

# Postgraduate Diploma

Canine, Equine, Avian  
and Non-Conventional  
Animal-Assisted Interventions



## Postgraduate Diploma

### Canine, Equine, Avian and Non-Conventional Animal-Assisted Interventions

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-canine-equine-avian-non-conventional-animal-assisted-interventions](http://www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-canine-equine-avian-non-conventional-animal-assisted-interventions)

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# 01

# Introduction

Today, the multiple physical, social and mental benefits of interacting with animals in controlled environments are indisputable. In fact, such benefits were already present in therapeutic contexts long before documented scientific evidence was made widely available. This academic program will focus on gathering and understanding the different lines of intervention used in the area of Animal-Assisted Therapies (AAI). To this end, the program offers specialized knowledge to adequately form a bond with animals trained for these purposes, while respecting their nature and understanding their way of learning.





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*This is your opportunity to specialize in a booming field within Psychology and take your knowledge to the next level”*

Animal-Assisted Interventions have experienced a great rise in the last decade due to the human need to create a special bond with animals which has evinced their potential emotional healing effect. These Animal-Assisted Interventions are dynamic and participatory proposals whose purpose is to improve the quality of life of people from a biological, social and psychological perspective.

With this intensive program, Psychology professionals will be able to develop a stable bond with animals and a structured methodology of non-conventional animal-assisted interventions, adjusted to each user (patient or trainee) with clear and achievable objectives.

The specialization also addresses the set of techniques and exercises necessary to intervene as therapists at a psychomotor level, using horses as co-therapists to work on a physical, emotional, sensory, cognitive and social level.

At the same time, the training utilizes an alternative methodology for using birds in captivity to generate benefits both in humans and in the birds themselves, not without first understanding their characteristics as a species that mostly thrives in a natural environment.

Finally, the program offers specialized knowledge about non-conventional animals that regularly participate in assisted interventions, characteristics and recommendations in terms of their care, work methodologies with respect to both birds and users, pathologies for which these animals are suited and the basic parameters that ensure their well-being.

The development of new therapeutic methodologies to counteract the negative effects of stress generated by social, cultural and biological impacts, make assisted interventions a natural alternative.

The **Postgraduate Diploma in Canine, Equine, Avian and Non-Conventional Animal-Assisted Interventions** contains the most complete and updated academic program on the market. The most important features of the program include:

- ♦ Practical cases presented by experts in Animal-Assisted Therapies
- ♦ 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
- ♦ Breakthroughs in Animal-Assisted Therapies
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies in Animal-Assisted Therapies
- ♦ 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 high-level program, especially designed to update student knowledge in a comfortable and effective way”*



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*This Postgraduate Diploma is the opportunity you were waiting for to take your career to the next level and become a prestigious Psychologist”*

