

# Postgraduate Diploma

## Pain and Aging in Physical Therapy





## Postgraduate Diploma

### Pain and Aging in Physical Therapy

Course Modality: **Online**

Duration: **6 months**

Certificate: **TECH Technological University**

Official N° of Hours: **525 h.**

Website: [www.techtute.com/physiotherapy/postgraduate-diploma/pain-aging-physical-therapy](http://www.techtute.com/physiotherapy/postgraduate-diploma/pain-aging-physical-therapy)

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# 01 Introduction

In the approach from physiotherapy in geriatrics, the advances that have occurred in the treatment of pain in recent times, affect in a very interesting way the praxis of professionals in this area. This specialization will allow you to acquire new approaches that will allow you to offer a cutting-edge care to your geriatric patients with pain from the most updated and effective intervention.





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*A complete study about the most outstanding advances in the attention and care of patients with pain from the techniques of physiotherapy work in the geriatric area"*

One of the priorities of the physiotherapist who works with all types of patients, but especially with geriatric patients who require a greater delicacy in all interventions, is to achieve a pain management that allows sufferers to find the wellbeing they need.

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

Treatment should include pre-frailty, frailty, trauma and neurological disorders, respiratory and/or pelvic floor disorders, which may be associated with gerontological syndromes or cognitive impairment, side effects of drugs and/or biopsychosocial conditions that may complicate the clinical picture.

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

This **Postgraduate Diploma in Pain and Aging in Physical Therapy** offers you the characteristics of a program of high-level scientific, teaching and technological level.

These are some of its most notable features:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical cases presented by practising experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation and learning verification
- ♦ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ♦ Communication with the teacher and individual reflection work
- ♦ Availability of content from any fixed or portable device with internet connection
- ♦ Supplementary documentation databases are permanently available, even after the program



*Learn how to treat, prevent or alleviate pain derived from aging and its most common pathologies"*

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*Boost your professional growth with the convenience of a University Expert that adapts to your pace and real study possibilities"*

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading 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 immersive training programmed to train in real situations.

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

*A dynamic and effective University Expert that will bring a high-impact change to your work capacity.  
your work capacity.*

*Using the most efficient audiovisual systems, this University Expert will allow you to learn through direct and realistic observation of what you learn.*



# 02

# Objectives

This Postgraduate Diploma compiles the most current knowledge on pain and aging in physiotherapy in geriatrics. The objective is to generate specialized knowledge in the student by creating a well-structured basis to identify the clinical signs associated with the different needs and developments, providing a broad and contextual view of the activity of this field today.





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*Complete and fully updated, this University Expert has been created to convert the knowledge you acquire into real intervention competences”*



## General Objective

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- The overall objective is to develop a critical and reasoned attitude, based on the latest scientific evidence, towards the physiotherapeutic diagnosis in the elderly patient and to be able to apply an adequate treatment in order to reduce functional impotence, frailty and deterioration, thus favoring an improvement of physical and mental health in old

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*Incorporate the benefits of phytotherapy in your work with the security of an expert and make your CV one of the most competitive in the field of physiotherapy”*





## Specific Objectives

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### Module 1. Clinical Reasoning in Physiogeriatrics

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

### Module 2. Person-Centered Care (PCA). A Look from Physiotherapy

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

### Module 3. Pain and aging, update according to current scientific evidence.

- ♦ Explain the anatomy and physiology of pain transmission
- ♦ Define the different types of pain
- ♦ Describing pain and aging from a biopsychosocial paradigm
- ♦ Define the different pain syndromes in geriatrics
- ♦ Explain how to perform a proper pain assessment
- ♦ Explain the pharmacological treatment of pain in the geriatric patient

# 03 Course Management

The program includes in its teaching staff specialists in the field of La physiotherapy who bring to this training the experience of their work. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary manner.





