

Professional Master's Degree Animal-Assisted Therapies



Professional Master's Degree Animal-Assisted Therapies

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/psychology/professional-master-degree/master-animal-assisted-therapies

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01

Introduction

Animal-Assisted Therapies are an alternative treatment for people suffering from certain psychological conditions such as anxiety, depression or phobias. Dogs, horses and some farm animals are currently being of great help in creating synergistic and balanced relationships that support people in overcoming various conditions. In this sense, and given their high degree of effectiveness, TECH has designed this program to instruct psychologists in the correct design and implementation of this type of therapy, always taking care of the patient's welfare as well as that of the animal. Thus, after completing the training, psychologists will be much more prepared to work with different people and conditions, offering novel therapeutic options with a high degree of effectiveness.





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

In recent years, Animal-Assisted Therapies and Interventions have experienced a great surge due to their unique ability to help people at risk of social exclusion, with functional diversity, psychological, emotional or psychiatric problems, as well as learning difficulties, among others. Therefore, it is vital for Psychologists to have a thorough understanding of how these therapies work, with the aim of promoting the well being of both the people and the animals involved. Aware of this, TECH's team of professionals has designed this program to teach Psychologist the correct way to implement these types of therapies and how to obtain excellent results. Likewise, this curriculum will be the starting point for student professional growth, as it will allow them to position themselves in the field as top professionals.

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. The Professional Master's Degree in Animal-Assisted Therapies addresses tools and resources different from the traditional therapeutic and educational procedures used on people with functional diversities, making them an alternative for professionals in the area when building new and diversified methodologies.

The academic content for this Professional Master's Degree provides technical and scientific evidence for the use of various species, both domestic and in captivity, to engage in animal-assisted Interventions in different social groups, people with intellectual, physical, sensitive and psychic disabilities, always respecting and understanding the well-being of the animals involved in this type of practice.

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. Likewise, and addressing the eminently therapeutic perspective, the program seeks to instruct psychologists in the methods that make it possible for patients to be nourished by the role played by animals in these interventions.

The compendium of contents designed by TECH will be the student's main weapon to understand the fundamentals of Animal-Assisted Interventions. Thus, an in depth review will allow students to learn about the most relevant research that proves the efficacy of these therapies, their potential benefits and the areas where they have the greatest impact.

This **Professional Master's Degree in Animal-Assisted Therapies** contains the most complete and up to date educational program on the market. Its most notable features are:

- ♦ 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 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

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This Professional Master's Degree is the best investment you can make in the selection of a refresher program to update your knowledge of Animal-Assisted Therapies”

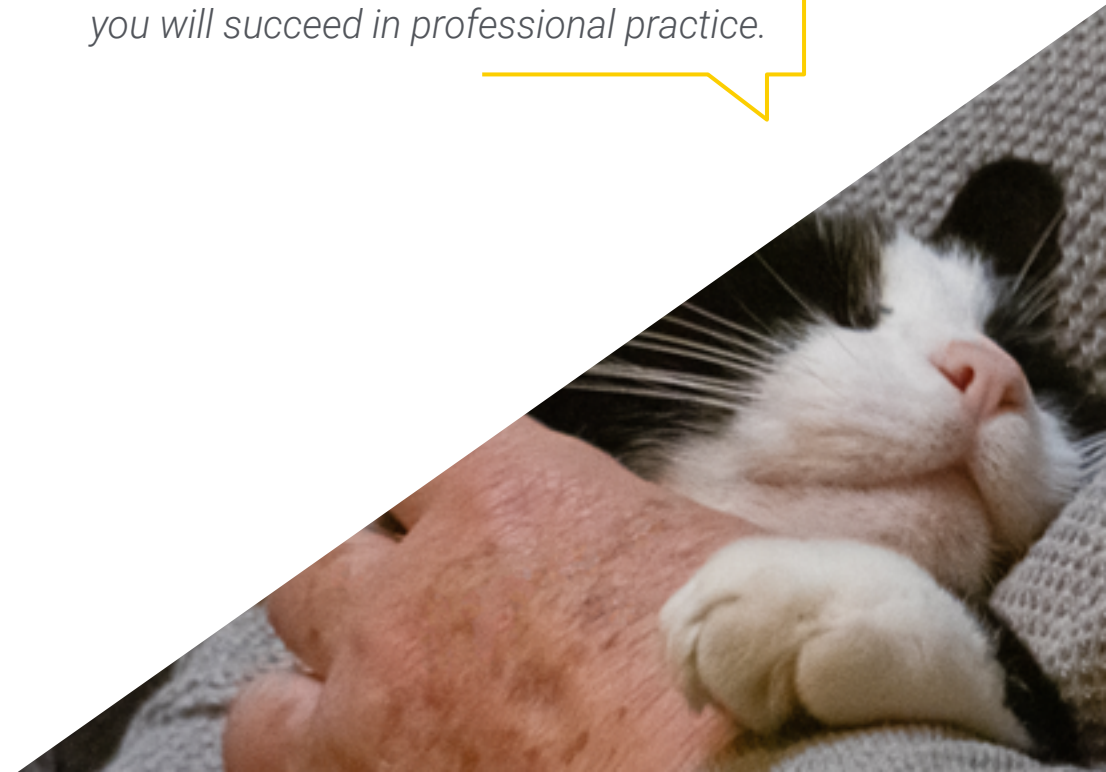
The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will deliver an immersive learning experience, 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.

