

Professional Master's Degree Psychogeriatrics



Professional Master's Degree Psychogeriatrics

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/professional-master-degree/master-psychogeriatrics

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 12

04

Course Management

p. 18

05

Structure and Content

p. 22

06

Methodology

p. 30

07

Certificate

p. 38

01

Introduction

In the coming years, old age will be reached later and later in life and under very favorable psychological conditions for receiving psychological help. Very soon there will be a need for numerous specialists who are experts in the assessment and intervention of this group known as the elderly, from a clinical psychology and psychotherapy point of view.





“

Improve your knowledge in Psychogeriatrics through this program, where you will find the best teaching material with real clinical cases. Learn here about the latest advances in the specialty to be able to perform a quality psychological practice”

There is no other Professional Master's Degree on the market that has really designed its own strategies for the elderly brain. The majority try to alleviate the sequelae of the illnesses or simply support the elderly, trying to reduce their suffering. In this Professional Master's Degree, we have designed a whole intervention, guided by the knowledge of brain functioning from the age of 65 onwards, which aims not so much to provide palliative treatment, but to try to help the elderly person overcome their suffering and become satisfied with their life.

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

Knowing the history of the individual is fundamental whatever the age group we are working with, but in old age it is essential, not only as a source of knowledge to be able to intervene, but also as the end of the intervention itself.

The social definition of what it means to be old, as well as knowledge of the new roles of the elderly in society, depends on how health tools are used for future generations. Undoubtedly, numerous studies consider that psychological well-being in old age is related to social support, but we also know that today's centenarians have common individual elements. The fundamental one is none other than knowing how to adapt from realistic optimism to the events of life, in such a way that if things go wrong, one suffers like any other person, but as soon as life provides a positive outlook, one has to adapt to this reality without being fixated on, or absorbed by, what has happened in the past.

Working on loneliness, boredom, physical pain and cognitive deficiencies is essential for psychologists to be effective in intervention in the elderly. But above all, the emotional management of each moment is perhaps the most interesting asset to ensure that the old people of tomorrow can continue to be in charge of their own lives.

This **Professional Master's Degree in Psychogeriatrics** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ More than 75 clinical cases presented by psychology experts
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Latest diagnostic and therapeutic developments in psychogeriatrics
- ♦ Practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ Special emphasis on evidence-based psychology and research methodologies in psychology
- ♦ All of this will be complemented by 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



Update your knowledge through the Professional Master's Degree in Psychogeriatrics"

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

The teaching staff includes professionals from the field of psychology, who contribute the experience of their work to this program, as well as renowned specialists from leading scientific societies.

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 learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the student will must try to solve the different professional practice situations that arise during the course. For this purpose, the psychologist will be supported by an innovative interactive video system created by renowned and experienced experts in the field of Clinical Ophthalmology with extensive teaching experience.

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

Make the most of the opportunity to learn about the latest advances in Psychogeriatrics and improve your patient care.



02

Objectives

The program is oriented towards achieving the development of theoretical-practical learning, so that the specialist is able to keep their knowledge up to date in order to practice their profession with complete safety.





“

This Professional Master's Degree is designed to help you update your knowledge in Psychogeriatrics, with the use of the latest educational technology, to contribute with quality and safety to decision-making, diagnosis, treatment, and patient support"



General Objectives

- Provide the student with knowledge of the infinite complexity of old age
- Provide skills to deal with the psychological state of the elderly
- Learn how to design multidisciplinary intervention protocols for old age
- Master evaluation, differential diagnosis and intervention in old age
- Provide the skills to support individuals in old age from the here and now
- Describe and teach the knowledge required to face illnesses related to ageing and their relationship with the life lived





Specific Objectives

Module 1. Old Age from an Anthropological Perspective

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

Module 2. Assessment of Health and Disease in Old Age

- ♦ Assess and diagnose, taking into account the social and affective surrounding in which the elderly person finds themselves
- ♦ Train in listening and managing silence with elderly patients

Module 3. Aging from the Perspective of Personality Traits

- ♦ Perform and adapt intervention protocols within an interdisciplinary framework
- ♦ Develop psychosocial intervention protocols, taking into account the role of the patient in their family

