

Professional Master's Degree Psychogeriatrics for Nursing





Professional Master's Degree Psychogeriatrics for Nursing

- » Modality: Online
- » Duration: 12 months.
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/enfermeria/master/master-ostomias-enfermeria

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01

Introduction

The population is getting older and, although the improvement in the quality of life means that people are reaching old age in better conditions, psychological problems often affect this stage of life. At this point, the help of the nurses plays a fundamental role, since, in many occasions, they are the first health professionals to attend patients.





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The elderly require different health care services, which makes it necessary for nursing professionals to have knowledge of psychogeriatrics in order to be more effective in their care"

Most of the specializations that exist today try to palliate the effects of diseases or simply accompany the elderly person in an attempt to improve their suffering. In this Professional Master's Degree, we have designed a whole intervention, guided by the knowledge of brain functioning from the age of 65 onwards, which aims not so much to provide palliative treatment, but to try to help the elderly person overcome their suffering and become satisfied with their life. Program for nursing professionals aims to broaden the specialization of healthcare professionals, so that they can complement it and offer a more complete and personalized care.

By studying this Professional Master's Degree the professional will learn to analyze the current state of old age in society, as well as prepare themselves for the immediate future, since, in the coming decades, when the young people of today are elderly people, new knowledge and tools will be needed to achieve the best possible quality of life. Therefore, 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.

Addressing loneliness, boredom, physical pain and cognitive deficits is essential for the nurse to be effective in intervening in the elderly, but above all, the emotional management of each moment is perhaps the most interesting basis for ensuring that the elderly of tomorrow can continue to have control of their lives.

In addition, as this is a 100% online specialization, nurses will be able to combine the study of this program with the rest of their daily obligations, choosing at all times where and when to study. A high-level program that will take nursing professionals to the highest level in their field.

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

- ◆ The development of case studies presented by experts in Psychogeriatrics for 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.
- ◆ The latest developments in Parenting for Nursing
- ◆ Practical exercises where self-assessment can be used to improve learning.
- ◆ Emphasis on innovative methodologies in the field of Psychogeriatrics.
- ◆ 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



A specialization of high educational level and created by the best experts in the field, which will allow you to achieve professional success"

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This Professional Master's Degree may be the best investment you can make when selecting a refresher program, for two reasons: in addition to expanding your knowledge, you will obtain a Professional Master's Degree from TECH Global University"

Increase your decision-making confidence by updating your knowledge through this Professional Master's Degree.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.

The teaching staff includes professionals from the field of psychogeriatrics, who bring their experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive specialization for real situations.

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



02 Objectives

The main objective of the program is the development of theoretical and practical learning, so that the professional will be able to master the techniques and skills of psychogeriatrics in order to implement them. To this extent, the goals proposed by TECH are in line with the needs of the professional, so that at the end of the program they will be able to perfectly execute all the theory learned from different practices in the health sector, prioritizing the well-being of the patient.





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This Professional Master's Degree will allow you to update your knowledge in Psychogeriatrics with the use of the latest educational technology , to contribute with quality and confidence in decision making".



General Objectives

- ◆ 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

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Get up to date on the latest developments in psychogeriatrics for nursing and increase your skills in the treatment of your patients”





Specific Objectives

Module 1. Old Age from an Anthropological Perspective

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

Module 2. 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 3. 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 4. 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 5. 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 6. 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 7. 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 8. 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 9. 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

03 Skills

After passing the assessments of the Professional Master's Degree in Psychogeriatrics for Nursing, professionals will have acquired the necessary skills for a quality and up-to-date practice based on the latest scientific evidence.



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With this program you will be able to master the new therapeutic procedures in Psychogeriatrics”



General Skills

- ♦ 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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Make the most of this opportunity and take the step to get up to date on the latest developments in Psychogeriatrics for Nursing”