This program is a great academic opportunity in the field of Animal-Assisted Therapy.

With this Professional Master's Degree, you will become a prestigious psychologist and you will succeed in professional practice.



02

Objectives

The main objective of this educational program 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 program, 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
- ♦ Differentiate assisted interventions from other non-clinical methods
- ♦ Design interventions
- ♦ Identify the needs of every user
- ♦ Develop skills as therapists
- ♦ 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



Specific Objectives

- ♦ Analyze their basic behavior and biology
- ♦ Develop the most recommended training and work techniques
- ♦ Evaluate the most notable problems for their involvement
- ♦ Identify the different types of disabilities
- ♦ Define which animal is suitable for each intervention
- ♦ Specify the different realities susceptible to animal-assisted intervention
- ♦ Analyze the importance humans place on animals today
- ♦ Establish the benefits of AAI
- ♦ Substantiate animal-assisted intervention methodologies in professional care groups
- ♦ Demonstrate knowledge of the different and practical applications of animal-assisted interventions
- ♦ Analyze the different approaches and intervention proposals made at each type of center
- ♦ Identify types of centers according to the needs and demands of each user

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 and, 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

Module 4. Methodology in Animal-Assisted Interventions (AAI)

- ♦ Establish the steps to follow for a successful Animal-Assisted Intervention
- ♦ Determine the different techniques and strategies to be used
- ♦ Establish specific objectives for each user
- ♦ Analyze the different types of horse-assisted interventions
- ♦ Design specific activities for each user
- ♦ Analyze the different areas to be worked on: psychological, cognitive and social
- ♦ Evaluate the different interventions according to the animal chosen

Module 5. 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 6. 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 7. 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 be of 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 the preparation methodology for a bird 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 8. 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

Module 9. Functional Diversities and Benefits of Animal-Assisted Interventions

- ♦ Develop specific knowledge of different types of disabilities
- ♦ Identify the most appropriate AAI for each type of disability
- ♦ Specify the objectives of the intervention
- ♦ Generate assessment recording mechanisms that enable objective assessments
- ♦ Establish the professional skills required in Animal-Assisted Intervention
- ♦ Develop research activities in AAI and activities aimed at different demographics and age groups
- ♦ Define and manage Animal-Assisted Intervention programs
- ♦ Evaluate the precautions and contraindications surrounding AAI

Module 10. Application Areas in Animal-Assisted Interventions (AAI)

- ♦ Explore different techniques within the specific fields of action
- ♦ Examine the types of Animal-Assisted Interventions from different interdisciplinary approaches
- ♦ Evaluate therapeutic intervention programs with animals according to the type of center
- ♦ Propose therapeutic approaches appropriate to each user's profile
- ♦ Identify the differences between AAI within the variety of application areas
- ♦ Explore and design activity programs according to the intervention space and objectives
- ♦ Develop specialized knowledge about the different theoretical frameworks in the fields of action and professional application of AAI

03 Skills

Upon completing this program, professionals will acquire the necessary competencies for a quality and updated praxis based on the most innovative scientific methodology. All this will allow them to work optimally on those cases where an animal could actively help in the healing process of a person with psychological problems. This, in addition to turning students into much more sought after professionals, will enable them to successfully work in a variety of areas, adding greater value to their professional profile and making them a much more reputable psychologist in the sector.





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



General Skills

- ◆ Learn to educate, train and coach therapy animals
- ◆ Ensure the animal well-being during the interventions, respecting their break periods
- ◆ Learn to apply basic knowledge to the different fields of application in Animal-Assisted Interventions (AAI) and the main characteristics of the populations with which they work
- ◆ Evaluate, design, develop and implement animal work programs
- ◆ Have the skills to manage Animal-Assisted Therapies and Interventions
- ◆ Know the legislation and regulations in force regarding animal ownership, protection and work
- ◆ Select the animal that will participate as co-therapist within a multidisciplinary team

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Conduct early detection and intervention plans to improve the social skills of children in school settings”





Specific Skills

- ♦ Gain a deep understanding of animal-human relationships
- ♦ Know the historical evidence of animal-human interactions
- ♦ Better understand how Animal-Assisted Therapies work
- ♦ Know how to analyze the main characteristics of target groups
- ♦ Know the different actions that can be taken within each type of intervention
- ♦ Acquire deep knowledge of the characteristics of companion animals
- ♦ Understand the areas where an optimal intervention can be conducted
- ♦ Know how to design and implement interventions aimed at promoting the development of functional communication
- ♦ Understand the main concepts, approaches and methodologies in occupational therapy
- ♦ Know how to determine the fundamental agents involved, the beneficiary population, the types of intervention and the different methodologies according to the area of work
- ♦ Learn the anatomical and ethological concepts of animals, knowing how to adopt a vision of ethical and responsible behavior towards animals
- ♦ Understand the different ways in which an animal learns
- ♦ Become familiar with the techniques involved in animal selection
- ♦ Know the different materials that can be used in animal training processes
- ♦ Successfully train the animal, whatever its species or breed, to be a functional part of a work team
- ♦ Learn the different methodologies to correctly establish an Animal-Assisted Intervention project
- ♦ Justify and demonstrate the efficacy and efficiency of Animal-Assisted Interventions
- ♦ Know the regulations that affect, firstly, the operation (zoological nucleus), secondly, the activity (licenses, insurance, permits), thirdly, the animals (documentation) and, finally, the people (civil and criminal liability)

04

Course Management

This program is complemented by a teaching staff of experts in various areas related to Animal-Assisted Therapies. Thus, those who decide to undertake this training will benefit from the experience and prestige of active professionals, who will help students better understand how the therapies work from a multidisciplinary approach, as well as the pathologies and psychological conditions for which these interventions have a higher rate of positive results.