Module 4. Health in Old Age

- ♦ Gain knowledge of the mutations and new types of illness at this age
- ♦ Elaborate life histories as the objective of treatment in old age and not as a tool as is done in other age groups

Module 5. The Individual and the Family

- ♦ Understand and master the therapeutic situation in order to become a referent for a elderly person
- ♦ Provide skills to understand and relate to the loss of patients, and from there to accompany them in the transition

Module 6. Physiological and Neuropsychological Changes in the Elderly

- ♦ Understand and know the differential aspects of mental disorders at this age
- ♦ Know the clinical and prognostic features of the various disorders of old age
- ♦ Master and manage the interferences of aging in the mental disorders to be treated
- ♦ Learn intervention tools that use the patient's senses as a setting

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

- ♦ Learn the appropriate dynamics for intervention in the elderly
- ♦ Understand the elderly brain
- ♦ Reposition the therapy towards a regressive and not so much progressive direction in the patient's mental timeline

Module 8. Pharmacological Intervention in the Elderly

- ♦ Describe and design protocols with patients who take multiple drugs for different chronic disorders
- ♦ Have the ability to include occupational therapy and psychomotor skills in all intervention protocols

Module 9. The Concept of Stress, Associated Human Response and the After Effects of a Critical Situation

- ♦ Gain mediation and negotiation skills on benign aspects that are overvalued in the elderly
- ♦ Recognize the emotional withdrawal of elderly patients and allow their expression in a supportive environment

03 Skills

After passing the evaluations of the Professional Master's Degree in Psychogeriatrics, the physician will have acquired the professional skills required for quality and up-to-date practice based on the latest scientific evidence.





“

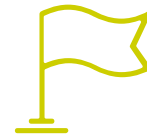
With this program you will be able to master the new diagnostic and therapeutic procedures in Psychogeriatrics"



General Skills

- ♦ Know how to place old age within human globality
- ♦ Be able to evaluate the changes produced by old age at the physical, psychological and social levels
- ♦ Have the ability to develop theories and models that explain the relationship between old age and personality changes
- ♦ Provide the student with all the research and technology that will allow us to keep the majority of senior citizens in good health in all its dimensions
- ♦ Have adequate models and knowledge to understand the role of the elderly in the 21st century family
- ♦ Master the physiological and neurological changes that occur in old age
- ♦ Have an arsenal of psychosocial interventions to alleviate the elderly clinic symptoms
- ♦ Understand, master and interact from a psychological perspective with the pharmacological treatments in old age
- ♦ Develop within the profession in terms of working with other health professionals, acquiring skills to work as a team
- ♦ Recognize the need to maintain your professional skills and keep them up to date, with special emphasis on autonomous and continuous learning of new information
- ♦ Develop the capacity for critical analysis and research in your professional field





Specific Skills

- ◆ Possess global knowledge of old age in the evolution of the human being
- ◆ Understand that the fact of aging is the result of an infinite complex process
- ◆ Consider respect as an antidote to the secondary problems of aging
- ◆ Know that values associated with aging
- ◆ Identify and promote the importance of experience on society
- ◆ Identify and differentiate between the health and illness aspects of old age
- ◆ Know how to effectively evaluate the physical state in old age
- ◆ Adequately take a medical history of an elderly person
- ◆ Know the fundamental elements of routine physical examination
- ◆ Know about the essential analyses that must be done and the values of normality and abnormality
- ◆ Manage essential neurological examination maneuvers and techniques
- ◆ Incorporate the medical history of the old person into the physical examination
- ◆ Determine the vital elements that are fundamental in old age
- ◆ Gain knowledge of cognitive assessment in old age
- ◆ Obtain the social organization chart that acts as a network for the subject
- ◆ Ascertain and evaluate the subject's belonging to a group
- ◆ Know the subject's idea of friendship and how many friends they have at the moment
- ◆ Determine what the friendship relationship has been like and how many friends the subject has had in their life