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*A selection of expert teachers in Rehabilitation in geriatrics will be in charge of taking you to the most updated domain of this area of work"*

## Guest Director



### Dr Castillo, Juan Ignacio

- ♦ Chief of Physical Medicine and Rehabilitation Service. 12 de Octubre Hospital. Madrid
- ♦ Associate Professor Universidad Complutense de Madrid. Faculty of Medicine. 2016
- ♦ Collaborating Professor at Universidad Complutense de Madrid. 2011-2016
- ♦ Teaching coordinator in continuing education courses at the Madrid Regional Ministry of Health: "Tertiary prevention in chronic cardiopathic patients" Cardiac Rehabilitation"
- ♦ Master's Degree in Cardiac Rehabilitation. SEC-UNED
- ♦ Master in Disability Assessment Autonomous University Madrid
- ♦ Master Child Disability. Complutense University of Madrid
- ♦ Doctorate Course: Neurosciences University of Salamanca.
- ♦ Degree in Medicine and Surgery. University of Salamanca.
- ♦ Coordinator of continuing education of the Spanish Society of Cardiology in Exercise Testing with Oxygen Consumption



**Dr. García Fontalba, Irene**

- ♦ Manager and physiotherapist at the private physiotherapy center Cal Moure'S, born with the aim of treating limitations of daily living skills due to pain or pathologies associated with aging.
- ♦ Member of the Girona Territorial Section of the Association of Physiotherapists of Catalonia.
- ♦ Creator of the blog fisios y otras historias.
- ♦ Psychology undergraduate student.
- ♦ Coordinator the Group of social networks of the group of professionals for the promotion of health in Girona (2015-2017).
- ♦ More than ten years working in geriatric pathology and processes involving pain at home and in private practice.

## Professors

### Dr Soto Bagaria, Luis

- ◆ Physiotherapist and researcher at Parc Sanitari Pere Virgili
- ◆ Master in Neuromusculoskeletal Physiotherapy
- ◆ Member of the research team on aging, frailty and transitions (Re-Fit BCN)
- ◆ More than 10 years working in the field of aging

### Dr Gil Gracia, Samuel

- ◆ Physiotherapist and Osteopath in free practice in Béziers (France)
- ◆ Member of the Spanish Society of Physiotherapy and Pain SEFID
- ◆ Author of the videoblog Soy Paciente de Samu, a channel of divulgation on physiotherapy for the population
- ◆ Specializing in Musculoskeletal Pain

### Dr Jimenez Hernández, Daniel

- ◆ PhD in Educational from the University of Vic
- ◆ Physiotherapist
- ◆ Official Master's Degree in Inclusive Education
- ◆ Member of the research group of attention to diversity at UVic
- ◆ Professor at the University of Vic
- ◆ Trainer of ACP professionals
- ◆ More than 25 years of experience in caring for people in contexts of disability and dependence







**Dr Gómez Orta, Roger**

- ◆ Physiotherapist and Orthopedic Technician
- ◆ Co-founder of Qvitec S.L
- ◆ Responsible for the seating and positioning clinic service at Qvitec
- ◆ Specialist and trainer in patient management of Handicare products in Spain

**Dr Hernandez Espinosa, Joaquín**

- ◆ Physiotherapist. Director of residential center Hotel residencia Tercera edad Pineda  
Postgraduate in Respiratory Physiotherapy
- ◆ More than 20 years of experience in the field of physiotherapy in geriatrics at hospital, home and residential level

**Dr Buldón Olalla, Alejandro**

- ◆ Expert in physical activity and sport physiotherapy
- ◆ Master's Degree in Social Networks and Digital Learning
- ◆ More than 12 years of experience in residential and home care for the elderly
- ◆ Founder of the blog [fisioconectados.com](http://fisioconectados.com)
- ◆ Physiotherapist in the Amavir group and in home care for the elderly

