

Postgraduate Diploma Psychology of Learning in Animal-Assisted Therapies





Postgraduate Diploma Psychology of Learning in Animal-Assisted Therapies

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychology-learning-animal-assisted-therapies

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01

Introduction

The study of behavior is one of the main human interests since the beginning of their relationship with the world. In Animal-Assisted Therapies, learning takes center stage to facilitate adaptation processes demanded by the environment in which organisms gradually develop during their life cycle, and which provides them with the tools to build relationships with every surrounding element (objects, animals, people, etc.), as well as to understand how to act in different situations and scenarios. This will also allow students to analyze the theoretical background of learning, the types and mechanisms that enable it, the programs that contribute to its development and updating, as well as its relationship with other processes





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Animal-assisted therapy is booming, and professionals who specialize in it will succeed in carving out a niche for themselves in the sector”

One of the areas where animal-assisted therapies are showing more effective results in the practice of Psychology, as such therapies can actively help to improve aspects of life at a general and specific level, given the necessary resources to carry them out efficiently, and thus achieving proposed objectives and their general use in daily life. Therefore, this academic program will focus on providing psychologists with the competencies to work efficiently while applying and designing therapies based on Psychology. This will also allow students to analyze the theoretical background of learning, the types and mechanisms that enable it, the programs that contribute to its development and updating, as well as its relationship with other processes

This program addresses the fundamental differences between Animal-Assisted Interventions (AAI) or Animal Assisted-Therapies (AAT) as opposed to Animal-Assisted Activities (AAA) in professional practice

It addresses three fundamental aspects: classification and function depending on the benefits obtained, the importance of a multidisciplinary team that significantly helps cover the wide range of pathologies AAI is used for, and the research involved, given how important the animal co-therapist is in the field of human health. There is, therefore, a need to become familiar with all its benefits and improve the knowledge of AAI. It also addresses the current legislation regarding AAI. Animal protection is becoming more and more prominent in countries around the world, and the legal framework lays the foundations for respect in human / animal relationships

The increase in the number of companion animals and the greater concern for their well-being have created concern over animal sentience and awareness in cases of animal cruelty and mistreatment. This Postgraduate Diploma addresses the solid arguments and justification for the responsible use of animals in assisted interventions without affecting their well-being during the activity

Likewise, it delves deep into the solid arguments and justification for the responsible use of animals in assisted interventions without affecting their well-being during the activity

This **Postgraduate Diploma in Psychology of Learning in Animal-Assisted Therapies** contains the most complete and up-to-date 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 the self-assessment process can be carried out 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 academic option, designed by professionals of international prestige"

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This Postgraduate Diploma has the best didactic material, enabling a contextual study that will facilitate your learning”