Specific Skills

- ♦ Possess global knowledge of old age in the evolution of the human being
- ♦ 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
- ♦ Know that values associated with 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 the fundamental elements of routine physical examination
- ♦ Know about the essential analyses that must be done and the values of normality and abnormality
- ♦ Manage essential neurological examination maneuvers and techniques
- ♦ Incorporate the medical history of the old person into the physical examination
- ♦ Determine the vital elements that are fundamental in old age
- ♦ Have knowledge of cognitive assessment, memory and attention, behavior and the most common psychological disorders in the elderly
- ♦ Obtain the social organization chart that acts as a network for the subject
- ♦ Ascertain and evaluate the subject's belonging to a group
- ♦ 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 basis of the subject
- ♦ Evaluate and detect the recent and previous relationships in the biography of the subject
- ♦ Determine the social involvement of the subject in this moment
- ♦ Evaluate and ascertain the subject's level of physical aging
- ♦ Obtain information on the physical activity throughout the life of the subject
- ♦ Analyze their autonomy of movement
- ♦ 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
- ♦ Analyze the daily activities
- ♦ Know how much time the subject spends reading and socializing
- ♦ Assess the flexibility of rigidity of the subject
- ♦ Establish the subject's level of creativity
- ♦ Identify the ability to hold a conversation, to break out of their monologue, to empathize and to resolve conflicts
- ♦ Ascertain if they have win-win relationships
- ♦ Gain and master knowledge of personality studies and how aging affects these
- ♦ Study the role that elderly people currently play in society
- ♦ Know, describe and master the current lines of research in psychogeriatrics
- ♦ 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
- ♦ Be aware of how personality disorders worsen or improve with aging
- ♦ Master and know the dimensions of health
- ♦ Assess the impact of old age on time and space conservation, short-term memory, habits and cognitive style.
- ♦ Understand and master the consequences of old age on cognitive deterioration
- ♦ Know and assess the family that our subject has
- ♦ Know how to detect intergenerational conflicts
- ♦ Discover the relationship with the core family
- ♦ Ascertain and describe the social organization of the subject's family
- ♦ Know, understand and master the regulatory processes of the family life of the subject
- ♦ Ascertain the dysfunctionality of the subject's family
- ♦ Know and master the basic elements of the functional family in old age
- ♦ Recognize and manage the limits of the subject
- ♦ Know how to focus on specific problems within the subject's family
- ♦ Consider the ideology of the family
- ♦ Ascertain and detect the family's ability to change
- ♦ Assess the flexibility in the relationships between the members of the old person's family





- ◆ Describe where the power is found within the family nucleus of the subject
- ◆ Ascertain how retirement affects the subject
- ◆ Evaluate the subject's level of dependency
- ◆ Assess the subject's susceptibility to depression
- ◆ Identify the subject's and their family's quality of life
- ◆ 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, 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
- ◆ Know, understand and master group psychotherapy, systemic family therapy, body therapies and 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, drugs for depression, drugs for bipolar disorder and drugs for dementia

04

Course Management

Within the concept of total quality of this specialization, TECH is proud to offer you a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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Our professors bring their vast experience and their teaching skills to offer you a stimulating and creative specialized educational program”

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.

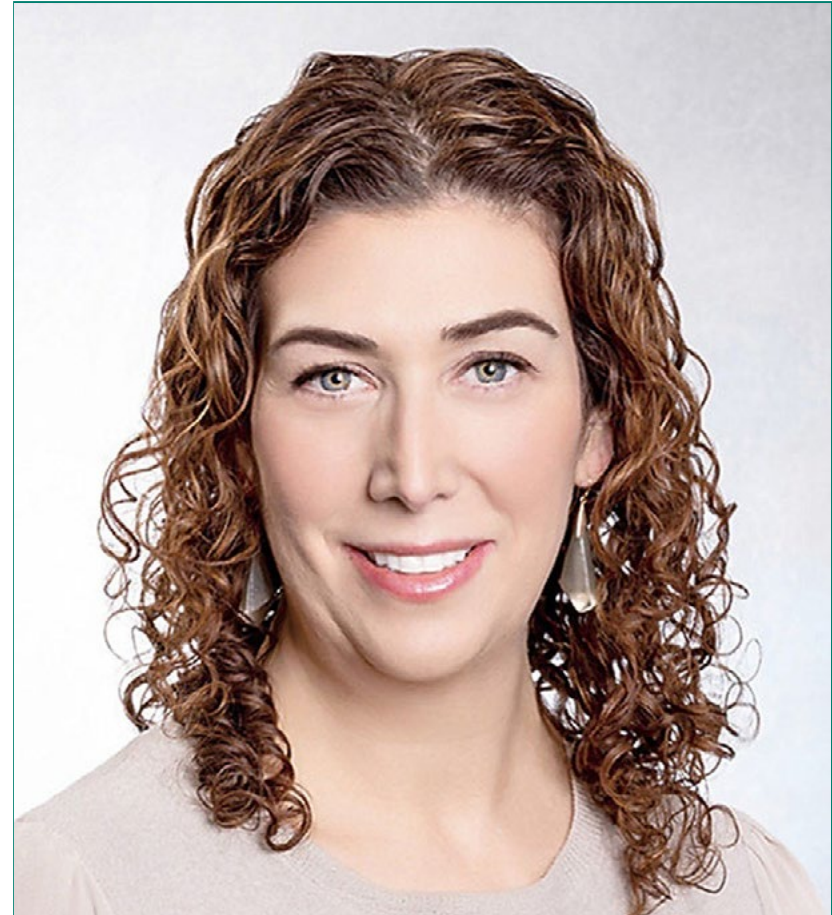
Her passion for integrating **behavioral health** into primary care has led her to lead important programs focused on **mental wellness**. One example is **iCBT**, which promotes **neurological resilience**. In addition, during her career, she has held strategic roles such as the **Director of Brain 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