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

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

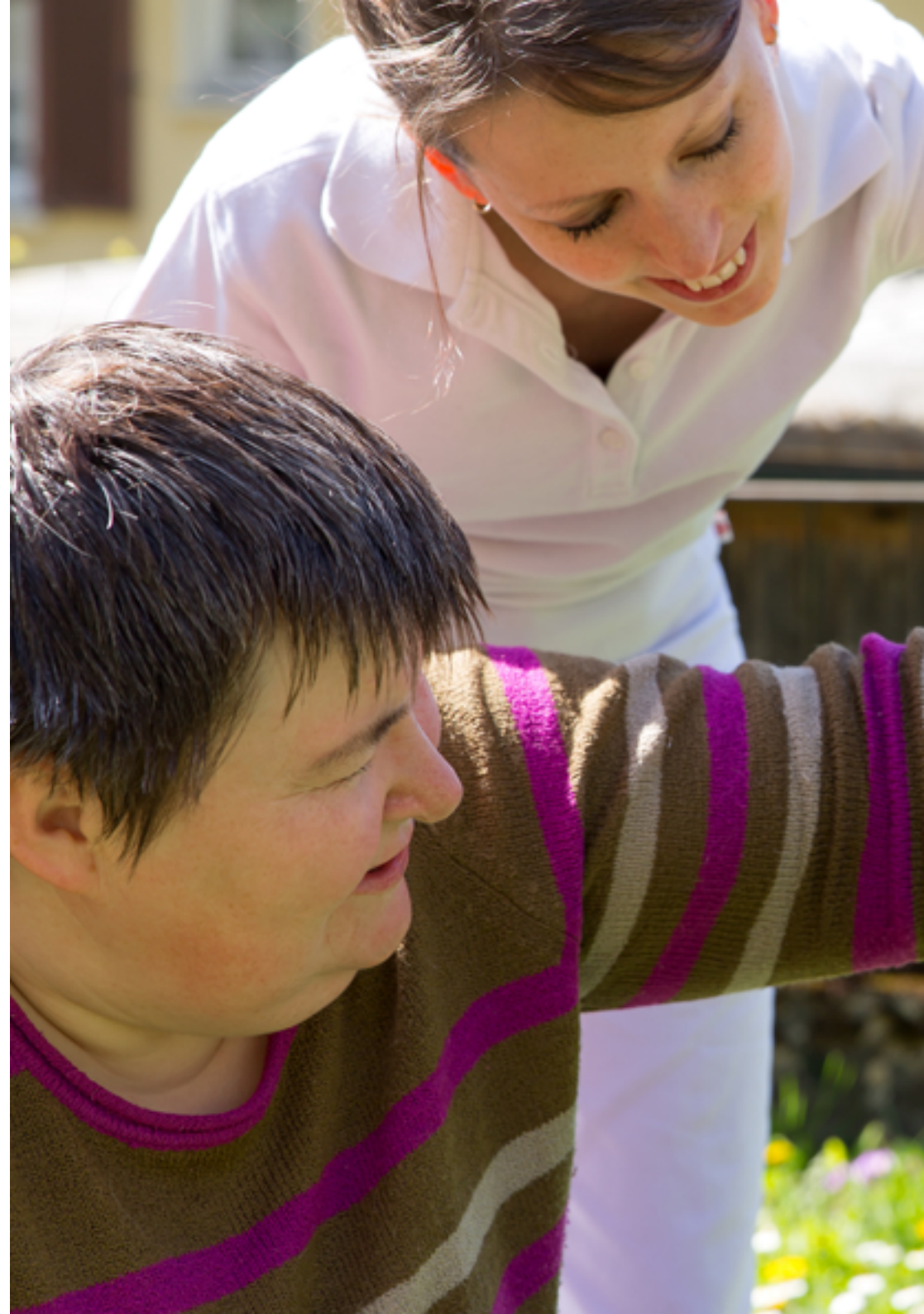
Professors

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. Prittwitz Sanz, Clara

- ♦ Psychologist at Teanima Association (Animal-Assisted Therapy)
- ♦ Degree in Psychology, Complutense University Madrid
- ♦ Postgraduate Diploma in Equine Ethology and Equestrian Therapies, Universidad Autónoma de Madrid
- ♦ Internship tutor at Teanima Association for Complutense University, UNED and Rey Juan Carlos University students