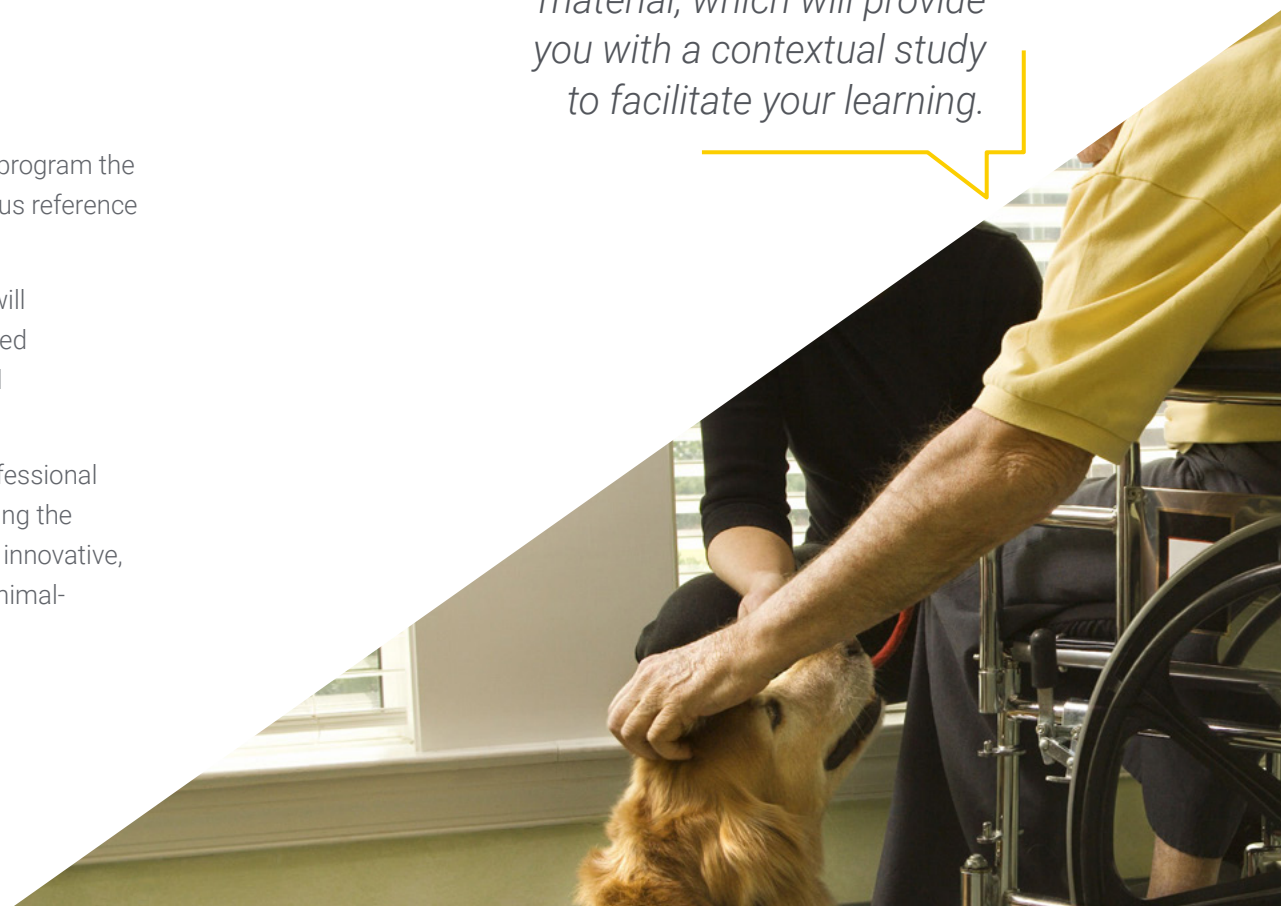
The teaching staff is made up of professionals in the field who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive 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 program. For this purpose, the professional will be assisted by an innovative, interactive video system created by renowned and experienced experts in Animal-Assisted Therapies.

*As this is a 100% online academic program, you will be able to balance your studies with your professional work.*

*You will have at your disposal the best didactic material, which will provide you with a contextual study to facilitate your learning.*



# 02

# Objectives

The objective of this academic program is to help psychologists understand the significance of the desired results that Animal-Assisted Therapies provide people with social and behavioral problems. Thus, after completing this Postgraduate Diploma, professionals will be fully capable of designing and implementing this type of interventions, offering optimal conditions for both the animals and the users participating in the therapy. This will not only increase their professional skills, but will also turn them into first level practitioners.