#### **Dr Díaz Zamudio, Delia**

- ♦ Resident Intern of Rehabilitation and Physical Medicine in the Rehabilitation Service of the University Hospital 12 de Octubre,
- ♦ Attending specialist in the Rehabilitation Service of the University Hospital 12 de Octubre, Madrid
- ♦ Honorary Collaborator of the Department of Physical Medicine and Rehabilitation and Hydrology at the Hospital 12 de Octubre, Complutense University of Madrid
- ♦ Degree in Medicine and Surgery. Faculty of Medicine. University of Seville
- ♦ FEA of Rehabilitation and Physical Medicine, Rehabilitation Service, University Hospital Denia, Alicante in 2013
- ♦ FEA of Rehabilitation and Physical Medicine, Rehabilitation Service of the University Hospital Alto Deba, Mondragón, San Sebastián in 2012

#### **Dr Cuesta Gascón, Joel**

- ♦ Resident of Physical Medicine and Rehabilitation at the University Hospital 12 de Octubre, Madrid
- ♦ Teacher of the Specialization Course in Neuropathic Pain at La Princesa Hospital. 2019
- ♦ Organizer and speaker at "See you on the 12th". "Fundamentals and Physiology of Sport" 2020
- ♦ Speaker at "AMIR 2020 Academy postMIR Conference" on the specialty of Physical Medicine and Rehabilitation
- ♦ Master's Degree in Clinical Medicine, Francisco de Vitoria University, Madrid
- ♦ Medical Degree from the University Camilo José Cela, Madrid.
- ♦ Expert in musculoskeletal ultrasonography

#### **Dr González García, María Dolores**

- ♦ Head of the Neurological Rehabilitation Service, Hospital 12 Octubre, Madrid
- ♦ Area Specialist Physician, Doce de Octubre Hospital, Madrid
- ♦ Degree in Medicine and Surgery by the University of Alcalá. Alcalá de Henares, Madrid
- ♦ Specialist in Physical Medicine and Rehabilitation
- ♦ Completion of the specialty of Physical Medicine and Rehabilitation as resident intern (MIR) in the Rehabilitation Service at the University Hospital 12 de Octubre, Madrid, 2002-2006

#### **Dr Pino Giráldez, Mercedes**

- ♦ Assistant Rehabilitation Physician at University Hospital Doce de Octubre, Madrid
- ♦ Specialist in Physical Medicine and Rehabilitation. Guadalajara University Hospital
- ♦ Specialist in Childhood Disability by Complutense University of Madrid
- ♦ Degree in Medicine and Surgery by Alcalá de Henares University. Madrid
- ♦ MIR Physical Medicine and Rehabilitation
- ♦ Medical Rehabilitation Specialist at the Jiménez Díaz Foundation Hospital. 2012
- ♦ Assistant Rehabilitation Physician at Hospital Rey Juan Carlos I, Madrid. 2013
- ♦ Assistant Rehabilitation Physician at Hospital de Torrejón de Ardoz. 2014
- ♦ Assistant Rehabilitation Physician at the University Hospital of Guadalajara. 2014

**Dr García, Sofía**

- ♦ Doctor Specialist - Physical Medicine and Rehabilitation. Pediatric Rehabilitation Department. 12 de Octubre University Hospital, Madrid
- ♦ Doctor Specialist - Physical Medicine and Rehabilitation. 12 de Octubre University Hospital, Madrid
- ♦ Specialist in Physical Medicine and Rehabilitation, Language Rehabilitation Center (CRL), Madrid
- ♦ Master in Musculoskeletal Ultrasound and Ultrasound-Guided Interventionism. San Pablo Andalucía CEU
- ♦ Degree in Medicine, San Pablo CEU University School of Medicine, Madrid
- ♦ Pelvic Floor Unit (University Hospital 12 de Octubre, Madrid, Spain)
- ♦ Facial Paralysis and Neurorehabilitation Unit (H.U. La Paz, Madrid)
- ♦ Cardiac Rehabilitation (Cardiac Rehabilitation Unit of HU 12 de Octubre)
- ♦ Respiratory Rehabilitation H.G.U. Gregorio Marañón, Madrid
- ♦ Neurorehabilitation Unit (12 de Octubre H.U.)
- ♦ Rehabilitation in spinal cord injury (National Hospital of Paraplegics, Toledo)