Ms. Faoro, Valentina

- ♦ Physiotherapist at Teanima Association (Bird and Horse Assisted Therapy)
- ♦ Assisted Therapy Instructor with Birds and Horses at Teanima (Assisted Therapy with Birds and Horses)
- ♦ Physiotherapy Internship at Jiménez Diaz Foundation, Madrid
- ♦ Physiotherapy Practice at Beata Ana María Hospital, Madrid
- ♦ Physiotherapy Practice at FREMAP, Madrid
- ♦ Degree in Physical Activity, Sport and Physiotherapy Science, European University of Madrid
- ♦ Training days, *coaching* with horses and birds at Teanima Association (Assisted Therapy with birds and horses)

Ms. Naranjo Cobo, Andrea

- ♦ Occupational Therapist at Teanima Animal Assisted Therapy Association
- ♦ Degree in Occupational Therapy
- ♦ Degree in Early Childhood Education
- ♦ Degree in Primary Education

05

Structure and Content

The compendium of contents designed by TECH will be students' main weapon to understand the fundamentals of Animal-Assisted Therapies 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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This Professional Master's Degree in Animal-Assisted Therapies contains the most complete and up to date program on the market. Don't miss the opportunity to train with the best contents”

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

Module 4. Methodology in Animal-Assisted Interventions (AAI)

- 4.1. User Evaluation
 - 4.1.1. First Interview and Information Gathering
 - 4.1.2. Observing User Behavior with Animals
 - 4.1.3. Different Areas to be Evaluated
 - 4.1.4. Animal selection according to User Needs
- 4.2. Setting Objectives
 - 4.2.1. General Objectives
 - 4.2.2. Specific Objectives
 - 4.2.3. Intervention Plan
 - 4.2.4. Returning Information to Users and/or Family Members
- 4.3. Techniques and Strategies
 - 4.3.1. The Importance of Therapeutic Links
 - 4.3.2. Therapeutic Strategy
 - 4.3.3. Design of Activities
 - 4.3.4. Resources and Timing
- 4.4. User Monitoring
 - 4.4.1. Program Assessment
 - 4.4.2. Assessing Difficulties Encountered during Therapy
 - 4.4.3. Incorporating New Techniques and Activities in Therapy
- 4.5. Areas of Intervention
 - 4.5.1. Population
 - 4.5.2. Psychological-Emotional
 - 4.5.3. Cognitive
 - 4.5.4. Social
- 4.6. Techniques Used
 - 4.6.1. Psychological-Emotional Dimension
 - 4.6.2. Cognitive Dimension
 - 4.6.3. Social Dimension
- 4.7. Intervention in Complicated Situations
 - 4.7.1. Specific Training
 - 4.7.2. Crises and Absences
 - 4.7.3. Animal Stress
- 4.8. Equine-Assisted Interventions
 - 4.8.1. Hippotherapy
 - 4.8.1.1. Twin Mounting
 - 4.8.1.2. Grounding
 - 4.8.2. Therapeutic Riding
 - 4.8.3. Adapted Horsemanship

- 4.9. Other Animal-Assisted Interventions
 - 4.9.1. Interventions with Birds
 - 4.9.2. Interventions with Dogs
 - 4.9.3. Farm Animal Interventions
- 4.10. Scientific Evidence for AAI
 - 4.10.1. Interventions with Dogs
 - 4.10.2. Interventions with Horses
 - 4.10.3. Interventions with Other Mammals and Rodents

Module 5. Canine-Assisted Interventions

- 5.1. Canine Ethology
 - 5.1.1. Behavioral Genetics
 - 5.1.2. Behavioral Developmental Processes in Puppies
 - 5.1.3. Canine Communication
 - 5.1.4. Intraspecies and Interspecies Hierarchies
 - 5.1.5. Hormonal Influence on the Development of Canine Behaviors
 - 5.1.6. Play Behavior
- 5.2. Canine Intelligence
 - 5.2.1. Understanding Human Language
 - 5.2.2. Problem Solving Skills
 - 5.2.3. Studies on the Most Intelligent Breeds
- 5.3. Dog Characteristics for Assisted Interventions
 - 5.3.1. Physical Characteristics
 - 5.3.2. Behavioral Characteristics
 - 5.3.3. Selectively Bred or Pedigreed Dogs
 - 5.3.4. Dogs from Shelters or Pounds
- 5.4. Canine Selection Methods for Assisted Interventions
 - 5.4.1. Campbell's Test
 - 5.4.2. Canine Behavioral Assessment and Research Questionnaire (C-BARQ)
 - 5.4.3. The Ecological Test "Ethotest"
 - 5.4.4. Other Protocols for Canine Selection
- 5.5. Training Techniques
 - 5.5.1. Traditional Training
 - 5.5.2. Positive Training
 - 5.5.3. *Shaping*
 - 5.5.4. *Luring*
 - 5.5.5. *Targeting*
 - 5.5.6. Clicker Use
- 5.6. Management Training Techniques
 - 5.6.1. Propaedeutics for Learning
 - 5.6.2. Attention to Calling
 - 5.6.3. Walking Side by Side
 - 5.6.4. Standing Orders
 - 5.6.5. Muzzle Use
- 5.7. Training Techniques by Objectives
 - 5.7.1. Grasping, Bringing and Releasing Objects
 - 5.7.2. Going to a Place
 - 5.7.3. Barking on Command
 - 5.7.4. Behavior Imitation
- 5.8. Canine Handling during Sessions
 - 5.8.1. Canine Handling and Activity Elements
 - 5.8.2. Controlled Approach with Users
 - 5.8.3. How to End a Session with the Dog
- 5.9. Veterinary Care
 - 5.9.1. Preventive Medicine
 - 5.9.2. Basic First Aid
 - 5.9.3. Genetic Problems of Common Intervention Breeds
 - 5.9.4. Nutrition and Diet
- 5.10. Detecting Canine Behavior Problems
 - 5.10.1. Stress Factors
 - 5.10.2. Aggressiveness
 - 5.10.3. Fear, Anxiety and Phobia
 - 5.10.4. Impulsiveness
 - 5.10.5. Senility