“

*You will have at your disposal numerous case studies that will teach you how to act in real situations”*





## General Objectives

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- ♦ Analyze the natural behaviors displayed by the canine species in order to convert them into capacities and potentialities in the use of assisted interventions
- ♦ Make an objective assessment of the characteristics and minimum requirements that assisted intervention dogs must have in terms of its behavioral development
- ♦ Generate skills and management tools in guide animal through the understanding of canine learning to facilitate the development of a working session
- ♦ Identify the minimum care dogs require and the problems that may arise in a working session
- ♦ Develop specialized knowledge of horse ethology
- ♦ Choose the right horse for the interventions
- ♦ Compile techniques to work with horses
- ♦ Determine the importance of horse care
- ♦ Analyze the natural behaviors of the different avian species in order to convert them into capacities and potentialities in the use of assisted interventions
- ♦ Make an objective assessment of the characteristics and minimum requirements that assisted intervention dogs must have in terms of its behavioral development
- ♦ Generate skills and management tools in guide animal through the understanding of avian learning to facilitate the development of a working session
- ♦ Identify the minimum care birds require and the problems that may arise in a working session
- ♦ Determine which are the unconventional animals in assisted interventions
- ♦ Analyze their basic behavior and biology
- ♦ Develop the most recommended training and work techniques
- ♦ Evaluate the most notable problems for their involvement





## Specific Objectives

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### Module 1. Canine-Assisted Interventions

- ♦ Examine the development of the natural behaviors of dogs, both instinctive and acquired, and the influence of human behavior in each of them
- ♦ Conduct a detailed evaluation of the positive behaviors in the dog to be incorporated into an assisted intervention program, as well as the behaviors that could generate problems in the learning process
- ♦ Adequately interpret the results of behavioral selection tests performed on the dogs to be included in the assisted intervention program
- ♦ Generate a training protocol according to the qualities of the dog and the work objectives in each session
- ♦ Propose methodological alternatives in the intervention sessions based on the objectives previously set for each user
- ♦ Routinely assess the health status of intervention dogs, identifying red flags or signs of discomfort for timely veterinary action and care
- ♦ Identify behavioral problems that develop in intervention dogs before, during, and after sessions with users

### Module 2. Equine-Assisted Interventions

- ♦ Analyze the horse's behavior
- ♦ Determine the role of the horse in therapy
- ♦ Examine the profile of horses suitable for therapy
- ♦ Develop an appropriate method of horse care
- ♦ Compile the necessary material for each intervention
- ♦ Specify the activities and techniques for the intervention
- ♦ Analyze the different pathologies and the choice of horse according to patient characteristics

### Module 3. Avian-Assisted Interventions

- ♦ Identify the physical and behavioral aspects within the nature of the different species of birds used in assisted interventions
- ♦ Examine the uses given to birds throughout history
- ♦ Establish the main characteristics that a bird must have in order to provide a service in interventions
- ♦ Identify the different management tools for training and activities with intervention birds
- ♦ Evaluate the optimal adaptation of bird handling facilities to ensure the maximum possible well-being
- ♦ Develop preparation methodologies for birds while observing the objectives sought in assisted intervention sessions
- ♦ Determine the health status of intervention birds, identifying red flags or signs of discomfort for timely veterinary action and care
- ♦ Identify behavioral problems that develop in intervention birds before, during, and after sessions with users

### Module 4. Non-Conventional Animal-Assisted Interventions

- ♦ Determine the intervention scenarios with unconventional animals
- ♦ Delimit the field of intervention for each species of animal
- ♦ Explore relevant training strategies
- ♦ Evaluate the mechanisms of such interventions
- ♦ Promote awareness of the responsible use of these animals in AAIs
- ♦ Educate on the importance of ensuring animal well-being
- ♦ Propose future perspectives in the field of intervention and animal well-being



03

# Course Management

The teaching staff for this Postgraduate Diploma is made up of a group of experts from different areas related to Animal-Assisted Intervention. Students will benefit from the experience and prestige of professional psychologists, who will help them better understand the work in Animal-Assisted Interventions focused on users with social, behavioral or psychological problems, with a better grasp of the conditions and characteristics that lead to these interventions having a higher success rate.