**Dr Blesa Esteban, Irene**

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

**Dr Jiménez, Hendar**

- ♦ Internal Medicine Resident: 12 de Octubre University Hospital, Madrid
- ♦ Course on the Safe Use of Medication in the Madrid Health Service
- ♦ Expert in Physiotherapy and Sports Rehabilitation at the International University Isabel of Castile

# 04 Structure and Content

Through a complete and detailed syllabus, you will cover all the essential subject areas, gradually acquiring the necessary skills to put the necessary knowledge into practice. A very well-developed learning structure that will allow you to learn in a continuous, efficient way and which is tailored to your needs.



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

## Module 1. Clinical Reasoning in Physiogeriatrics

- 1.1. Past, Present and Future of Physiotherapy in Geriatrics
  - 1.1.1. Brief History of Physiotherapy
    - 1.1.1.1. Origin of physiotherapy beyond our borders
    - 1.1.1.2. Origin of Physiotherapy in Spain
    - 1.1.1.3. Conclusions
  - 1.1.2. Current Situation of Physiotherapy in Geriatrics
  - 1.1.3. Future of Physiotherapy in Geriatrics
    - 1.1.3.1. Physiotherapy and New Technologies
- 1.2. Active Aging
  - 1.2.1. Introduction
  - 1.2.2. Concept of Active Aging
  - 1.2.3. Classification
  - 1.2.4. Active Aging from the Patients Point of View
  - 1.2.5. Role of the Physical Therapist in Active Aging programs
  - 1.2.6. Example of Intervention
- 1.3. Physiotherapy in Geriatrics and Context of Action
  - 1.3.1. Introduction and Definitions
  - 1.3.2. Fields of Action
    - 1.3.2.1. Residential Centers
    - 1.3.2.2. Socio-sanitary
    - 1.3.2.3. Primary Care
    - 1.3.2.4. Physiotherapy in Palliative Care Units
  - 1.3.3. Future Areas in Physiogeriatrics
    - 1.3.3.1. New Technologies
    - 1.3.3.2. Physiotherapy and Architecture
  - 1.3.4. Interdisciplinary Teams in Geriatrics
    - 1.3.4.1. Multidisciplinary or Interdisciplinary Teams?
    - 1.3.4.2. Composition and Functioning of the Interdisciplinary Team
    - 1.3.4.3. Main Functions within the Interdisciplinary Team
- 1.4. Differential Diagnosis and Alarm Signs and Symptoms: Red and Yellow Flags in Geriatrics. Differential Diagnosis. Red and Yellow flags
  - 1.4.1. Introduction and Definitions
    - 1.4.1.1. Differential Diagnosis
    - 1.4.1.2. Diagnosis in Physiotherapy
    - 1.4.1.3. Geriatric Syndromes
    - 1.4.1.4. Red and Yellow Flags
  - 1.4.2. Most Common Red Flags in Clinical Practice
    - 1.4.2.1. Urinary Infection
    - 1.4.2.2. Oncologic Pathology
    - 1.4.2.3. Heart Failure
    - 1.4.2.4. Fractures
- 1.5. Pharmacology, Effects on the Neuromusculoskeletal System
  - 1.5.1. Introduction
    - 1.5.1.1. Drugs Influencing Gait
  - 1.5.2. Drugs and Risk of Falls
- 1.6. Approach to the Physical Therapy Session in Geriatrics
  - 1.6.1. Examination and Physiotherapy Evaluation of the Geriatric Patient
    - 1.6.1.1. Valuation Components
    - 1.6.1.2. Most Commonly Used Scales and Tests
  - 1.6.2. Determination of Treatment Objectives
  - 1.6.3. Organization of the Treatment Session
  - 1.6.4. Organization of the Physiotherapist's Job
  - 1.6.5. Treatment Follow-up in the Elderly Patient