- ♦ Identify and describe the economic basis of the subject
- ♦ Evaluate and detect the recent and previous relationships in the biography of the subject
- ♦ Determine the social involvement of the subject in this moment
- ♦ Evaluate and ascertain the subject's level of physical aging
- ♦ Obtain information on the physical activity throughout the life of the subject
- ♦ Analyze their autonomy of movement
- ♦ Know the subject's ability to travel or move places
- ♦ Assess their motor coordination
- ♦ Describe the level of fatigue or physical tiredness of the subject
- ♦ Analyze the daily activities
- ♦ Know the amount of time the subject dedicates to reading
- ♦ Assess the flexibility of rigidity of the subject
- ♦ Establish the subject's level of creativity
- ♦ Identify the ability to maintain a conversation
- ♦ Ascertain if they have win-win relationships
- ♦ Gain and master knowledge of personality studies and how aging affects these
- ♦ Study the role that elderly people currently play in society
- ♦ Know, describe and master the current lines of research in psychogeriatrics
- ♦ Master the negative personality changes that happen in old age
- ♦ Master the positive personality changes that happen in old age
- ♦ Know how personality disorders affect the life of the elderly
- ♦ Master knowledge of the incidence and consequences of schizoid personality disorders in the elderly
- ♦ Be aware of how personality disorders worsen or improve with aging
- ♦ Master and know the dimensions of health
- ♦ Evaluate the impact of old age on the conservation of time and space
- ♦ Understand and master the consequences of old age on cognitive deterioration
- ♦ Know and assess the family that our subject has
- ♦ Know how to detect intergenerational conflicts
- ♦ Discover the relationship with the core family
- ♦ Ascertain and describe the social organization of the subject's family
- ♦ Know, understand and master the regulatory processes of the family life of the subject
- ♦ Ascertain the dysfunctionality of the subject's family
- ♦ Know and master the basic elements of the functional family in old age
- ♦ Recognize and manage the limits of the subject
- ♦ Know how to focus on specific problems within the subject's family
- ♦ Consider the ideology of the family
- ♦ Ascertain and detect the family's ability to change
- ♦ Assess the flexibility in the relationships between the members of the old person's family
- ♦ Describe where the power is found within the family nucleus of the subject
- ♦ Ascertain how retirement affects the subject
- ♦ Evaluate the subject's level of dependency
- ♦ Assess the subject's susceptibility to depression
- ♦ Identify the subject's and their family's quality of life
- ♦ Know and describe the changes in the central nervous system

- Evaluate and know the degree of fatigue in the subject's life
- Observe and detect the degree of vital boredom of the subject
- Evaluate and determine the subject's degree or possibility of suicide
- Know, understand and master group psychotherapy
- Know, understand and manage geriatric psychopharmacology
- Master and understand pharmacokinetic changes in the elderly
- Describe and understand the impact of benzodiazepines on the elderly



04

Course Management

The program includes in its teaching staff renowned experts in Psychogeriatrics, who contribute their work experience to this program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.





“

Learn the latest advances in Psychogeriatrics procedures from leading professionals”

International Guest Director

Dr. Abby Altman is a renowned Psychologist specialized in Anthropology and Philosophy. Her line of work focuses on providing personalized therapeutic plans to patients with conditions such as Cognitive Impairment or Dementia in order to optimize their long-term quality of life.

Her passion for integrating behavioral health into primary care has led her to lead important programs focused on mental wellness. One example is iCBT, which promotes neurological resilience. In addition, during her career, she has held strategic roles such as the Director of Brain Support and Wellness Services at Brigham and Women's Hospital in Massachusetts.

Moreover, her leadership skills in healthcare settings have allowed her to contribute to the comprehensive training of specialists. In this way, she has contributed to physicians developing a multidisciplinary approach based on behavioral change.

It should be noted that her work has been recognized internationally on multiple occasions. One of his main contributions is the digital approach in the field of Geriatric Psychotherapy. In this way, she has received a variety of awards for her work in improving access to mental health and the use of motivational interviewing to promote behavior change in users.

Firmly committed to progress in this area, she has balanced this work with her role as a Clinical Researcher. As such, she has conducted multiple exhaustive analyses on topics such as loneliness, behavioral patterns or the adaptation of Cognitive-Behavioral Therapies.

She is also a member of the Motivational Interviewing Trainers Network. In this organization she participates in the design of educational programs and didactic materials of this technique for different contexts, from Primary Care to Addictions management.



