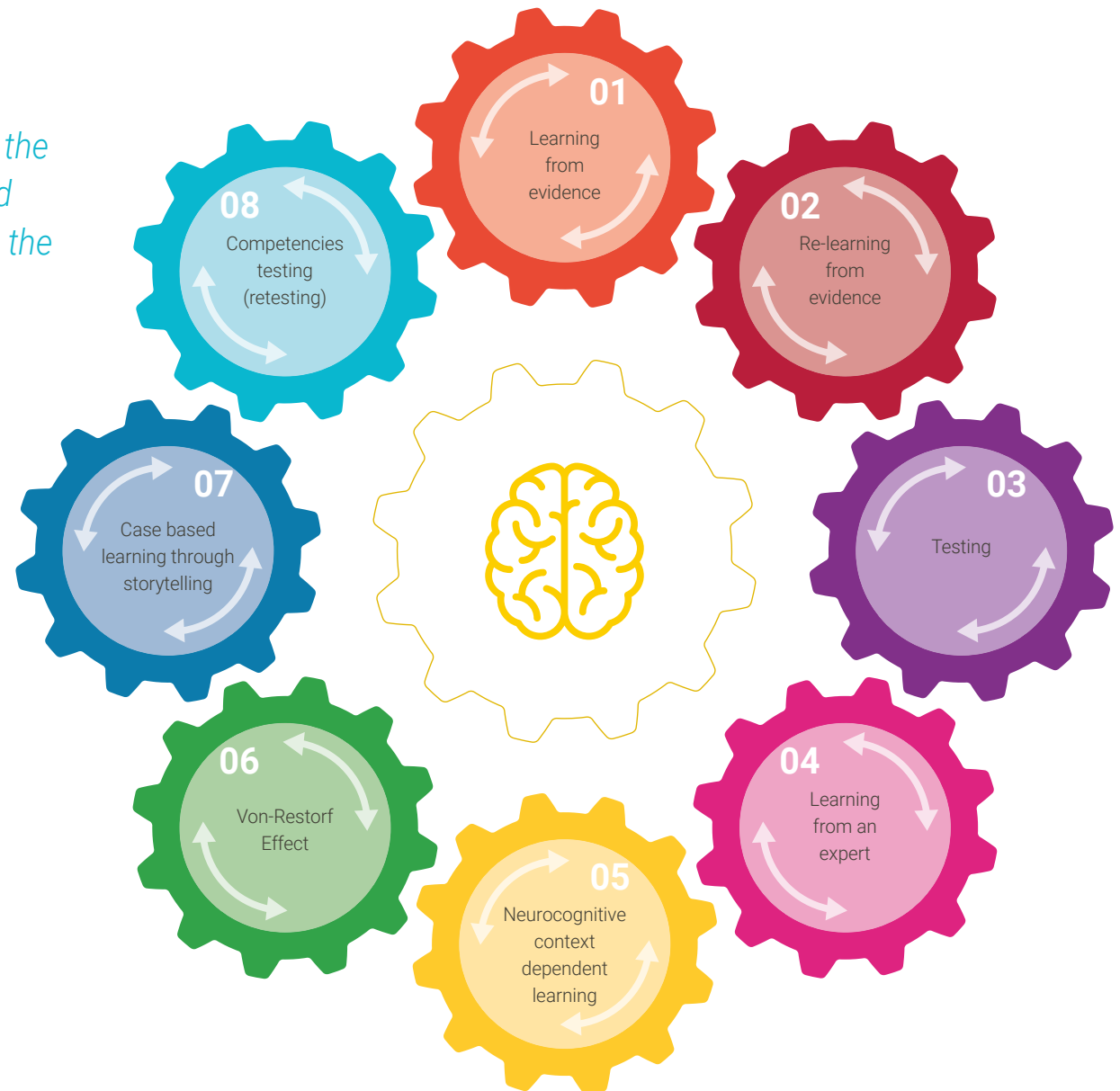
## Re-Learning Methodology

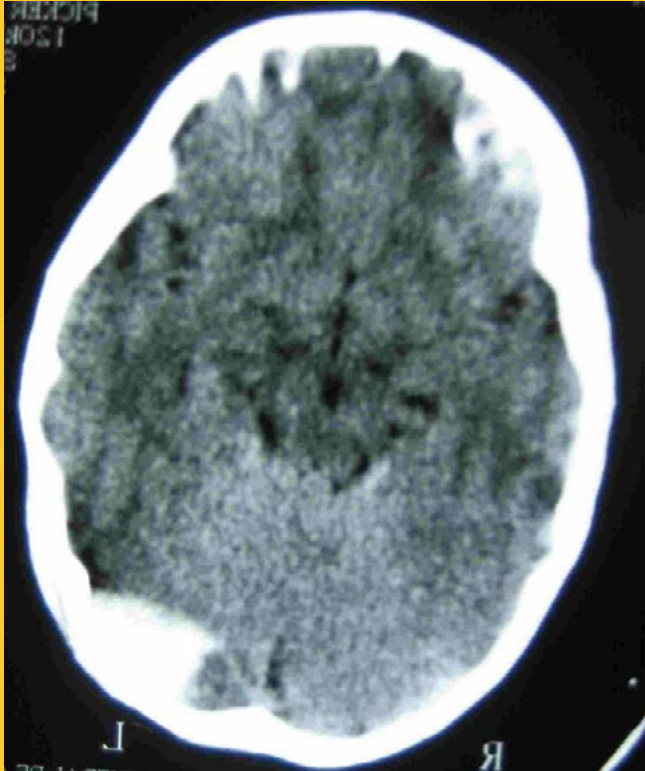


*An immersive system of knowledge transmission, through participation in the resolving real problems and supported by the best audiovisual technology on the educational market"*