- 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”

Management



Dr. Aguado Romo, Roberto

- ♦ Psychologist specializing in Clinical Psychology
- ♦ Psychologist European specialist 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. Fernandez, Angel

- ♦ 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. Zabala-Baños, María Carmen

- ♦ PhD in Psychology from University of Castilla – La Mancha
- ♦ Health Psychologist. Master's Degree in Clinical and Health Psychology
- ♦ Master's Degree 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

Dr. Anasagasti, Aritz

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

Dr. Kaiser, Carlos

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

Dr. Martínez-Lorca, Manuela

- ♦ Doctorate in Psychology from the University of Castilla-La Mancha
- ♦ Health Psychologist. Lecturer in the Department of Psychology at the UCLM

- ♦ Master in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies.
- ♦ Specialist in Clinical Hypnosis and Relaxation

Dr. Martínez Lorca, Alberto

- ♦ Specialist in Nuclear Medicine
- ♦ Specialist in nuclear medicine area at the Rey Juan Carlos-Quirón University Hospital
- ♦ International Residency in Turku PET Centre
- ♦ Turku University Hospital. Finland
- ♦ 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)

Dr. Otero, Verónica

- ♦ 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

Dr. Roldán, Lucía

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

05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, who are aware of the relevance of up-to-date knowledge and are committed to quality teaching through new educational technologies.





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A comprehensive educational program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

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. Assessment of Health and Disease in Old Age

- 2.1. Physical and Mental Health Aging
- 2.2. Physical Evaluation
 - 2.2.1. Medical History
 - 2.2.2. General Physical Examination
 - 2.2.3. Analysis
 - 2.2.4. Neurological Examination
 - 2.2.5. Other Explorations
- 2.3. Psychic Assessment
 - 2.3.1. Medical History
 - 2.3.2. Life History
 - 2.3.3. Cognitive Assessment
 - 2.3.4. Assessment of Memory and Attention
 - 2.3.5. Behavioral Assessment
 - 2.3.6. Evaluation of the Most Common Psychological Disorders in Old Age
- 2.4. Social Assessment
 - 2.4.1. Social Network Shared
 - 2.4.2. Belonging to a Group
 - 2.4.3. How Many Friends Do They Have at This Moment?
 - 2.4.4. How Many Friends Did They Previously Have?
 - 2.4.5. Economic Capacity
 - 2.4.6. Recent and Previous Relationships
 - 2.4.7. Social Implication
- 2.5. Physical Aging

- 2.6. Physical Activity
 - 2.6.1. Autonomy of Movement
 - 2.6.2. Capacity 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 Discussion
 - 2.7.3. Flexibility/Rigidity in Reasoning
 - 2.7.4. Creativity in Old Age
- 2.8. Problem Solving Activities
 - 2.8.1. Ability to Maintain a Conversation
 - 2.8.2. Break Out of 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 Studies and Theories on the Process of Aging
- 3.2. Social Dynamics and Role of the Elderly Person
- 3.3. Experiences and Current Research in Psychogeriatrics
- 3.4. Negative Changes in Personality:
 - 3.4.1. Egocentrism
 - 3.4.2. Dependency
 - 3.4.3. Dogmatism
 - 3.4.4. Stiffness
 - 3.4.5. Intolerance
 - 3.4.6. Disobedience
 - 3.4.7. Pessimism
 - 3.4.8. Impatience
 - 3.4.9. Disrespectful
 - 3.4.10. Insecure
 - 3.4.11. Gnarly
 - 3.4.12. Associable