Module 6. Equine-Assisted Interventions

- 6.1. Ethology
 - 6.1.1. History of Equine Ethology
 - 6.1.2. Theoretical Ethological Basis
 - 6.1.3. Equine Ethology
- 6.2. Equine Behavior
 - 6.2.1. Horses in the Animal Kingdom
 - 6.2.2. Equine Breeds
 - 6.2.3. Equine Behavior
- 6.3. Horses
 - 6.3.1. Horse Breeding
 - 6.3.2. Equine Characteristics
 - 6.3.3. Equine Education
- 6.4. Types of Horses Used in Assisted Interventions
 - 6.4.1. Selecting Suitable Horses for Assisted Interventions
 - 6.4.2. Horse Characteristics for Assisted Interventions
 - 6.4.3. Horse Training for Assisted Interventions
- 6.5. Horse Care
 - 6.5.1. Diet in Therapy Horses
 - 6.5.2. Care in Therapy Horses
 - 6.5.3. Education in Therapy Horses
- 6.6. Horse Training
 - 6.6.1. Therapy Horse Training
 - 6.6.2. Treatment and Ground Training in Therapy Horses
 - 6.6.3. Treatment and Saddle Training in Therapy Horses
- 6.7. Working Techniques in Horses
 - 6.7.1. Therapeutic Tasks and Activities
 - 6.7.2. Warm-Ups and Walks
 - 6.7.3. Relaxation and Breaks
- 6.8. Cotherapeutic Animals
 - 6.8.1. The Horse in Equine Therapy
 - 6.8.2. Benefits for the Horse in Equine Therapy
 - 6.8.3. Benefits for the Other Animals in Equine Therapy

- 6.9. Horse Pathologies
 - 6.9.1. Types of Pathologies
 - 6.9.2. Selecting a Horse for each Type of Pathology
 - 6.9.3. Pathologies not Suitable for Equine Therapy
- 6.10. Horse Equipment
 - 6.10.1. Equine Therapy: Cinchuelo and Stable Bridle
 - 6.10.2. Therapeutic Riding: Saddle and Working Bridle
 - 6.10.3. Complementary Equipment according to the Pathology

Module 7. Avian-Assisted Interventions

- 7.1. General Ethological Aspects of Birds for Assisted Interventions
 - 7.1.1. Falconiformes
 - 7.1.2. Strigiformes
 - 7.1.3. Psittaciformes
 - 7.1.4. Other Species
- 7.2. Evidence for Intelligence in Birds
 - 7.2.1. Visual and Hearing Acuity
 - 7.2.2. Spatial Localization
 - 7.2.3. Gregarious Behavior Synchronization
 - 7.2.4. Imitating Human Language
 - 7.2.5. Problem-Solving Skills
- 7.3. History of Human Activities Conducted with Birds
 - 7.3.1. Falconry
 - 7.3.2. Colombiculture
 - 7.3.3. Avian-Assisted Interventions
- 7.4. Avian Characteristics for Assisted Intervention
 - 7.4.1. Physical Characteristics
 - 7.4.2. Behavioral Characteristics
 - 7.4.3. Breeding Birds
 - 7.4.4. Birds in Recovery Centers

- 7.5. Bird Management and Control
 - 7.5.1. Glove or Gauntlet
 - 7.5.2. Creance
 - 7.5.3. Jesses
 - 7.5.4. Straps
 - 7.5.5. Scales
 - 7.5.6. Hood
 - 7.5.7. Telemetry Equipment
- 7.6. Handling Facilities
 - 7.6.1. Enclosures
 - 7.6.2. Environmental Enrichment
 - 7.6.3. Classrooms for Birds-Assisted Interventions
- 7.7. Training Techniques
 - 7.7.1. Taming or Habituation
 - 7.7.2. Jumps to the Fist
 - 7.7.3. Flights with Belay
 - 7.7.4. Flights without Belay
- 7.8. Daily Preparation Routines
 - 7.8.1. Diet Preparation
 - 7.8.2. Cleaning of Enclosures
 - 7.8.3. Physical Condition and Health Evaluation
 - 7.8.4. Landscaping
 - 7.8.5. Training
 - 7.8.6. Daily Activity Record
- 7.9. Veterinary Care
 - 7.9.1. Preventive Medicine
 - 7.9.2. Most Common Diseases
 - 7.9.3. Plumage Maintenance
- 7.10. Legal Requirements for Keeping Wild Birds
 - 7.10.1. Current Legislation on Keeping Wild Birds
 - 7.10.2. Documentation Requirements
 - 7.10.3. Associations Regulating or Reporting on the Use of Wild Birds