*Learning with the Relearning method will allow you, besides learning and consolidating what you have learned in a more effective way, to achieve your training goals with more speed and less effort.*

At the forefront of world pedagogy, this successful method has managed to improve the overall satisfaction levels of professionals who complete the courses, with respect to the quality indicators of the best online university in Spanish-speaking countries. The teaching quality, the quality of the materials, the structure of the course and the objectives achieved were rated as very positive.





In our Professional Master's Degree, learning is not a linear process, but happens in a spiral (we learn, unlearn, forget and relearn); that is why we combine each of these elements concentrically.

*With more than 40,000 teachers trained in this methodology and an international satisfaction level of 8.0, relearning has proven to be at the height of the most demanding assessment environments.*

More than 40,000 Teachers have been trained through this methodology, achieving unprecedented success. All of this in a highly demanding environment, with the highest standards of evaluation and monitoring university students with a high socioeconomic profile and an average age of 42.

*This training will be based, above all, on experience. A process in which you will test the knowledge you will acquire, consolidating and improving it gradually.*

In this program you will have access to the best educational material, prepared with you 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



### Surgical techniques and clinical procedures on video

We introduce you to the latest techniques, a the latest educational advances, and to the forefront of Education today. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

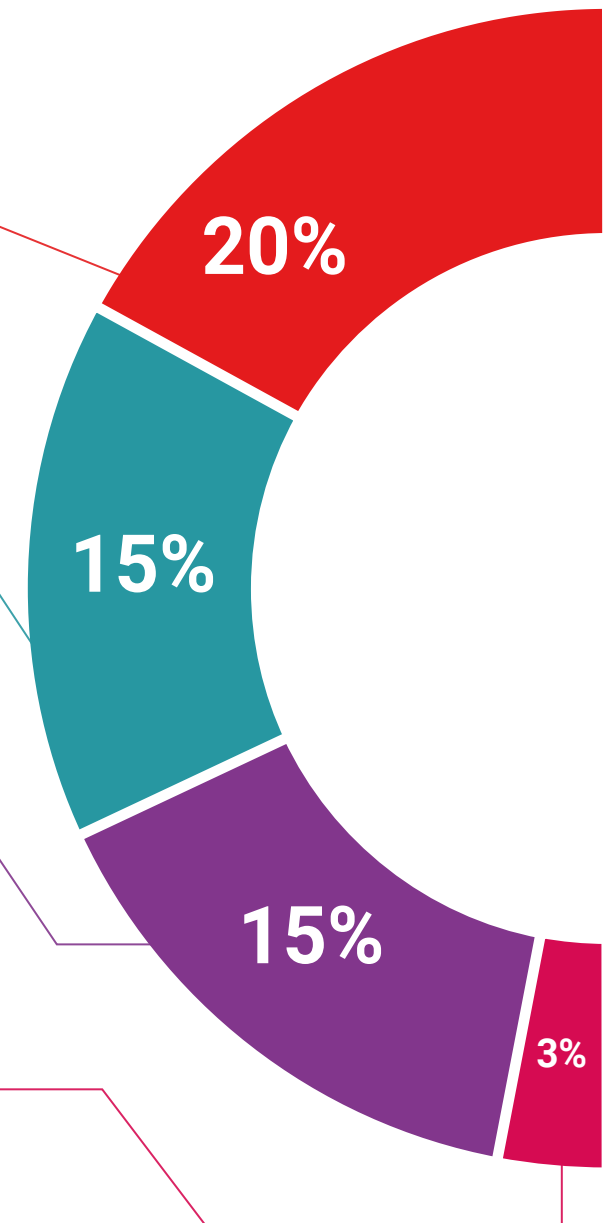
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge. This unique training system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