- 3.5. Positive Changes in Personality
 - 3.5.1. Sincerity
 - 3.5.2. Calmness
 - 3.5.3. Unconcerned
 - 3.5.4. Discrete
 - 3.5.5. Straightforward
 - 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 the Elderly?
- 3.7. Research in Personality Disorders in Old Age
 - 3.7.1. Schizoid Personality Disorder
 - 3.7.2. Dependency-Based Personality Disorder
 - 3.7.3. Obsessive Compulsive Personality Disorder
 - 3.7.4. Narcissistic Personality Disorder
 - 3.7.5. Paranoid Personality Disorder
- 3.8. The Aging Process Improves or Worsens Personality Disorders
- 3.9. Situation for the Study and Evaluation of Personality Disorders in Old Age

Module 4. Health in Old Age

- 4.1. Review of the Dimensions of Health
- 4.2. Mental and Emotional Health
 - 4.2.1. Conserving Time and Space Relationship
 - 4.2.2. Maintaining 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 Sense of Humor
- 4.9. Physical Health
 - 4.9.1. Addiction
 - 4.9.2. Chronic Diseases
 - 4.9.3. History of Disease/Illness
- 4.10. Past Assisted Care
- 4.11. Stress Level
- 4.12. Social Health

Module 5. The Individual and the 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. Nuclear 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 Family Development and Growth Process
 - 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 of Demands and Needs
 - 5.4.2. Parenthood
 - 5.4.3. Subsidiary Responsibility
- 5.5. Stability of Change and Placement of Authority

- 5.6. Aging Within the Family
 - 5.6.1. The Family and the Importance of Contributing and Being Productive
 - 5.6.2. Psychosocial Aspects of the Family
 - 5.6.3. Structure
 - 5.6.4. Mechanisms of Action
 - 5.6.5. Family as a Health and Social Network in Old Age
 - 5.6.6. Current Role of Old Age in 21st Century Families
- 5.7. The 70s Crisis
 - 5.7.1. Retirement
 - 5.7.2. Dependency
 - 5.7.3. Depression
- 5.8. The Family of Today and of the Future
- 5.9. Quality of Life, Family and Modifications that Occur in Old Age
 - 5.9.1. Society and Aging
 - 5.9.2. How Does Our Body Transform with Old Age?
 - 5.9.3. Psychology and Old Age Metapsychology
- 5.10. Aging with Satisfaction
- 5.11. Fulfilling Basic Needs in Old Age

Module 6. Physiological and Neuropsychological Changes in the Elderly

- 6.1. Changes to the Nervous System
 - 6.1.1. Neuropsychological and Psychopathological Alterations in Old Age
 - 6.1.2. Characteristics in the Elderly that Affect Drug Intervention
- 6.2. Psychopathology and Neuropathology in Consciousness and Perception Disorders in the Elderly
 - 6.2.1. Biopsychosocial Factors in Life Fatigue
 - 6.2.2. Stress in the Daily Life of an Elderly Person
 - 6.2.3. Attention, Learning and Memory
 - 6.2.4. Helplessness
 - 6.2.5. Insulation
 - 6.2.6. Loneliness
 - 6.2.7. Boredom
 - 6.2.8. Neglect
 - 6.2.9. Suicide in Elderly People

- 6.3. Affective Disorders in Elderly People
- 6.4. Sleep Disorders in Elderly People

Module 7. Psychotherapies and Intervention in the Elderly from a Clinical Psychology Perspective

- 7.1. Common and Differential Elements in Psychotherapy of Elderly People
- 7.2. Different Types of Conflicts and Models that Explain Health and Illness Behaviors
- 7.3. Competent Scenarios and Motivational Interviewing
- 7.4. Behavior Modification and Time-Limited Psychology in Old Age
- 7.5. Functional Analysis
- 7.6. Systemic Therapy
- 7.7. MRI: Brief Problem-Focused Therapy
- 7.8. SFBT: Solution-Focused Brief Therapy
- 7.9. Family Sculpting
- 7.10. Narrating Metaphoric Stories
- 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. Fragility and Vulnerability of the Elderly
- 8.3. Polypharmacy in the Elderly
- 8.4. Pharmacokinetic Changes
 - 8.4.1. Lowering of Body Water Levels
 - 8.4.2. Reduced Protein Binding
 - 8.4.3. More Time Taken to Reach Peak Plasma Levels
 - 8.4.4. Greater Variability in Achieving Stable Plasma Levels
 - 8.4.5. Reduced Hepatic Metabolism
 - 8.4.6. Reduced Renal Clearance