Dr. Altman, Abby

- ♦ Co-director of Neurological Wellness at Brigham and Women's Hospital in Boston, United States
- ♦ Geropsychologist at Brigham and Women's Hospital
- ♦ Clinical Leader, iCBT program at Brigham and Women's Hospital
- ♦ Psychologist at Brigham and Women's Hospital
- ♦ Director of Psychology Education at Brigham and Women's Hospital
- ♦ Subject Matter Expert at Inflect Health Advisory
- ♦ Assistant Project Coordinator at Boston VA Research Institute
- ♦ Clinical Psychology Intern at Bay Pines VA Healthcare System
- ♦ Behavioral Specialist at Eldercare Assessment & Resources
- ♦ Ph.D. in Philosophy at Lehigh University

“

Thanks to TECH, you will be able to learn with the best professionals in the world”

Management



Dr. Anasagasti, Aritz

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

Coordinator



Dr. Aguado Romo, Roberto

- Psychologist Specialist in Clinical Psychology
- European specialist psychologist in Psychotherapy
- Managing Director of the evaluation and psychotherapy centers in Madrid, Bilbao and Talavera de la Reina
- Author of Time-Limited Psychotherapy
- Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies

Professors

Dr. Fernández Sánchez, Angel

- ♦ European specialist psychologist in Psychotherapy from the EFPA
- ♦ Health Psychologist. Master's Degree in Clinical and Health Psychology
- ♦ Director of the Evaluation and Psychotherapy Center of Madrid
- ♦ Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP
- ♦ Author of the TEN technique
- ♦ Head of studies on the Professional Master's Degree in Time-Limited Psychotherapy and Health clinica
- ♦ Specialist in Clinical Hypnosis and Relaxation

Dr. Martínez-Lorca, Manuela

- ♦ Doctorate in Psychology from the University of Castilla-La Mancha
- ♦ Health Psychologist. Lecturer at the Department of Psychology at the UCLM
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies.
- ♦ Specialist in Clinical Hypnosis and Relaxation

Dr. Roldan, Lucia

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

Dr. Otero, Veronica

- ♦ European specialist psychologist in Psychotherapy at the CEP health center in Bilbao
- ♦ Head of the children and youth area of intervention with PTL in the CEP of Bilbao
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Child and Adolescent Specialist