“

*This program will help you acquire the skills you need to excel in your daily work”*

## Management



### Mr. Alarcón Rodríguez, Óscar Fabián

- ♦ Veterinary ethologist in charge of consultations within the specialty, and dog selection evaluator for Assisted Interventions Red Cross Canine Center
- ♦ Training and veterinary care for day care dogs Canino Gopet Center
- ♦ Care and management of horses and birds of prey Served as support in animal interventions for people with functional diversities Teanima Association
- ♦ Care, training and handling of birds of prey at Weltvogelpark Zoo
- ♦ Planning and execution of Canine and Equine Assisted Therapies Colombian Center for Neurosensory Stimulation (CECOEN)
- ♦ Master's Degree in Animal-Assisted Intervention and Applied Ethology Autonomous University of Madrid
- ♦ Diploma in Clinical Ethology Center for Veterinary Medical Specialties (CEMV) (Buenos Aires, Argentina)
- ♦ Veterinarian and Zootechnician. San Martín University Foundation (Bogotá, Colombia)
- ♦ TAC Norte Canine-Assisted Intervention Specialty Course Trainings
- ♦ Red Cross Canine Center Courses in canine training and Canine-Assisted Intervention AMKA Dog Day Care Center Courses in Ethology and Canine Training





**Ms. Fernández Puyot, Marisol**

- ♦ Animal-Assisted Therapy Coordinator
- ♦ Therapy Session Coordinator; around 120 monthly therapies with dogs, horses, birds of prey and small mammals
- ♦ Leads a multidisciplinary team of nine made up of psychologists, physiotherapists, animal-assisted therapy technicians, equestrian guides, trainers, stable hands, etc.
- ♦ Collaborator and volunteer at the PE&CO Association
- ♦ Founder and creator of the Teanima Association
- ♦ Animal-Assisted Therapy, Complutense University of Madrid
- ♦ Trainee Instructor at Teanima Association for graduates in TAFAD and TECO from different institutes of the Community of Madrid and for graduates in Sociology and Pedagogy from the Complutense University of Madrid

## Professors

### Mr. Castellanos Jiménez, Jevrahym

- ♦ Pet specialist at Tiendanimal (Madrid, Spain)
- ♦ Pet caregiver and trainer at Salvatierra Veterinary Clinic (Madrid, Spain)
- ♦ Assistant trainer of marine mammals at Oceanogràfic (Valencia, Spain)
- ♦ Psychologist and internal internship supervisor at Clínica Universitaria Colombia, Colsanitas S.A., Grupo Sanitas Internacional (Bogotá, Colombia)
- ♦ Master's Degree in Applied Ethology and Animal-Assisted Interventions, Universidad Autónoma de Madrid
- ♦ Master's Degree in Zoology, Complutense University of Madrid
- ♦ Degree in Psychology, Catholic University, Colombia
- ♦ Teacher in Companion Species module, On-line Diploma in Animal Behavior and Welfare, Unisalle (Bogotá, Colombia)
- ♦ Teacher and tutor of Psychology practices at Clínica Universitaria Colombia, Grupo Sanitas Internacional (Bogotá, Colombia)
- ♦ Teacher in bioethics and mental health at Fundación Olga Forero de Olaya (Bogotá, Colombia)





**Ms. Castillo Silviela De La Viesca, Irena**

- ♦ Sports Technician, specializing in Animal-Assisted Therapy Teanima Association
- ♦ Sport Technician at El Viejo Roble Equestrian Club
- ♦ Equine therapy course at El Jaral Equestrian Club
- ♦ Training days, coaching with horses and birds at Teanima Association (Assisted Therapy with birds and horses)
- ♦ Practice tutor and sports technician at Teanima Association (Assisted Therapy with birds and horses)
- ♦ Coaching and Assisted Therapy with horses, birds and small mammals



# 04

# Structure and Content

The compendium of contents designed by TECH will be students' main weapon to understand the fundamentals of Animal-Assisted Therapeutic Intervention from a psychology point of view. Thus, an in-depth historical review will allow students to learn the most relevant research that proves the efficacy of these therapies, their potential benefits and the areas where they have the greatest impact.