**Module 2. Person-Centered Care (PCA). A Look from Physiotherapy**

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



2.6. Actions

2.6.1. Introduction

2.6.2. Actions

2.6.2.1. The Reception of the Physiotherapist

2.6.2.2. Assessment and Evaluation Processes

2.6.2.3. The Intervention

2.6.2.4. Interrelationship With Co-Workers

2.6.2.5. Interrelation with the Physical Environment

2.6.2.6. Interrelation with the Community

**Module 3. Pain and Aging, Update According to Current Scientific Evidence**

3.1. Anatomy and Physiology of Pain Transmission

3.1.1. Peripheral Elements

3.1.2. Nociceptors

3.1.3. Nociceptor Depolarization

3.1.4. Peripheral Sensitization of Nociceptors

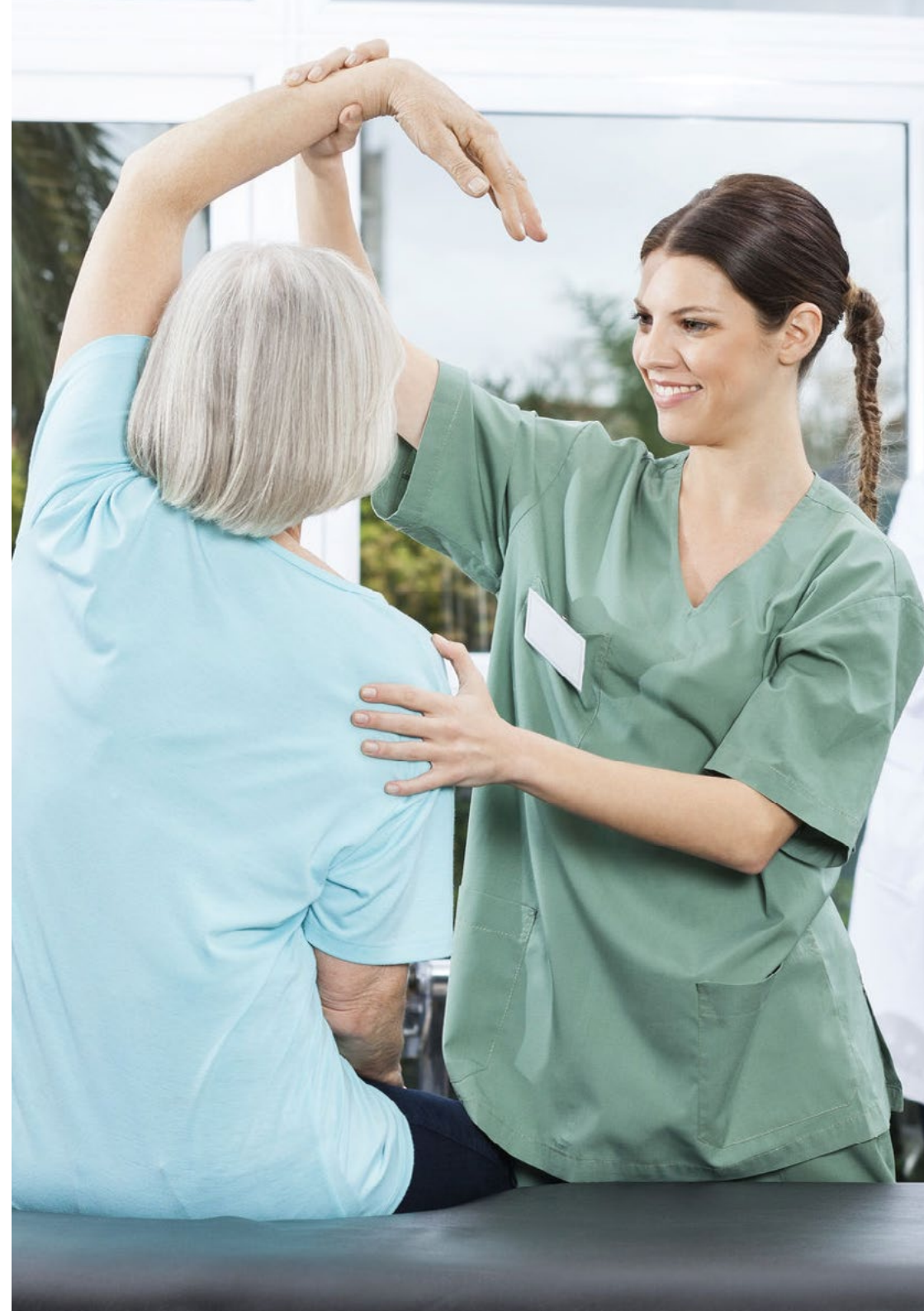
3.2. Types of Pain

3.2.1. Introduction

3.2.2. Temporal

3.2.2.1. Acute Pain

3.2.2.2. Chronic Pain





- 3.3. Pain and Aging
  - 3.3.1. Aging
  - 3.3.2. Characteristics of Aging
  - 3.3.3. Prevalence
  - 3.3.4. Physiological Changes of Aging
  - 3.3.5. Physical and Neurological Changes with Impact on Pain Chronification
    - 3.3.5.1. Differences in Pain Perception
    - 3.3.5.2. Increased Chronic Inflammation in Aging
    - 3.3.5.3. Disruption of the Circadian Cycle in Aging
    - 3.3.5.4. Neurodegeneration and Implications for Learning
    - 3.3.5.5. Elderly Depression