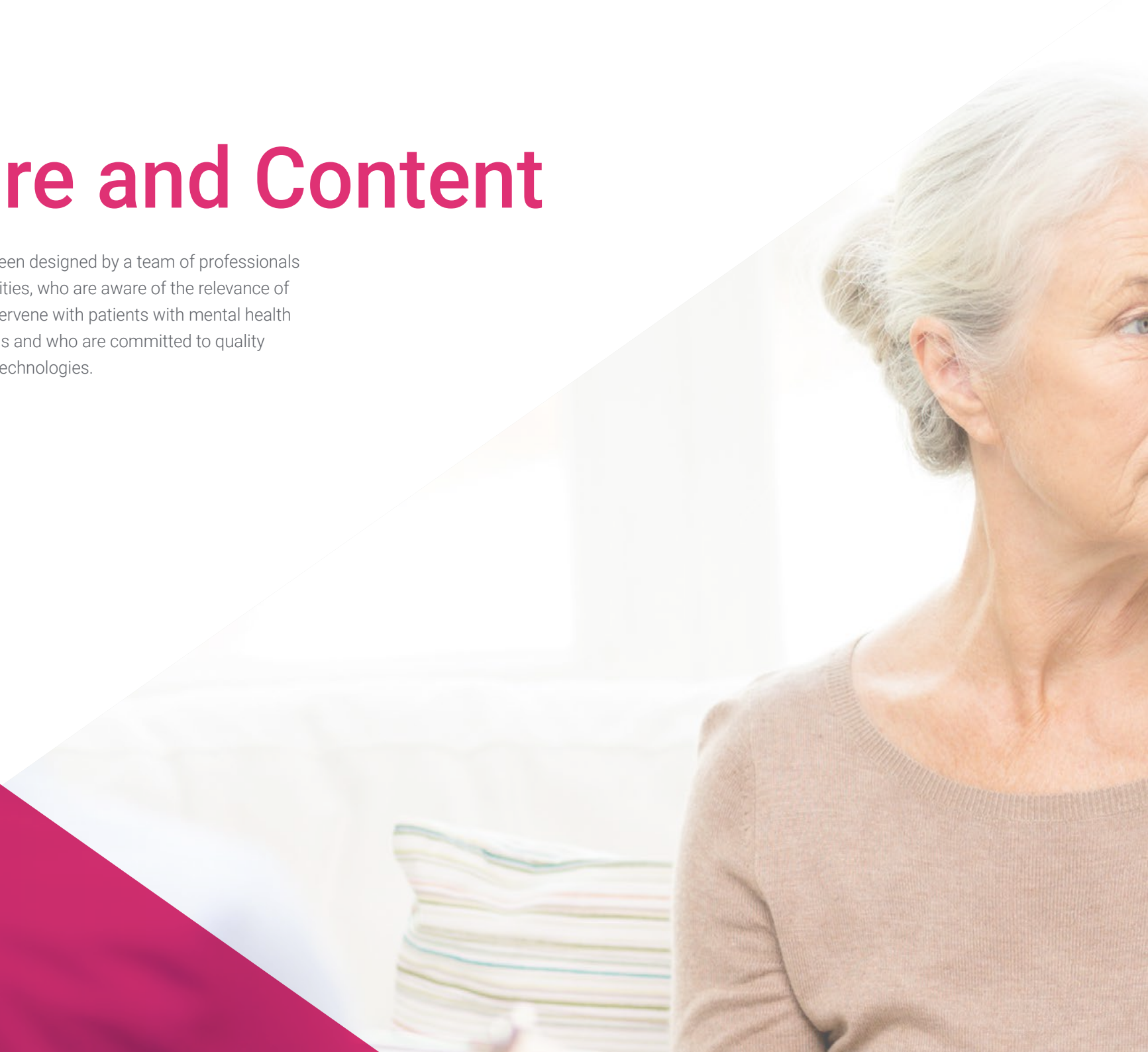
Dr. Zabala-Baños, María Carmen

- ♦ PhD in Psychology from University of Castilla La Mancha
- ♦ Health Psychologist. Master's Degree in Clinical and Health Psychology
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Psychosocial and Work Rehabilitation Specialist
- ♦ UCLM European specialist psychologist in psychotherapy. EFPA
- ♦ Specialist in Clinical Hypnosis and Relaxation

05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best hospitals and universities, who are aware of the relevance of current specialization in order to intervene with patients with mental health illnesses or psychological alterations and who are committed to quality teaching through new educational technologies.





“

This Professional Master's Degree in Psychogeriatrics contains the most complete and up-to-date scientific program on the market”

Module 1. Old Age from an Anthropological Perspective

- 1.1. From Cicero to Marañón
- 1.2. Aging as a Complex Infinite Process
- 1.3. "Aging is the Only Way to Live a Long Time", Auber
- 1.4. Cultural Anthropology and "Respect" as a Word that Describes the Elderly
- 1.5. History of the Concept of Old Age
- 1.6. Study of Old Age from the Perspective of Psychogeriatrics and Psychogerontology

Module 2. Assessment of Health and Disease in Old Age

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

- 2.6. Physical Activity
 - 2.6.1. Autonomy of Movement
 - 2.6.2. Capacity to Travel or Move Around
 - 2.6.3. Motor Coordination
 - 2.6.4. Level of Tiredness and Fatigue
 - 2.6.5. Daily Life Activities
- 2.7. Mental Activity
 - 2.7.1. Ability to Read
 - 2.7.2. Ability to Have a Discussion
 - 2.7.3. Flexibility/Rigidity in Reasoning
 - 2.7.4. Creativity in Old Age
- 2.8. Problem Solving Activities
 - 2.8.1. Ability to Maintain a Conversation
 - 2.8.2. Pull out of the Monologue
 - 2.8.3. Empathize
 - 2.8.4. Conflict Resolution
 - 2.8.5. Allow Win-Win Relationships