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*The largest content bank in the sector, condensed into an academic program that lasts just a few months”*

## Module 1. Canine-Assisted Interventions

- 1.1. Canine Ethology
  - 1.1.1. Behavioral Genetics
  - 1.1.2. Behavioral Developmental Processes in Puppies
  - 1.1.3. Canine Communication
  - 1.1.4. Intraspecies and Interspecies Hierarchies
  - 1.1.5. Hormonal Influence on the Development of Canine Behaviors
  - 1.1.6. Play Behavior
- 1.2. Canine Intelligence
  - 1.2.1. Understanding Human Language
  - 1.2.2. Problem Solving Skills
  - 1.2.3. Studies on the Most Intelligent Breeds
- 1.3. Dog Characteristics for Assisted Interventions
  - 1.3.1. Physical Characteristics
  - 1.3.2. Behavioral Characteristics
  - 1.3.3. Selectively Bred or Pedigreed Dogs
  - 1.3.4. Dogs from Shelters or Pounds
- 1.4. Canine Selection Methods for Assisted Interventions
  - 1.4.1. Campbell's Test
  - 1.4.2. Canine Behavioral Assessment and Research Questionnaire (C-BARQ)
  - 1.4.3. The Ecological Test "Ethotest"
  - 1.4.4. Other Protocols for Canine Selection
- 1.5. Training Techniques
  - 1.5.1. Traditional Training
  - 1.5.2. Positive Training
  - 1.5.3. Shaping
  - 1.5.4. Luring
  - 1.5.5. Targeting
  - 1.5.6. Clicker Use
- 1.6. Management Training Techniques
  - 1.6.1. Propaedeutics for Learning
  - 1.6.2. Attention to Calling
  - 1.6.3. Walking Side by Side
  - 1.6.4. Standing Orders
  - 1.6.5. Muzzle Use

- 1.7. Training Techniques by Objectives
  - 1.7.1. Grasping, Bringing and Releasing Objects
  - 1.7.2. Going to a Place
  - 1.7.3. Barking on Command
  - 1.7.4. Behavior Imitation
- 1.8. Canine Handling during Sessions
  - 1.8.1. Canine Handling and Activity Elements
  - 1.8.2. Controlled Approach with Users
  - 1.8.3. How to End a Session with the Dog
- 1.9. Veterinary Care
  - 1.9.1. Preventive Medicine
  - 1.9.2. Basic First Aid
  - 1.9.3. Genetic Problems of Common Intervention Breeds
  - 1.9.4. Nutrition and Diet
- 1.10. Detecting Canine Behavior Problems
  - 1.10.1. Stress Factors
  - 1.10.2. Aggressiveness
  - 1.10.3. Fear, Anxiety and Phobia
  - 1.10.4. Impulsiveness
  - 1.10.5. Senility

## Module 2. Equine-Assisted Interventions

- 2.1. Ethology
  - 2.1.1. History of Equine Ethology
  - 2.1.2. Theoretical Ethological Basis
  - 2.1.3. Equine Ethology
- 2.2. Equine Behavior
  - 2.2.1. Horses in the Animal Kingdom
  - 2.2.2. Equine Breeds
  - 2.2.3. Equine Behavior
- 2.3. Horses
  - 2.3.1. Horse Breeding
  - 2.3.2. Equine Characteristics
  - 2.3.3. Equine Education