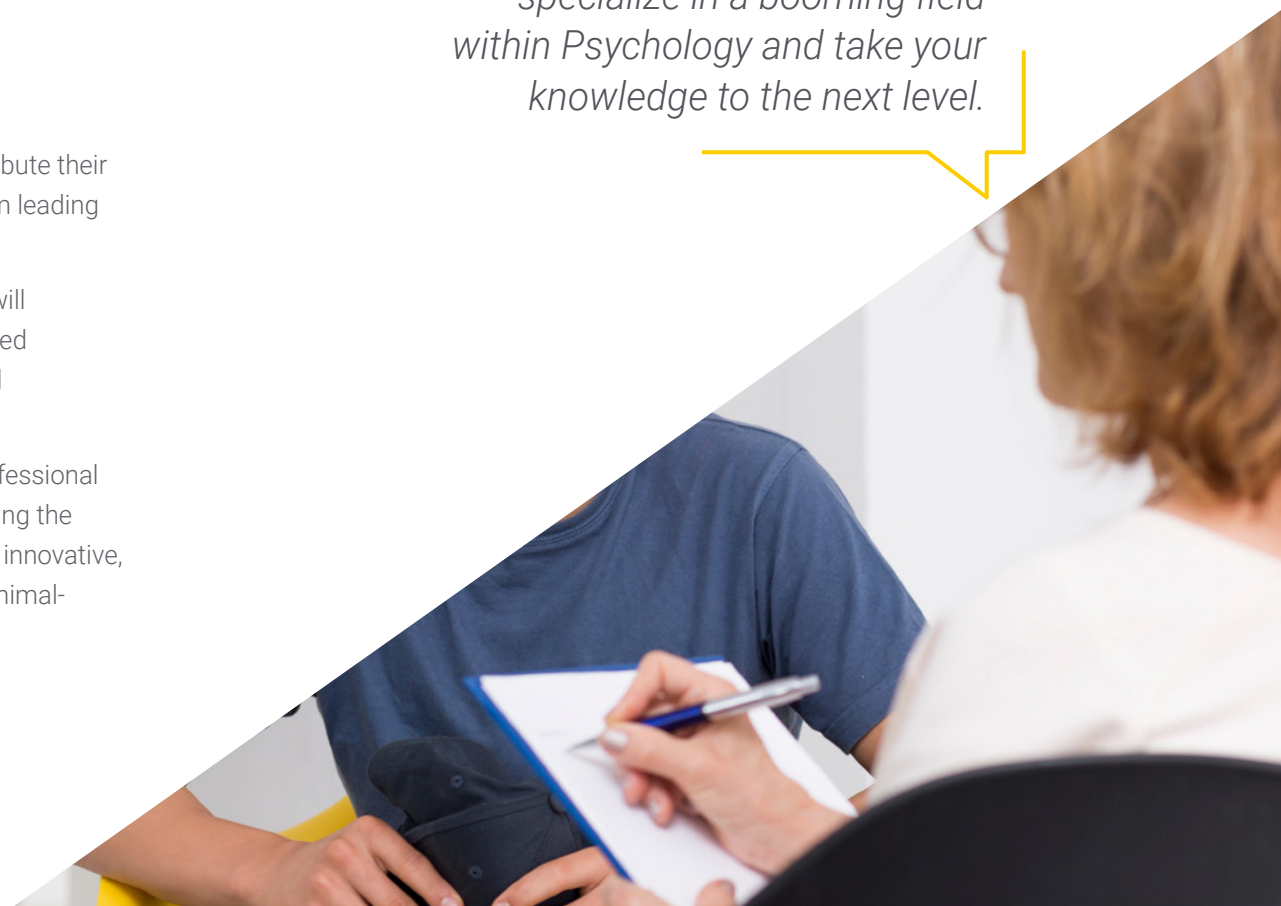
The programs teaching staff includes professionals in the sector who contribute their work experience to this training course, as well as renowned specialists from leading societies and prestigious universities

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 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

Animal-assisted therapies provide both patients and therapists with numerous benefits that this program includes in detail.

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



02

Objectives

The main objective of this training is to help psychologists understand the importance and the excellent results that Animal-Assisted Therapies have for people with psychological problems. Thus, after completing this training, 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 students' professional competencies, but will also make them much better prepared to work as psychologists in various fields



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



General Objectives

- ♦ Analyze the holistic change people undergo through Animal-Assisted Therapies (AAT)
- ♦ Determine the need for a multidisciplinary team in Animal-Assisted Interventions (AAI)
- ♦ Develop the legal framework to create an AAI entity
- ♦ Demonstrate through scientific theories and research how some animals have the phylogenetic and ontogenetic capacity to generate affiliative behaviors in humans until they develop a stable bond
- ♦ Analyze the importance given to the life of the species they work with from the conception of the well-being generated and the responsible ethics that commits them
- ♦ Identify the importance of positive interaction between animals and people, recognizing the role that each one plays and the balanced formation of the animal-guide binomial
- ♦ Justify the decision to choose a particular species in an assisted intervention program as opposed to other types of methods that do not include animals
- ♦ Develop learning processes
- ♦ Examine the theoretical and practical bases of learning
- ♦ Review the main mechanisms involved in a change in learning
- ♦ Present the current status and future outlook of learning studies