    - 3.3.5.6. Sedentary Lifestyle and Frailty in the Elderly
    - 3.3.5.7. Under-Recognized and Under-Treated Pain
- 3.4. Pain Syndromes in Geriatrics
  - 3.4.1. Introduction
  - 3.4.2. Cervical Osteoarthritis
  - 3.4.3. Occipital Neuralgia
  - 3.4.4. Cervicogenic Dizziness
  - 3.4.5. Vertebral Fracture due to Osteoporosis
  - 3.4.6. Lumbar Osteoarthritis and Facet Syndrome
  - 3.4.7. Central Canal Stenosis in the Lumbar Spine
  - 3.4.8. Hip Osteoarthritis
  - 3.4.9. Shoulder Rotator Cuff Rupture
  - 3.4.10. Knee Osteoarthritis

- 3.5. Pain Assessment
- 3.6. Pharmacological Treatment of Pain in the Geriatric Patient
  - 3.6.1. Drugs for Pain
  - 3.6.2. Aines
  - 3.6.3. Coxibs
  - 3.6.4. Paracetamol
  - 3.6.5. Metamizole
  - 3.6.6. Opioid Drugs
  - 3.6.7. Phytotherapy.
  - 3.6.8. Adjuvant Drugs
- 3.7. Physiotherapist Treatment of the Geriatric Patient



*You will learn in such a way that what you have learned becomes fixed and transformed into knowledge, through a structured study that will cover all the points of interest you need to update your intervention in geriatric rehabilitation"*

# 05 Methodology

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

This Teaching System is used, for example, in the most Prestigious Medical Schools in the World, and Major Publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