- 2.4. Types of Horses Used in Assisted Interventions
  - 2.4.1. Selecting Suitable Horses for Assisted Interventions
  - 2.4.2. Horse Characteristics for Assisted Interventions
  - 2.4.3. Horse Training for Assisted Interventions
- 2.5. Horse Care
  - 2.5.1. Diet in Therapy Horses
  - 2.5.2. Care in Therapy Horses
  - 2.5.3. Education in Therapy Horses
- 2.6. Horse Training
  - 2.6.1. Therapy Horse Training
  - 2.6.2. Treatment and Ground Training in Therapy Horses
  - 2.6.3. Treatment and Saddle Training in Therapy Horses
- 2.7. Working Techniques in Horses
  - 2.7.1. Therapeutic Tasks and Activities
  - 2.7.2. Warm Ups and Walks
  - 2.7.3. Relaxation and Breaks
- 2.8. Cotherapeutic Animals
  - 2.8.1. The Horse in Equine Therapy
  - 2.8.2. Benefits for the Horse in Equine Therapy
  - 2.8.3. Benefits for the Other Animals in Equine Therapy
- 2.9. Horse Pathologies
  - 2.9.1. Types of Pathologies
  - 2.9.2. Selecting a Horse for each Type of Pathology
  - 2.9.3. Pathologies not Suitable for Equine Therapy
- 2.10. Horse Equipment
  - 2.10.1. Equine Therapy: Cinchuelo and Stable Bridle
  - 2.10.2. Therapeutic Riding: Saddle and Working Bridle
  - 2.10.3. Complementary Equipment according to the Pathology

### Module 3. Avian-Assisted Interventions

- 3.1. General Ethological Aspects of Birds for Assisted Interventions
  - 3.1.1. Falconiformes
  - 3.1.2. Strigiformes
  - 3.1.3. Psittaciformes
  - 3.1.4. Other Species
- 3.2. Evidence for Intelligence in Birds
  - 3.2.1. Visual and Hearing Acuity
  - 3.2.2. Spatial Localization
  - 3.2.3. Gregarious Behavior Synchronization
  - 3.2.4. Imitating Human Language
  - 3.2.5. Problem-Solving Skills
- 3.3. History of Human Activities Conducted with Birds
  - 3.3.1. Falconry
  - 3.3.2. Colombiculture
  - 3.3.3. Avian-Assisted Interventions
- 3.4. Avian Characteristics for Assisted Intervention
  - 3.4.1. Physical Characteristics
  - 3.4.2. Behavioral Characteristics
  - 3.4.3. Breeding Birds
  - 3.4.4. Birds in Recovery Centers
- 3.5. Bird Management and Control
  - 3.5.1. Glove or Gauntlet
  - 3.5.2. Creance
  - 3.5.3. Jesses
  - 3.5.4. Straps
  - 3.5.5. Scales
  - 3.5.6. Hood
  - 3.5.7. Telemetry Equipment