Module 3. Aging from the Perspective of Personality Traits

- 3.1. Personality Studies and Theories on the Process of Aging
- 3.2. Social Dynamics and Role of the Elderly Person
- 3.3. Experiences and Current Research in Psychogeriatrics
- 3.4. Negative Changes in Personality
 - 3.4.1. Egocentrism
 - 3.4.2. Dependency
 - 3.4.3. Dogmatism
 - 3.4.4. Stiffness
 - 3.4.5. Intolerance
 - 3.4.6. Disobedience
 - 3.4.7. Pessimism
 - 3.4.8. Impatience
 - 3.4.9. Disrespect
 - 3.4.10. Insecurity
 - 3.4.11. Stinginess
 - 3.4.12. Asocial

- 3.5. Positive Changes in Personality
 - 3.5.1. Sincerity
 - 3.5.2. Calmness
 - 3.5.3. Nonchalance
 - 3.5.4. Discretion
 - 3.5.5. Frankness
 - 3.5.6. Generosity
 - 3.5.7. Tenderness
 - 3.5.8. Honesty
 - 3.5.9. Humility
 - 3.5.10. Kindness
 - 3.5.11. Confidence
 - 3.5.12. Comprehension
- 3.6. How Do Personality Disorders Affect the Elderly?
- 3.7. Research in Personality Disorders in Old Age
 - 3.7.1. Schizoid Personality Disorder
 - 3.7.2. Dependency-Based Personality Disorder
 - 3.7.3. Obsessive Compulsive Personality Disorder
 - 3.7.4. Narcissistic Personality Disorder
 - 3.7.5. Paranoid Personality Disorder
- 3.8. The Aging Process Improves or Worsens Personality Disorders
- 3.9. Situation for the Study and Evaluation of Personality Disorders in Old Age

Module 4. Health in Old Age

- 4.1. Review of the Dimensions of Health
- 4.2. Mental and Emotional Health
 - 4.2.1. Conserving Time and Space Relationship
 - 4.2.2. Maintaining Short-Term Memory
- 4.3. Habits and Cognitive Style
- 4.4. Emotional Schemes
- 4.5. Basic Needs Met

- 4.6. Resilience
- 4.7. Preservation of the Biography
- 4.8. Mental Flexibility and Sense of Humor
- 4.9. Physical Health
 - 4.9.1. Addiction
 - 4.9.2. Chronic Diseases
 - 4.9.3. History of Disease/Illness
- 4.10. Past Assisted Care
- 4.11. Stress Level
- 4.12. Social Health

Module 5. The Individual and the Family

- 5.1. What is Family?
 - 5.1.1. Family Life Cycle
 - 5.1.2. Family Sociability
 - 5.1.3. New Intergenerational Conflicts
 - 5.1.4. Nuclear Family
 - 5.1.5. Modern Family
 - 5.1.6. Social Organization of Sexual Relationships
- 5.2. Regulatory Processes of Family Life
 - 5.2.1. Family Temperament
 - 5.2.2. Family Identity
- 5.3. The Family Development and Growth Process
 - 5.3.1. Sandwich Generation
 - 5.3.2. Tupac Amaru Syndrome
 - 5.3.3. Family Aging
- 5.4. Functional Family in Old Age
 - 5.4.1. Support of Demands and Needs
 - 5.4.2. Parentage
 - 5.4.3. Subsidiary Responsibility
- 5.5. Stability of Change and Placement of Authority

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

Module 6. Physiological and Neuropsychological Changes in the Elderly

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



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

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

- 7.1. Common and Differential Elements in Psychotherapy of Elderly People
- 7.2. Different Types of Conflicts and Models that Explain Health and Illness Behaviors
- 7.3. Competent Scenarios and Motivational Interviewing
- 7.4. Behavior Modification and Time-Limited Psychology in Old Age
- 7.5. Functional Analysis
- 7.6. Systemic Therapy
- 7.7. MRI: Brief Problem-Focused Therapy
- 7.8. SFBT: Solution-Focused Brief Therapy
- 7.9. Family Sculpting
- 7.10. Narrating Metaphoric Stories
- 7.11. Prescriptions: Healing Processes
- 7.12. Original Prescriptions
- 7.13. Strategic Therapy and Constructivism
 - 7.13.1. Bonding and Framing of the Elderly Patient in Psychotherapy