Module 8. Non-Conventional Animal-Assisted Interventions

- 8.1. Unconventional Animals
 - 8.1.1. Unconventional Animals
 - 8.1.2. Types of Unconventional Animals
 - 8.1.2.1. Marine Mammals
 - 8.1.2.2. Farm Animals
 - 8.1.2.3. Others
 - 8.1.3. Intervention Contexts and Scope
 - 8.1.3.1. Physical and Neuronal
 - 8.1.3.2. Psychomotor
 - 8.1.3.3. Emotional
 - 8.1.3.4. Cognitive
- 8.2. Unconventional Animals: Marine Mammals
 - 8.2.1. Organization and Ethology
 - 8.2.1.1. Cetaceans (Dolphins)
 - 8.2.1.2. Pinnipeds (Sea Lions and Seals)
 - 8.2.2. Dolphin Therapy (DAT) and Otarian-Assisted Therapy (OAT)
- 8.3. Unconventional Animals: Farm Animals
 - 8.3.1. Organization and Ethology
 - 8.3.1.1. Bovine: Cattle and Sheep
 - 8.3.1.2. Birds: Hens and Poultry
 - 8.3.1.3. Rodents and Rabbits
 - 8.3.2. Farm Schools and Therapeutic Environments
- 8.4. Parameters for Human-Animal Interaction in Non-Conventional Animal-Assisted Interventions
 - 8.4.1. Animal Requirements: Health Status and Zoonosis
 - 8.4.2. Education and Preparation
 - 8.4.2.1. Professionals and Therapists
 - 8.4.2.2. Trainers
 - 8.4.2.3. Users
 - 8.4.2.4. Environment and Tools
 - 8.4.3. Scope and Limitations

- 8.5. Non-Conventional Animal Training for Assisted Interventions
 - 8.5.1. Habitat Considerations vs. Natural Environment
 - 8.5.2. Veterinary Behavior and Therapeutic Uses
 - 8.5.3. Training Techniques
 - 8.5.3.1. Positive Reinforcement (Primary and Secondary Reinforcement)
 - 8.5.3.2. *Timing and Bridging*
 - 8.5.3.3. Least Reinforcing Scenario (LRS)
 - 8.5.3.4. *Time Out*
 - 8.5.3.5. Systematic Desensitization
- 8.6. Theories on the Effectiveness of Non-Conventional Animal-Assisted Interventions
 - 8.6.1. Mechanisms of action
 - 8.6.1.1. Stress Buffering Value
 - 8.6.1.2. Wampold's Contextual Model
 - 8.6.2. Mechanisms of Change in Dolphin Therapy
 - 8.6.2.1. Cavitational Hypothesis
 - 8.6.2.2. Resonance Hypothesis
 - 8.6.3. Positive Healing Bond Hypothesis
- 8.7. Non-Conventional Animal-Assisted Interventions for Physical and Neurological Disabilities
 - 8.7.1. Dolphin Therapy and Otariid-Assisted Therapy (OAT) in People with Brain Damage
 - 8.7.2. Dolphin Therapy and OAT in Children and Adults with Autism Spectrum Diagnosis
 - 8.7.3. Farm Animals in Older Adults Diagnosed with Alzheimer's Disease
- 8.8. Non-Conventional Animal-Assisted Interventions in Emotional and Psychological Disturbances
 - 8.8.1. Therapeutic Farm in People Diagnosed with Mental Illness
 - 8.8.2. Impact of Otolaryngeal-Assisted Therapy on Caregiver Overload
 - 8.8.3. Dolphin Therapy in People with Mood and Affect Disorders
- 8.9. Ethical Considerations and Animal Well-Being Indicators
 - 8.9.1. Perspectives in Europe and Spain
 - 8.9.2. Measurement Tools and Parameters
 - 8.9.3. Environmental Enrichment
 - 8.9.3.1. Human-Animal Interaction as an Enrichment Tool
 - 8.9.3.2. Visitor Effect Incidence

- 8.10. Current Status and Future Recommendations in Non-Conventional Animal-Assisted Interventions
 - 8.10.1. The Importance of the Work Done by Keepers and Trainers with Zoo Animals in Assisted Interventions
 - 8.10.2. Work Parameters in Field Practice: Trials and Single Cases
 - 8.10.3. Reflections on the Impact of Interventions on the Well-Being of Unconventional Animals

Module 9. Functional Diversities and Benefits of Animal-Assisted Interventions (IAA)

- 9.1. Functional Diversity
 - 9.1.1. Intellectual Disability
 - 9.1.2. Physical Disability
 - 9.1.3. Sensory Disability
 - 9.1.4. Psychic Disability
- 9.2. Intellectual Disabilities
 - 9.2.1. Intellectual Disabilities
 - 9.2.2. Types of Intellectual Disabilities
 - 9.2.3. Autism Spectrum Disorder
 - 9.2.4. Attention Deficit and Hyperactivity Disorder
 - 9.2.5. Specific Learning Disorders
 - 9.2.6. Communication Disorder
 - 9.2.7. Rett Syndrome
- 9.3. Physical Disabilities
 - 9.3.1. Physical Disabilities
 - 9.3.2. Types of Functional Physical Diversity
 - 9.3.3. Pediatric Cerebral Palsy
 - 9.3.4. Adult Cerebral Palsy
 - 9.3.5. Spina Bifida
 - 9.3.6. Multiple Sclerosis
 - 9.3.7. Musculoskeletal Conditions
 - 9.3.7.1. Scoliosis
 - 9.3.7.2. Hyperlaxity