- 3.6. Handling Facilities
    - 3.6.1. Enclosures
    - 3.6.2. Environmental Enrichment
    - 3.6.3. Classrooms for Birds-Assisted Interventions
  - 3.7. Training Techniques
    - 3.7.1. Taming or Habituation
    - 3.7.2. Jumps to the Fist
    - 3.7.3. Flights with Belay
    - 3.7.4. Flights without Belay
  - 3.8. Daily Preparation Routines
    - 3.8.1. Diet Preparation
    - 3.8.2. Cleaning of Enclosures
    - 3.8.3. Physical Condition and Health Evaluation
    - 3.8.4. Landscaping
    - 3.8.5. Training
    - 3.8.6. Daily Activity Record
  - 3.9. Veterinary Care
    - 3.9.1. Preventive Medicine
    - 3.9.2. Most Common Diseases
    - 3.9.3. Plumage Maintenance
  - 3.10. Legal Requirements for Keeping Wild Birds
    - 3.10.1. Current Legislation on Keeping Wild Birds
    - 3.10.2. Documentation Requirements
    - 3.10.3. Associations Regulating or Reporting on the Use of Wild Birds
- Module 4. Non-Conventional Animal-Assisted Interventions**
- 4.1. Unconventional Animals
    - 4.1.1. Unconventional Animals
    - 4.1.2. Types of Unconventional Animals
      - 4.1.2.1. Marine Mammals
      - 4.1.2.2. Farm Animals
      - 4.1.2.3. Others
    - 4.1.3. Intervention Contexts and Scope
      - 4.1.3.1. Physical and Neuronal
      - 4.1.3.2. Psychomotor
      - 4.1.3.3. Emotional
      - 4.1.3.4. Cognitive
  - 4.2. Unconventional Animals: Marine Mammals
    - 4.2.1. Organization and Ethology
      - 4.2.1.1. Cetaceans (Dolphins)
      - 4.2.1.2. Pinnipeds (Sea Lions and Seals)
    - 4.2.2. Dolphin Therapy (DAT) and Otarian-Assisted Therapy (OAT)
  - 4.3. Unconventional Animals: Farm Animals
    - 4.3.1. Organization and Ethology
      - 4.3.1.1. Bovine: Cattle and Sheep
      - 4.3.1.2. Birds: Hens and Poultry
      - 4.3.1.3. Rodents and Rabbits
    - 4.3.2. Farm Schools and Therapeutic Environments
  - 4.4. Parameters for Human-Animal Interaction in Non-Conventional Animal-Assisted Interventions
    - 4.4.1. Animal Requirements: Health Status and Zoonosis
    - 4.4.2. Education and Preparation
      - 4.4.2.1. Professionals and Therapists
      - 4.4.2.2. Trainers
      - 4.4.2.3. Users
      - 4.4.2.4. Environment and Tools
    - 4.4.3. Scope and Limitations
  - 4.5. Non-Conventional Animal Training for Assisted Interventions
    - 4.5.1. Habitat Considerations vs. Natural Environment
    - 4.5.2. Veterinary Behavior and Therapeutic Uses
    - 4.5.3. Training Techniques
      - 4.5.3.1. Positive Reinforcement (Primary and Secondary Reinforcement)
      - 4.5.3.2. Timing and Bridging
      - 4.5.3.3. Least Reinforcing Scenario (LRS)
      - 4.5.3.4. Time Out
      - 4.5.3.5. Systematic Desensitization



- 4.6. Theories on the Effectiveness of Non-Conventional Animal-Assisted Interventions
  - 4.6.1. Mechanisms of action
    - 4.6.1.1. Stress Buffering Value
    - 4.6.1.2. Wampold's Contextual Model
  - 4.6.2. Mechanisms of Change in Dolphin Therapy
    - 4.6.2.1. Cavitation Hypothesis
    - 4.6.2.2. Resonance Hypothesis
  - 4.6.3. Positive Healing Bond Hypothesis
- 4.7. Non-Conventional Animal-Assisted Interventions for Physical and Neurological Disabilities
  - 4.7.1. Dolphin Therapy and Otariid-Assisted Therapy (OAT) in People with Brain Damage
  - 4.7.2. Dolphin Therapy and OAT in Children and Adults with Autism Spectrum Diagnosis
  - 4.7.3. Farm Animals in Older Adults Diagnosed with Alzheimer's Disease
- 4.8. Non-Conventional Animal-Assisted Interventions in Emotional and Psychological Disturbances
  - 4.8.1. Therapeutic Farm in People Diagnosed with Mental Illness
  - 4.8.2. Impact of Otolaryngeal-Assisted Therapy on Caregiver Overload
  - 4.8.3. Dolphin Therapy in People with Mood and Affect Disorders
- 4.9. Ethical Considerations and Animal Well-Being Indicators
  - 4.9.1. Perspectives in Europe and Spain
  - 4.9.2. Measurement Tools and Parameters
  - 1.9.3. Environmental Enrichment
    - 1.9.3.1. Human-Animal Interaction as an Enrichment Tool
    - 1.9.3.2. Visitor Effect Incidence
- 4.10. Current Status and Future Recommendations in Non-Conventional Animal-Assisted Interventions
  - 4.10.1. The Importance of the Work Done by Keepers and Trainers with Zoo Animals in Assisted Interventions
  - 4.10.2. Work Parameters in Field Practice: Trials and Single Cases
  - 4.10.3. Reflections on the Impact of Interventions on the Well-Being of Unconventional Animals



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.