Module 8. Pharmacological Intervention in the Elderly

- 8.1. Geriatric Psychopharmacology
- 8.2. Fragility and Vulnerability of the Elderly Person
- 8.3. Polypharmacy in the Elderly
- 8.4. Pharmacokinetic Changes
 - 8.4.1. Lowering of Body Water Levels
 - 8.4.2. Reduced Protein Binding
 - 8.4.3. More Time Taken to Reach Peak Plasma Levels
 - 8.4.4. Greater Variability in Achieving Stable Plasma Levels
 - 8.4.5. Reduced Hepatic Metabolism
 - 8.4.6. Reduced Renal Clearance
 - 8.4.7. Risk of Interactions
 - 8.4.8. New Pharmacodynamics



- 8.5. Pharmacological Treatment for Anxiety of Elderly People
 - 8.5.1. Benzodiazepines
 - 8.5.2. ISRS
 - 8.5.3. Atypical Antidepressants
- 8.6. Pharmacological Treatment for Depression in Elderly People
 - 8.6.1. ISRS
 - 8.6.2. Non-Tricyclic Antidepressants
 - 8.6.3. Dual Antidepressants
- 8.7. Pharmacological Treatment for Bipolar Disorder in Elderly People
 - 8.7.1. Lithium
 - 8.7.2. Anticonvulsants
- 8.8. Antiseizure Medications
- 8.9. Medications for Agitation in the Elderly
- 8.10. Pharmacology of Confusion
- 8.11. Drugs for Dementia
- 8.12. Medication Against Deficiencies
- 8.13. Pharmacological Intervention in Somatization

Module 9. The Concept of Stress, Associated Human Response and the After Effects of a Critical Situation

- 9.1. What is Stress?
- 9.2. Biology of the Stress Response
- 9.3. Biochemistry of Stress
- 9.4. Basic Emotions
- 9.5. The Biology of Stress in a Critical Situation
- 9.6. Development of the Stress Response
- 9.7. Psychological Defence Mechanisms Associated with the Critical Situation
- 9.8. Self-Management, The Management of One's Own Emotions
- 9.9. Proactivity
- 9.10. Create an Environment of Trust
 - 9.10.1. The Importance of Trust
 - 9.10.2. The Four Pillars of Trust



- 9.11. Empathic Listening
- 9.12. Applied Communication Skills
 - 9.12.1. The Communication Process
 - 9.12.2. Guidelines for Effective Communication
 - 9.12.3. Common Errors in Transmitting Information
 - 9.12.4. Common Errors in Receiving Information
- 9.13. Representational Systems
- 9.14. Handling Difficult Discussions and Conversations
 - 9.14.1. Introduction
 - 9.14.2. The "Who's Right?" Conversation
 - 9.14.3. Conversations about Emotions
 - 9.14.4. Conversations about Identity
- 9.15. Effective Use of Questions
- 9.16. Paraphrasing
- 9.17. Influence Techniques to Overcome Resistance
 - 9.17.1. Managing Motivation
 - 9.17.2. Strategies to Support Change
- 9.18. Achieving a Small "Yes".
- 9.19. Speaking about the Present and the Future
- 9.20. Expressing Ourselves with "I" Messages
- 9.21. Accompanying and Leading
- 9.22. Set the Person to Do Something



*A unique, key, and decisive
TECH master's degree
experience to boost your
professional development"*

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.