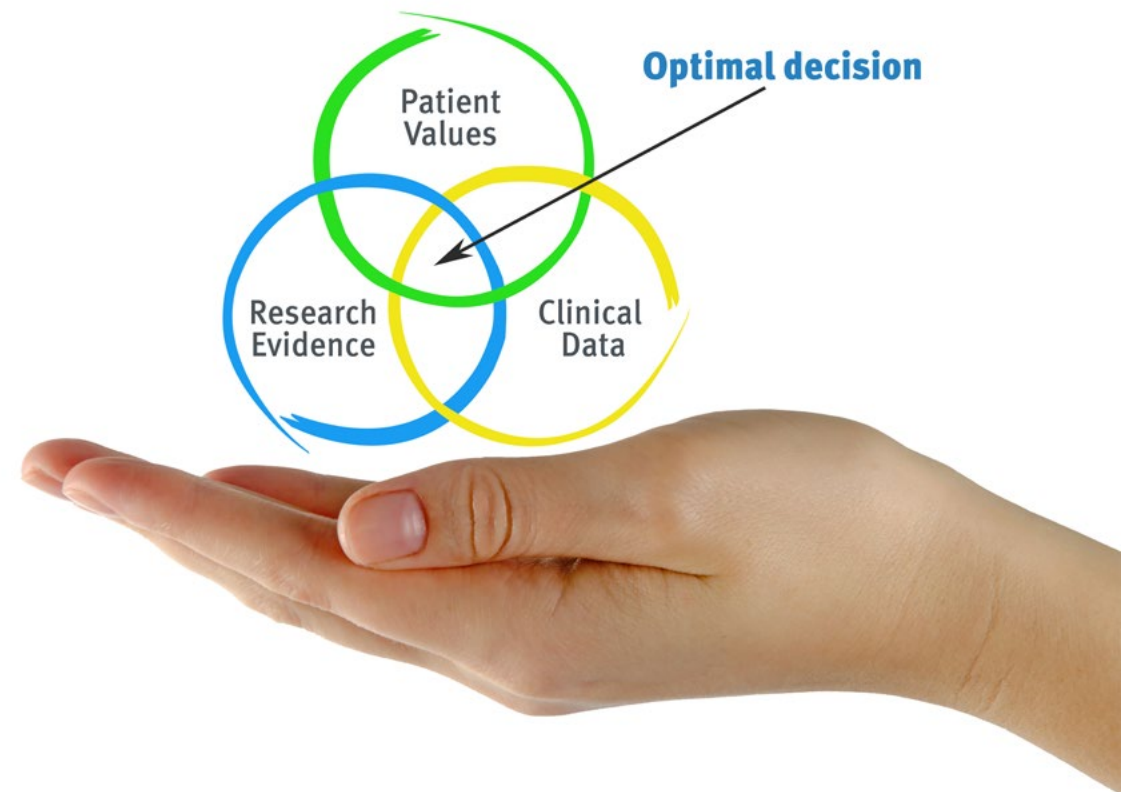
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

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

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



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

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*Did you know that this method was developed in 1912 for Harvard 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. Physiotherapists/kinesiologists 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 physiotherapist/kinesiologist to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

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

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



*The physiotherapist/kinesiologist 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 trained more than 65,000 physiotherapists/kinesiologists with unprecedented success in all clinical specialties, regardless of the workload. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning 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.*

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 our 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.



#### Physiotherapy Techniques and Procedures on Video

TECH brings students closer to the latest techniques, the latest educational advances and to the forefront of current Physiotherapy techniques and procedures. 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

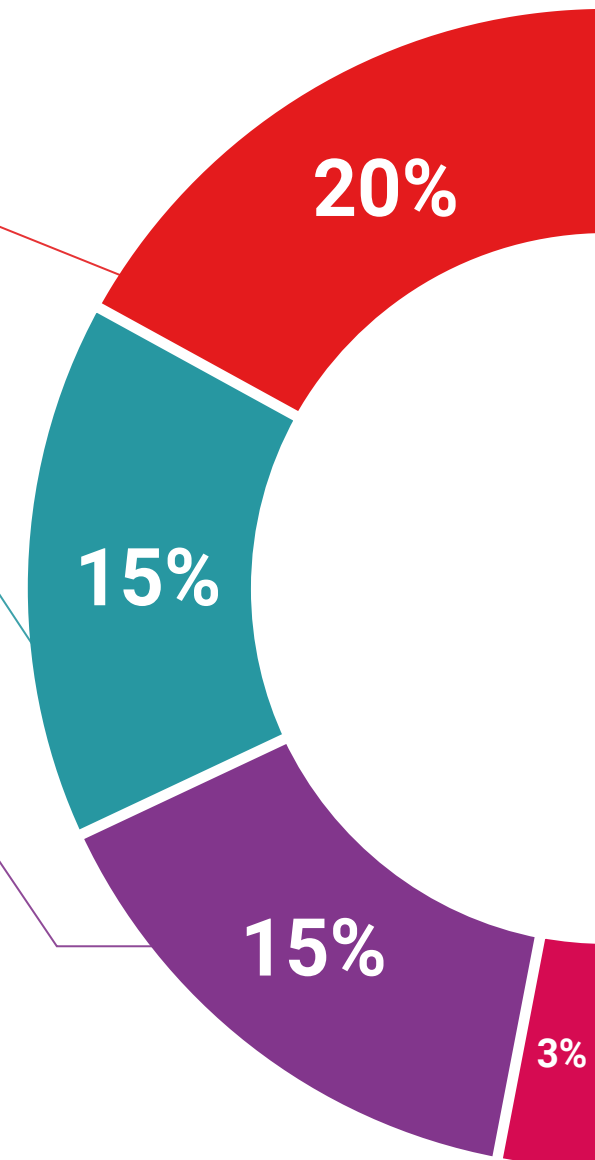
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".