Specific Objectives

Module 1. Animal-Assisted Therapies

- ♦ Determine the differences between AAI, AAA, and PAR
- ♦ Analyze the past of Animal-Assisted Therapies to develop future research
- ♦ Establish animal-assisted *coaching* and psychotherapy as an important part of Animal-Assisted Therapies
- ♦ Examine relevant legislation to establish an AAI entity
- ♦ Learn how to prevent and respond to accidents

Module 2. Fundamentals of Anthrozoology

- ♦ Compile the different theories of how, when and why some animals were domesticated
- ♦ Demonstrate through evidence-based science how the cognitive abilities of certain animals are generated
- ♦ Determine the importance of providing quality of life and well-being to the animals involved
- ♦ Evaluate the different ideological positions on the ethical treatment of animals, their rights and the duties we have towards them
- ♦ Establish the impact that humans have when manipulating wild species and the resulting degradation of their natural environments
- ♦ Examine the role that companion animals, in particular, assisted intervention animals can play in different population groups
- ♦ Address the emotional aspects of the death of a companion animal for the family environment

Module 3. Psychology of Learning

- ♦ Develop the main paradigms in learning processes
- ♦ Determine behavior as the main axis of learning
- ♦ Analyze the concepts of reinforcement and punishment
- ♦ Examine the main reinforcement programs
- ♦ Understand the importance of forgetting as a learning process
- ♦ Explore the neurobiological basis of learning
- ♦ Distinguish the importance of cognition in the learning process



As it is a 100% online update program, you will be able to balance your studies with your professional work while increasing your knowledge of the field"

03

Course Management

Upon completing this program, professionals will acquire the necessary competencies for a quality and updated praxis based a most innovative scientific methodology. The Postgraduate Diploma includes in its teaching staff experts from different areas related to Psychology of Learning in Animal-Assisted Therapies. Thus, students will benefit from the professional experience and prestige our professors have in the field of psychology, who will help them better understand how animal-assisted therapies work





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Take a 180° turn in your career and become a key player in Animal-Assisted Therapies from a psychological perspective”