- 9.4. Sensory Disabilities
 - 9.4.1. Sensory Disability
 - 9.4.2. Types of Sensory Disabilities
 - 9.4.3. Hearing Impairment
 - 9.4.4. Sensory Disability
 - 9.4.5. Deaf and Blindness
 - 9.4.6. Sensory Processing Disorders
- 9.5. Psychic Disabilities
 - 9.5.1. Psychic Disability
 - 9.5.2. Health and Mental Illness
 - 9.5.3. Mental Disorders in Childhood or Adolescence
 - 9.5.4. Mental Disorders in Adulthood
- 9.6. The Role of Health Care Professionals in AAI Programs
 - 9.6.1. Multidisciplinary Teams
 - 9.6.2. Occupational Therapists
 - 9.6.3. Psychologists
 - 9.6.4. Speech Therapists
 - 9.6.5. Physiotherapists
 - 9.6.5.1. Equine-Assisted Therapies and Interventions: A Physiotherapeutic Approach
 - 9.6.5.2. Canine-Assisted Therapies and Interventions: A Physiotherapeutic Approach
 - 9.6.5.3. Avian-Assisted Therapies and Interventions: A Physiotherapeutic Approach
 - 9.6.6. Therapeutic Objectives
 - 9.6.7. Therapeutic Approach
 - 9.6.8. Therapeutic Evaluation
 - 9.6.9. Animal-Assisted Interventions (AAI) and Research
- 9.7. Benefits of Animals as Therapeutic Agents
 - 9.7.1. Benefits of Animal Use in AAI
 - 9.7.2. Horses
 - 9.7.3. Birds
 - 9.7.4. Small Mammals

- 9.8. Animal-Assisted Early Intervention
 - 9.8.1. Benefits
 - 9.8.2. Relevant Factors
 - 9.8.3. Stimulation
 - 9.8.4. Precautions and Contraindications
- 9.9. Geriatrics
 - 9.9.1. Geriatrics and Gerontology
 - 9.9.2. Diseases
 - 9.9.3. Precautions and Contraindications
- 9.10. Persons and Groups at Risk of Social Exclusion
 - 9.10.1. Conceptual Delimitation
 - 9.10.2. Groups at Risk of Social Exclusion
 - 9.10.3. Types of Interventions to Reduce the Risk of Social Exclusion

Module 10. Application Areas in Animal-Assisted Interventions (AAI)

- 10.1. Application Areas in AAI
 - 10.1.1. Specific Areas in AAI
 - 10.1.2. The Three Fundamentals in Assisted Interventions
- 10.2. Geriatric
 - 10.2.1. Methodology
 - 10.2.2. Canine-Assisted Interventions in Centers for the Elderly
 - 10.2.3. Equine-Assisted Interventions in Centers for the Elderly
- 10.3. Hospitals
 - 10.3.1. Methodology
 - 10.3.2. Canine-Assisted Interventions in Hospital Centers
 - 10.3.3. Equine-Assisted Interventions in Hospital Centers
- 10.4. Penitentiaries
 - 10.4.1. Methodology
 - 10.4.2. Most Common AAI in Prisons
- 10.5. Educational Institutions
 - 10.5.1. Methodology
 - 10.5.2. Most Common AAI in Educational Institutions

- 10.6. Applied Coaching
 - 10.6.1. Methodology
 - 10.6.2. Equine-Assisted Coaching
 - 10.6.3. Bird-of-Prey-Assisted Coaching
- 10.7. AAI from an Occupational Therapy Perspective
 - 10.7.1. Occupational Therapy (OT)
 - 10.7.2. Animal-Assisted Therapy from the Model of Human Occupation (MOHO) Approach
 - 10.7.3. Including Occupational Therapists in AAI Teams
 - 10.7.4. Occupational Therapy and Hippotherapy
 - 10.7.5. Occupational Therapy and Canine-Assisted Interventions
- 10.8. AAI from a Physical Therapy Perspective
 - 10.8.1. Physiotherapy and Hippotherapy
 - 10.8.2. Physiotherapy and Canine-Assisted Interventions
- 10.9. AAI from a Psychology Perspective
 - 10.9.1. Psychology and Hippotherapy
 - 10.9.2. Psychology and Canine-Assisted Interventions
- 10.10. AAI Status in Spain
 - 10.10.1. Predominance of AAI in Spanish Autonomous Communities
 - 10.10.2. Intervention Areas
 - 10.10.3. Conclusions



This specialization will allow you to swiftly and effectively advance your career”

06

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.