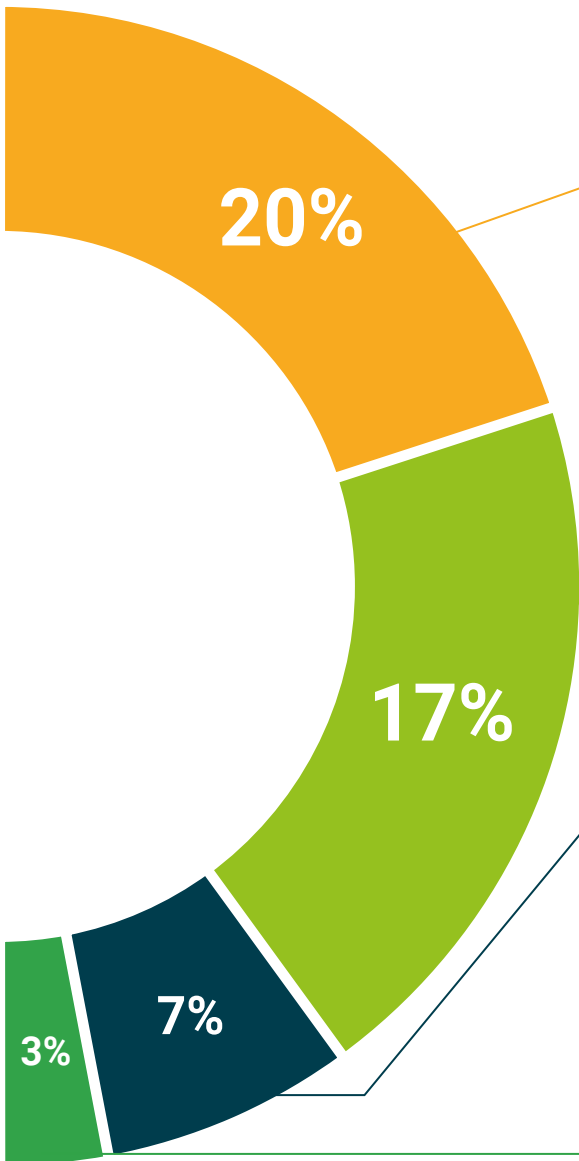


#### Additional Reading

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 on the usefulness of learning by observing experts: The system termed Learning from an Expert strengthens knowledge and recall capacity, and generates confidence in the face of difficult decisions in the future.



#### 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.



# 06 Certificate

The Postgraduate Diploma in Pain and Aging in Physical Therapy guarantees you, in addition to the most rigorous and up-to-date course, access to a Postgraduate Diploma issued by TECH Technological University.



“

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

This **Postgraduate Diploma in Pain and Aging in Physiotherapy** 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 Postgraduate Diploma issued by **TECH Technological University** via tracked delivery\*.

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

Title: **Postgraduate Diploma in Pain and Aging in Physical Therapy**

Official N° of Hours: **525 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.

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



## Postgraduate Diploma

Pain and Aging  
in Physical Therapy

Course Modality: Online

Duration: 6 months

Certificate: TECH Technological University

Official N° of Hours: 525 h.

# Postgraduate Diploma

## Pain and Aging in Physical Therapy

eguzki