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

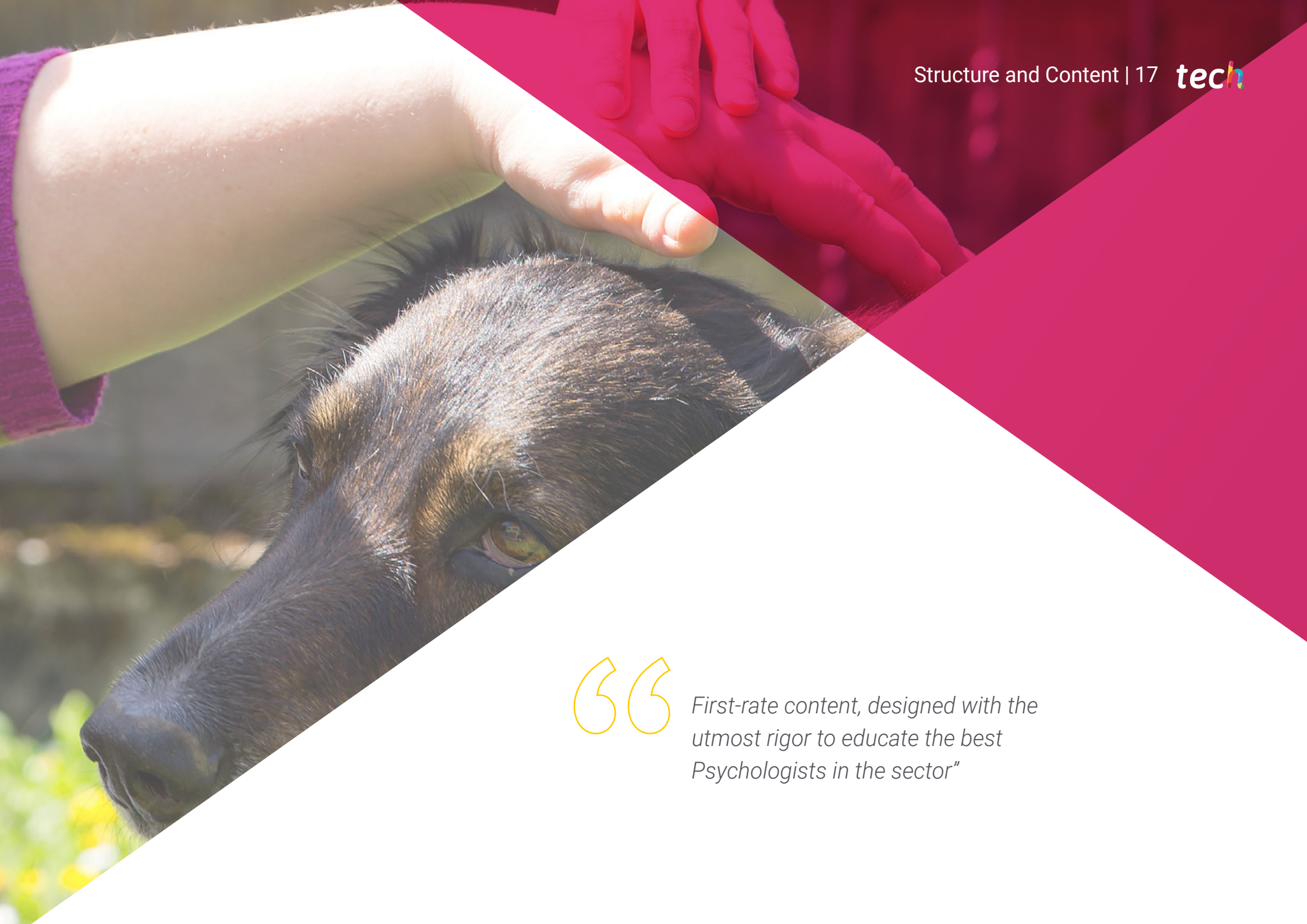
- ♦ Pet specialist at Tiendanimal (Madrid, Spain)
- ♦ Pet caregiver and trainer at Salvatierra Veterinary Clinic (Madrid, Spain)
- ♦ Assistant trainer of marine mammals at Oceanogràfic (Valencia, Spain)
- ♦ Psychologist and internal internship supervisor at Clínica Universitaria Colombia, Colsanitas 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)

04

Structure and Content

The content structure has been designed by a team of experts in Psychology, who have developed it taking into account the latest strategies and developments in Animal-Assisted Therapies. The contents will prove to be the main asset for psychology professionals in terms of their growth and consolidation within the sector. These therapies will also result in greater guarantees of success in treating and helping patients with their cognitive and emotional development processes. All this will enable professionals to position themselves as prestigious psychologists





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First-rate content, designed with the utmost rigor to educate the best Psychologists in the sector”