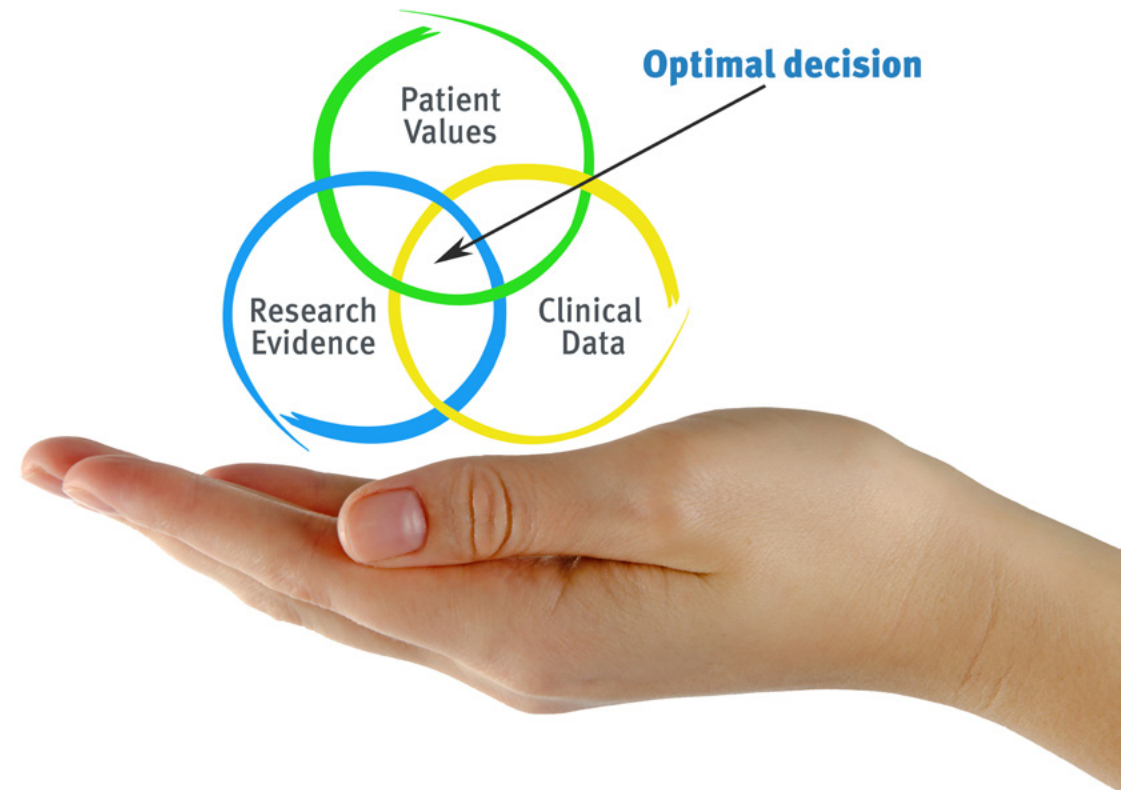
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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. Specialists learn better, faster, and more sustainably over time.

*With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional 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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

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

Our 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, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

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



#### Latest Techniques and Procedures on Video

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



#### Interactive Summaries

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

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



#### Additional Reading

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





**Expert-Led Case Studies and Case Analysis**

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



**Testing & Retesting**

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



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

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



06

# Certificate

The Postgraduate Diploma in Canine, Equine, Avian and Non-Conventional Animal-Assisted Interventions guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 private qualification will allow you to obtain a **Postgraduate Diploma in Canine, Equine, Avian and Non-Conventional Animal-Assisted Interventions** 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** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Canine, Equine, Avian and Non-Conventional Animal-Assisted Interventions**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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

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



## Postgraduate Diploma Canine, Equine, Avian and Non-Conventional Animal-Assisted Interventions

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Global University**
- » Credits: **24 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**



# Postgraduate Diploma

Equine-Assisted  
and Non-Conventional  
Animal-Assisted Interventions