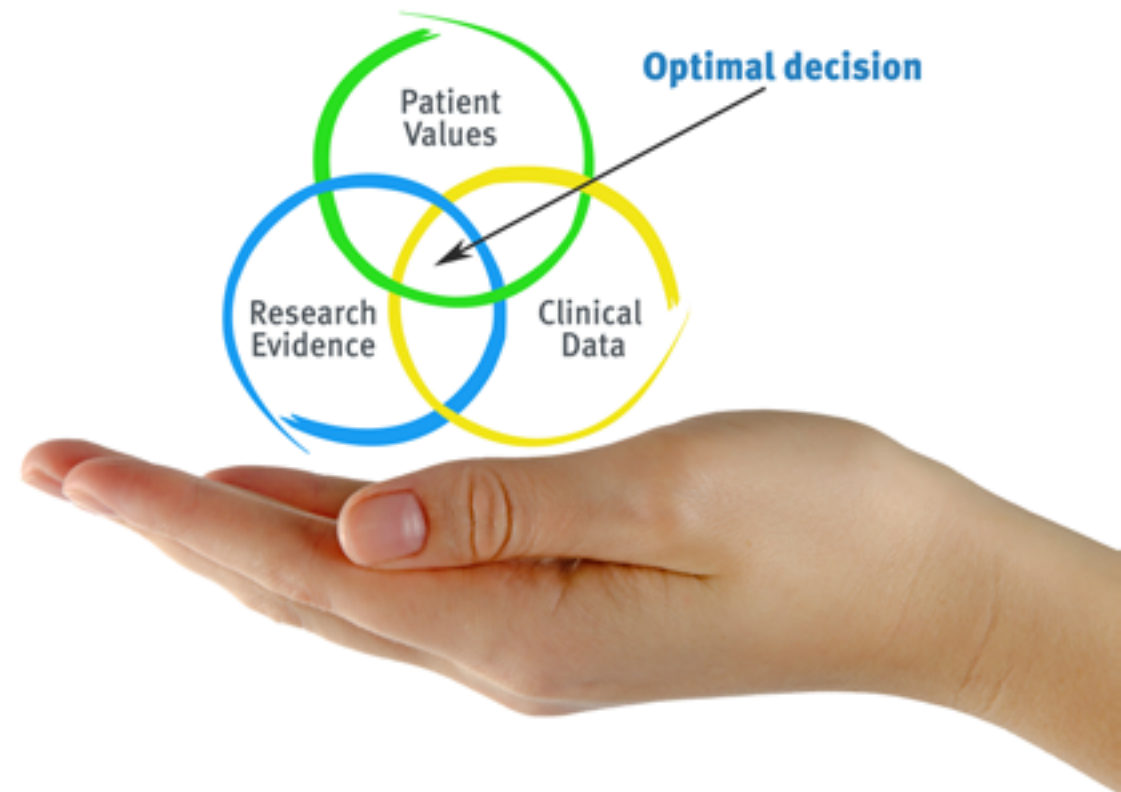
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.

“

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.



07

Certificate

The Professional Master's Degree Animal-Assisted Therapies guarantees students, in addition to the most rigorous and up to date education, access to a Professional Master's Degree issued by TECH Technological University.





“

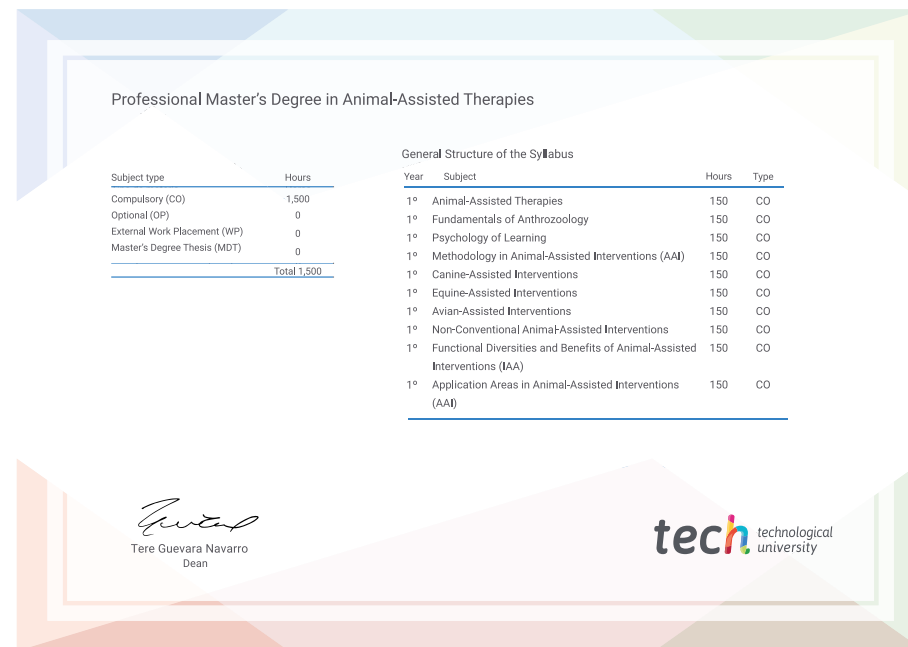
Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This **Professional Master's Degree in Animal-Assisted Therapies** contains the most complete and up to date educational program on the market.

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

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

Title: Professional Master's Degree in Animal-Assisted Therapies
Official N° of hours: 1,500 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.



Professional Master's Degree Animal-Assisted Therapies

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree Animal-Assisted Therapies