Module 1. Animal-Assisted Therapies

- 1.1. Animal-Assisted Therapies
 - 1.1.1. Animal-Assisted Interventions (AAI), Animal-Assisted Therapies (AAT), Animal-Assisted Education (AAE), Animal-Resident Program (ARP)
 - 1.1.2. Animal-Assisted Activity (AAA)
 - 1.1.3. User Terminology
 - 1.1.4. Co-Therapist Animals
 - 1.1.5. Research
- 1.2. Multidisciplinary team
 - 1.2.1. Occupational Therapists
 - 1.2.2. Psychologist
 - 1.2.3. Pedagogue
 - 1.2.4. Physiotherapist
 - 1.2.5. Technical Trainer, Equestrian Guide
- 1.3. History of Animal-Assisted Interventions
 - 1.3.1. Chronology
 - 1.3.2. Using AAT
 - 1.3.3. Future Prospects
- 1.4. Animal-Assisted *Coaching*
 - 1.4.1. Differences between *Coaching* and Psychotherapy
 - 1.4.2. Animals for *Coaching*
 - 1.4.3. *Equine-Assisted Coaching* Objectives
 - 1.4.4. *Avian-Assisted Coaching* Objectives
- 1.5. Legislation
 - 1.5.1. The Need for Regulation in AAT
 - 1.5.2. The Need for Certified Training
 - 1.5.3. Legislation in Europe
 - 1.5.4. Legislation in American
- 1.6. Creating an AAI Entity
 - 1.6.1. Legal Form
 - 1.6.2. Recruiting Multidisciplinary Teams and Customers
 - 1.6.3. Customer Loyalty
 - 1.6.4. Facilities and Head Office
- 1.7. Volunteer and Internship Programs
 - 1.7.1. Volunteer Contracts / Agreements with Universities
 - 1.7.2. Volunteer Loyalty
 - 1.7.3. Training
 - 1.7.4. Insurance
- 1.8. Occupational Hazard Prevention
 - 1.8.1. Work Clothes
 - 1.8.2. Information Signs
 - 1.8.3. Covid Protocol
 - 1.8.4. Fire Extinguishers
 - 1.8.5. First Aid
- 1.9. Licenses and Permits
 - 1.9.1. Livestock Farming Registry (REGA in Spanish), Zoological Nucleus
 - 1.9.2. Data Protection Law
 - 1.9.3. Socio-Health Licenses
 - 1.9.4. Federal Licenses
- 1.10. Animal-Assisted Therapy Regulations
 - 1.10.1. Civil and Criminal Liability
 - 1.10.2. Animal Abuse
 - 1.10.3. Animal Well-being during Transport
 - 1.10.4. Veterinary Inspection
 - 1.10.5. Carcass Processing

Module 2. Fundamentals of Anthrozoology

- 2.1. Domestication Process
 - 2.1.1. Theories on Domestication
 - 2.1.2. Scientific Data on Domestication
 - 2.1.3. The Importance of Domestication
- 2.2. Cognitive Ethology
 - 2.2.1. Memory
 - 2.2.2. Spatial Cognition
 - 2.2.3. Categorization
 - 2.2.4. Interspecies Communication Processes
 - 2.2.5. State of Consciousness
 - 2.2.6. Quantity Ratio
 - 2.2.7. Tool Use
- 2.3. Developing Bonds with Animals
 - 2.3.1. Attachment Theory
 - 2.3.2. Behavioral Synchronization
 - 2.3.3. Empathic Feeling
- 2.4. Animal Welfare
 - 2.4.1. The Five Animal Freedoms
 - 2.4.2. The Five Domains of Animal Well-Being
 - 2.4.3. Environmental Enrichment
 - 2.4.4. Animal Well-Being Measurement Methods
 - 2.4.5. The “One Health, One Well-Being” Concept
- 2.5. Animal Bioethics
 - 2.5.1. Main Positions on Bioethics
 - 2.5.2. Animal Use in AAI and Justification
 - 2.5.3. Animals as Abuse Victims
- 2.6. Responsible Ownership
 - 2.6.1. Acquisition and Commitments in Companion Animal Interventions
 - 2.6.2. Owner Civil Rights and Duties in Animals Used in Interventions
 - 2.6.3. Responsible Breeding
 - 2.6.4. Work Dogs
 - 2.6.5. Multispecies Homes