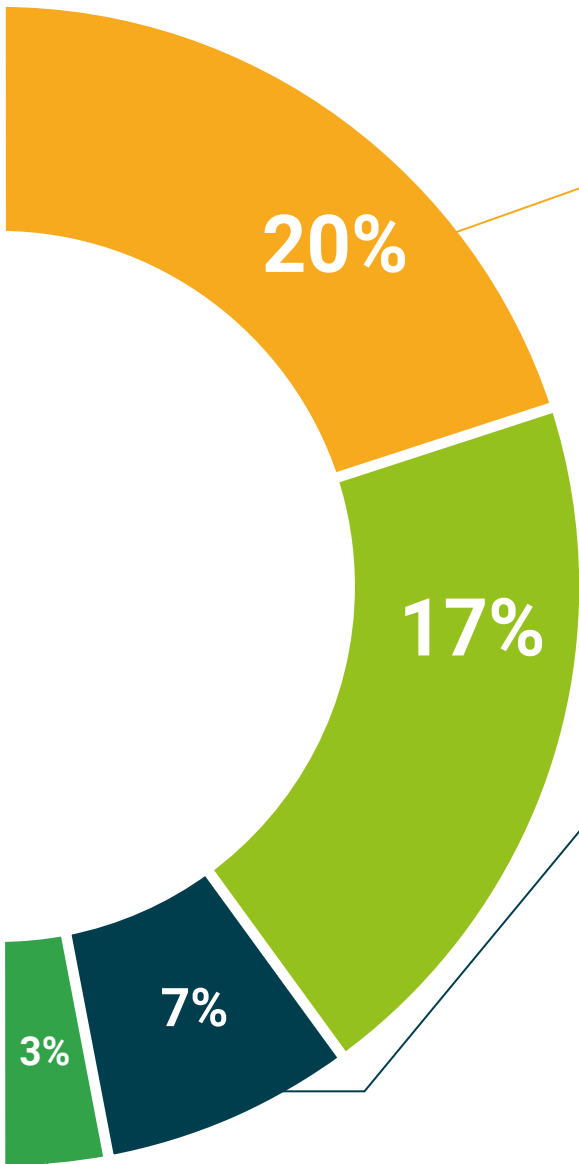


### Additional Reading

By participating in this course you will have access to a virtual library where you will be able to complement and keep your training up-to-date with the latest articles on the subject, consensus documents, international guidelines...

An invaluable resource that you will be able to use even when you finish your course with us.





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

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Re-testing

We periodically evaluate and re-evaluate your knowledge throughout the program through assessment activities and exercises: so that you can see how you are achieving your goals.



#### Learning from an expert

Observing an expert performing a task is the most effective way of learning. It is called Learning from an Expert: a proven way to reinforce knowledge and memory of what has been learned. For this reason, we include this type of learning through master classes in our courses.

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 our future difficult decisions.



#### Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



07

# Certificate

The Professional Master's Degree in Psychogeriatrics for Nursing guarantees you, in addition to the most rigorous and updated training, access to a Professional Master's Degree issued by **TECH - Technological University**.





“

*Successfully complete this master and receive your university degree without travel or laborious paperwork”*

This Professional Master's Degree in Psychogeriatrics for Nursing contains the most complete and up-to-date scientific program on the market.

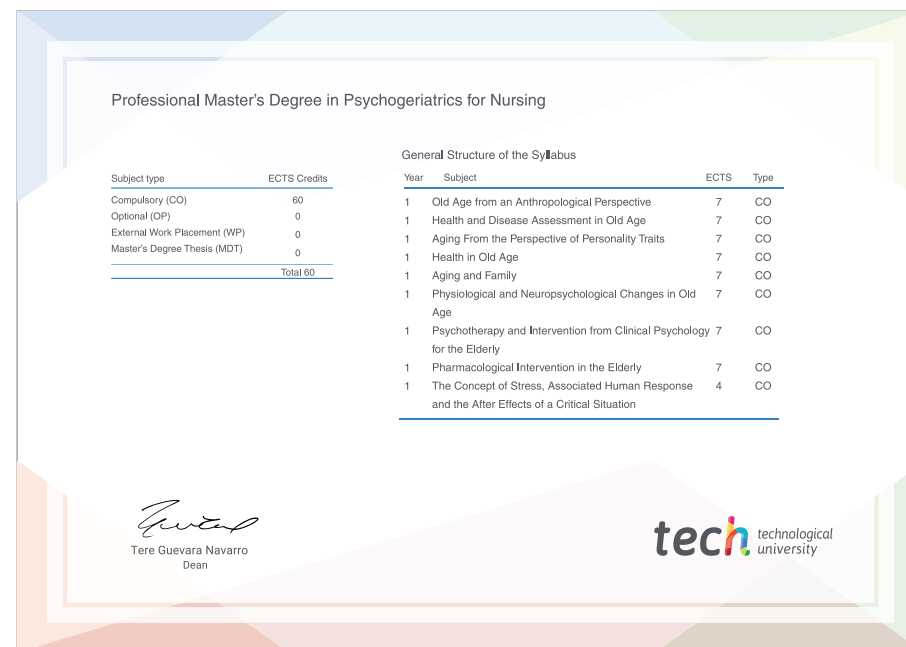
After the student has passed the evaluations, they will receive their corresponding Professional Master's Degree issued by TECH - Technological University via tracked delivery.

The diploma issued by TECH - Technological University will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: Professional Master's Degree in Psychogeriatrics for Nursing

ECTS: 60

Official Number of Hours: 1500



\*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.



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



## Professional Master's Degree

Psychogeriatrics for  
Nursing

Course Modality: Online

Duration: 12 months.

Certificate: TECH - Technological University

60 ECTS Credits

Teaching Hours: 1,500 hours.

# TECH Master's Degree Psychogeriatrics for Nursing