- 8.4.7. Risk of Interactions
- 8.4.8. New Pharmacodynamics
- 8.5. Pharmacological Treatment for Anxiety of Elderly People
 - 8.5.1. Benzodiazepines
 - 8.5.2. ISRS
 - 8.5.3. Atypical Antidepressants
- 8.6. Pharmacological Treatment for Depression in Elderly People
 - 8.6.1. ISRS
 - 8.6.2. Non-Tricyclic Antidepressants
 - 8.6.3. Dual Antidepressants
- 8.7. Pharmacological Treatment for Bipolar Disorder in the Elderly
 - 8.7.1. Lithium
 - 8.7.2. Anti-Convulsants
- 8.8. Antiseizure Medications
- 8.9. Medications for Agitation in the Elderly
- 8.10. Pharmacology of Confusion
- 8.11. Drugs for Dementia
- 8.12. Medication Against Deficiencies
- 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 Defence Mechanisms Associated with the Critical Situation
- 9.8. Self-Management, The Management of One's Own Emotions
- 9.9. Being proactive.
- 9.10. Create an Environment of Trust
 - 9.10.1. The Importance of Trust

- 9.10.2. The Four Pillars of Trust
- 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 Transmitting 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. The "Who's Right?" Conversation
 - 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. Achieving 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 educational experience to boost your professional development"

06

Methodology

This 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.





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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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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 prepared more than 175,000 nurses with unprecedented success in all specialties regardless of practical workload. Our educational 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 adapted in 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 them 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, they can watch them as many times as they 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

The student's knowledge is periodically assessed and re-assessed throughout the program, through evaluative and self-evaluative activities and exercises: in this way, students can check how they are doing in terms of 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 Professional Master's Degree in Psychogeriatrics for Nursing guarantees you, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Global University.



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

This program will allow you to obtain a **Professional Master's Degree diploma in Psychogeriatrics for Nursing** endorsed by **TECH Global University**, the world's largest online university.

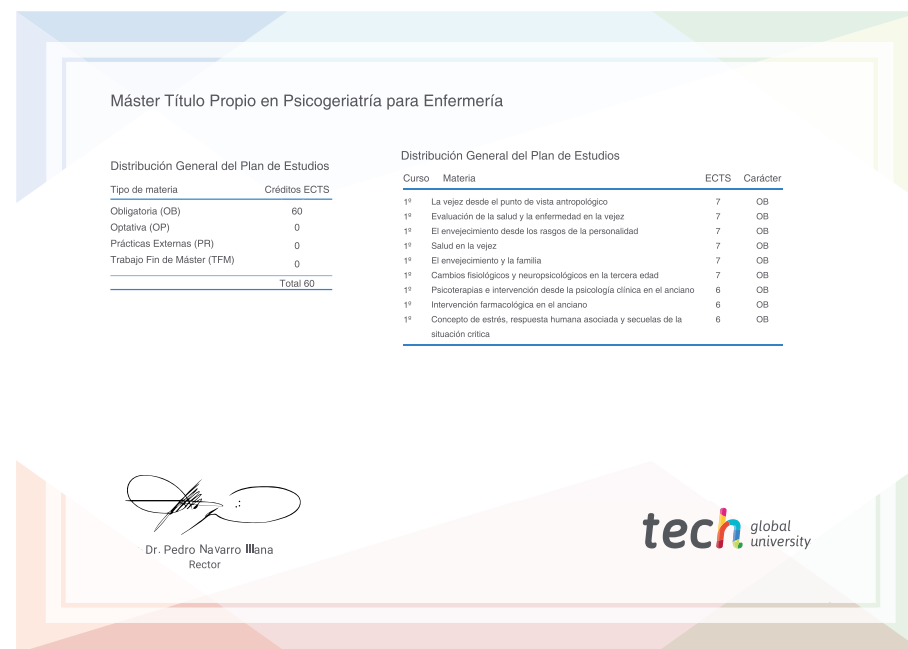
TECH Global University, is an official European University publicly recognized by the Government of Andorra (**official bulletin**). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international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

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

Title: **Professional Master's Degree in Psychogeriatrics for Nursing**

ECTS: **60**

Official N° of Hours: **1,500 hours.**



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



Master's Degree Psychogeriatrics for Nursing

- » Modality: Online
- » Duration: 12 months.
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree Psychogeriatrics for Nursing