- 2.7. Human Impact on Ecological Systems
 - 2.7.1. Species Trafficking
 - 2.7.2. Species Conservation
 - 2.7.3. Risks of Losing Animals in Captivity
 - 2.7.4. Petification
- 2.8. The Role of Companion Animals for Children
 - 2.8.1. Accompaniment in Child-Animal Interactions
 - 2.8.2. Animals as Facilitators in Child Learning
 - 2.8.3. Using Animals in Children Educational Centers
- 2.9. The Role of Companion Animals in Older Adults
 - 2.9.1. Loneliness in Older Adults
 - 2.9.2. Accompaniment in Older Adult-Animal Interactions
 - 2.9.3. Animals as Physical and Mental Exercise Support for Older Adults
 - 2.9.4. Using Animals in Geriatric Centers
- 2.10. Grief at the Loss of a Companion Animal
 - 2.10.1. Veterinary Thanatology
 - 2.10.2. Euthanasia, Orthothanasia and Dystanasia
 - 2.10.3. Guided Emotional Support

Module 3. Psychology of Learning

- 3.1. Psychology of Learning
 - 3.1.1. Historical Background: From the Study of the Mind to Reflexes
 - 3.1.2. What Makes Us Intelligent? The Importance of Comparative Studies between Animals and Humans
 - 3.1.2.1. Animal Models: Types and Reasons for Use
 - 3.1.2.2. Assessment and Measurement Paradigms
 - 3.1.3. Learning and Cognition: Commonalities and Distinctions
- 3.2. Behavior as a Learning Axis
 - 3.2.1. The Nature of Reflexes
 - 3.2.2. Habituation vs. Sensitization
 - 3.2.2.1. Dual Process Theory

- 3.2.3. Emotions: Dual Process Theory
- 3.3. Classical Conditioning: The Study of Learning
 - 3.3.1. Pavlov and His Contributions
 - 3.3.1.1. Excitatory Conditioning
 - 3.3.1.2. Inhibitory Conditioning
 - 3.3.2. Mechanisms of action
 - 3.3.2.1. Intensity, Salience, Relevance, and Pertinence
 - 3.3.2.2. Biological Forcing Theory
 - 3.3.2.3. Stimulus Substitution Model
 - 3.3.2.4. Blocking Effect
 - 3.3.2.5. Rescorla and Wagner: Model and Application
- 3.4. Operant Conditioning: The Instrumentalization of Behavior
 - 3.4.1. Instrumental Procedure
 - 3.4.1.1. Reinforcement
 - 3.4.1.2. Punishment
 - 3.4.1.3. Stimulus and Response
 - 3.4.1.4. Contingency
 - 3.4.2. Motivational Mechanisms
 - 3.4.2.1. Association and Law of Effect
 - 3.4.2.2. Reward and Expectations
 - 3.4.2.3. Behavioral Regulation
 - 3.4.3. Skinner's Contributions to Learning and Behavioral Studies
- 3.5. The Relevance of Stimuli
 - 3.5.1. Discrimination and Differential Response
 - 3.5.2. Generalization and Gradients
 - 3.5.3. Stimulus Control
 - 3.5.3.1. Sensory Capacity and Stimulus Orientation
 - 3.5.3.2. Stimulus Equivalence
 - 3.5.3.3. Context Cues and Conditional Relationships
- 3.6. Respiratory Muscles in Operant Conditioning
 - 3.6.1. Reward Training
 - 3.6.1.1. Simple
 - 3.6.1.1.1. Fixed Ratio
 - 3.6.1.1.2. Variable Ratio
 - 3.6.1.1.3. Fixed Interval
 - 3.6.1.1.4. Variable Interval
 - 3.6.1.2. Complex
 - 3.6.1.3. Concurrent
 - 3.6.2. Punishment Training
 - 3.6.3. Escape and Avoidance Training
 - 3.6.4. Omission (Punishment) Training
- 3.7. Learning to Unlearn: Extinction
 - 3.7.1. Effects of Extinction Procedures
 - 3.7.1.1. Spontaneous Recovery
 - 3.7.1.2. Renovation
 - 3.7.1.3. Restoration and Reinstallation
 - 3.7.2. Inhibitory Associations and Paradoxical Effects
 - 3.7.3. Impact of Partial Reinforcement
 - 3.7.4. Resistance to Change
- 3.8. The Role of Cognition in Learning
 - 3.8.1. Memory Paradigms and Mechanisms
 - 3.8.1.1. Working Memory
 - 3.8.1.2. Reference Memory
 - 3.8.1.3. Spatial Memory
 - 3.8.1.4. Acquisition and Encoding
 - 3.8.1.5. Retention and Retrieval
 - 3.8.2. Forgetfulness
 - 3.8.2.1. Proactive Interference
 - 3.8.2.2. Retroactive Interference



- 3.8.2.3. Retrograde Amnesia
- 3.8.3. Cognition Learning Categorization
- 3.9. Neuroscience Foundations in Learning
 - 3.9.1. Sensitive Periods
 - 3.9.2. The Brain and the Areas Responsible for Learning
 - 3.9.3. The Role of Executive Functions
 - 3.9.3.1. Inhibitory Control
 - 3.9.3.2. Working Memory
 - 3.9.4. Neuronal Plasticity and Cognitive Flexibility
 - 3.9.5. The Role of Emotions
- 3.10. Current State of Research on Learning and Future Perspectives
 - 3.10.1. The Impact of Learning on the Development of Psychological and Behavioral Problems in Humans and Animals
 - 3.10.2. Paradigms of Learning and Behavior vs. Medical and Pharmacological Models
 - 3.10.3. The Study of Learning and Its Applications in Therapeutic and Care Settings

“ *Leading professionals in the field have come together to teach you the latest advances in Animal-Assisted Therapies in the field of Psychology*”

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 Psychology of Learning in Animal-Assisted Therapies 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 Psychology of Learning in Animal-Assisted Therapies** 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.

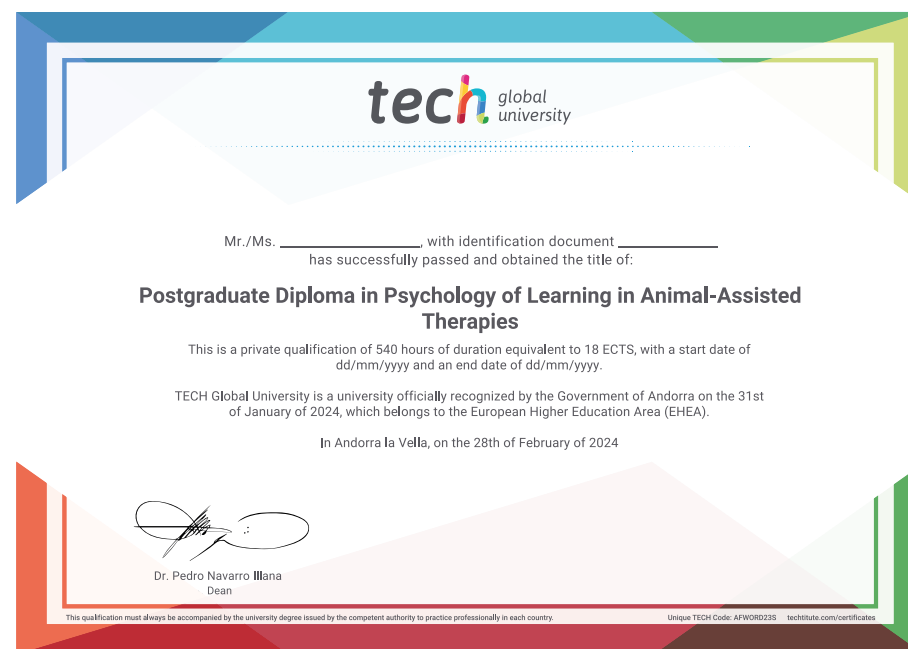
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Psychology of Learning in Animal-Assisted Therapies**

Modality: **online**

Duration: **6 months**

Accreditation: **18 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
online training
development language
classroom



Postgraduate Diploma
Psychology of Learning
in Animal-Assisted
Therapies

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Global University**
- » Credits: **18 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

Postgraduate Diploma Psychology of Learning in Animal-Assisted Therapies