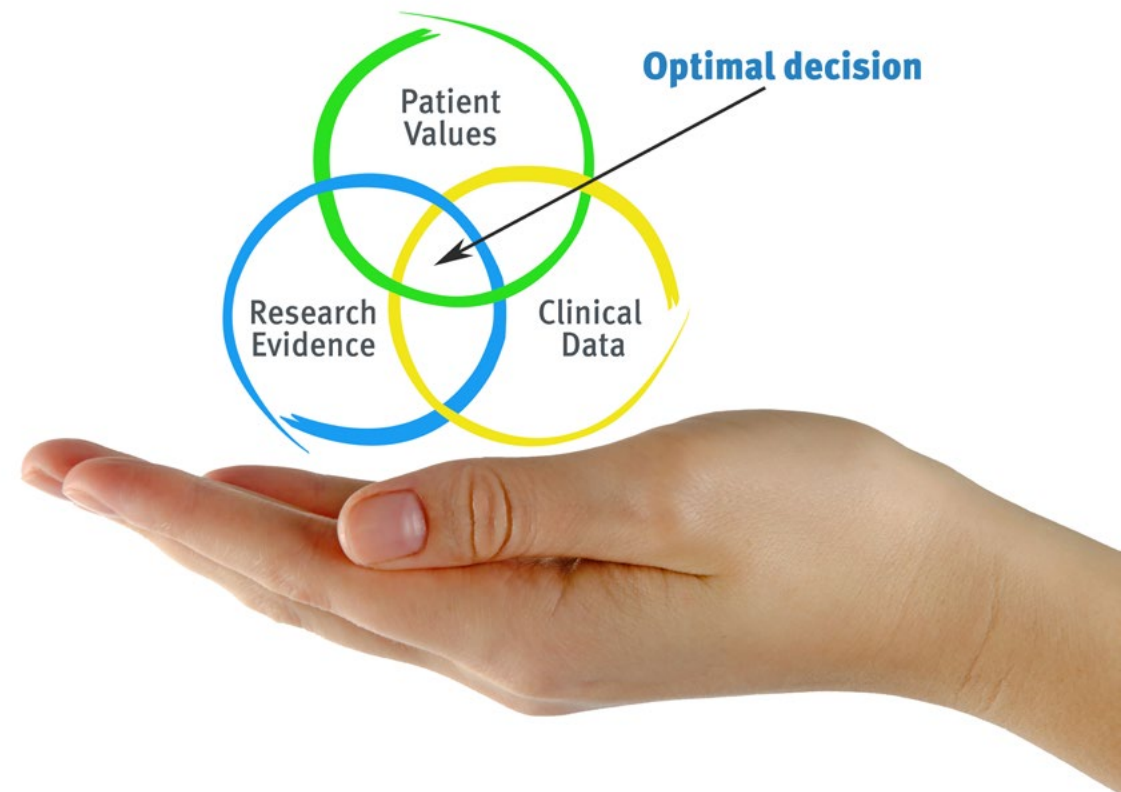
“

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

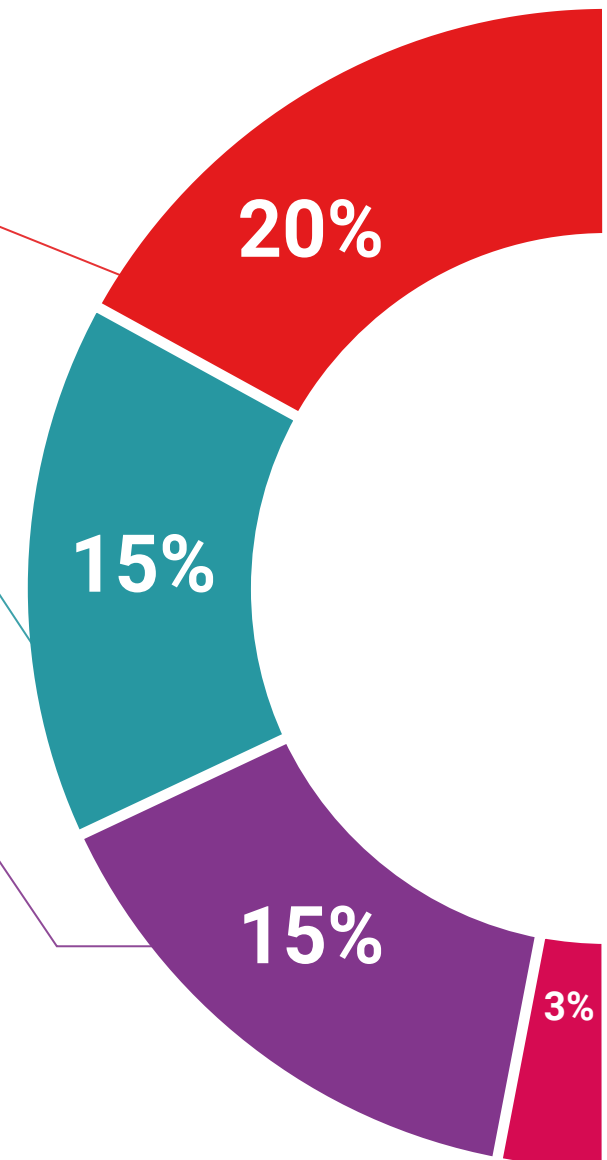
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

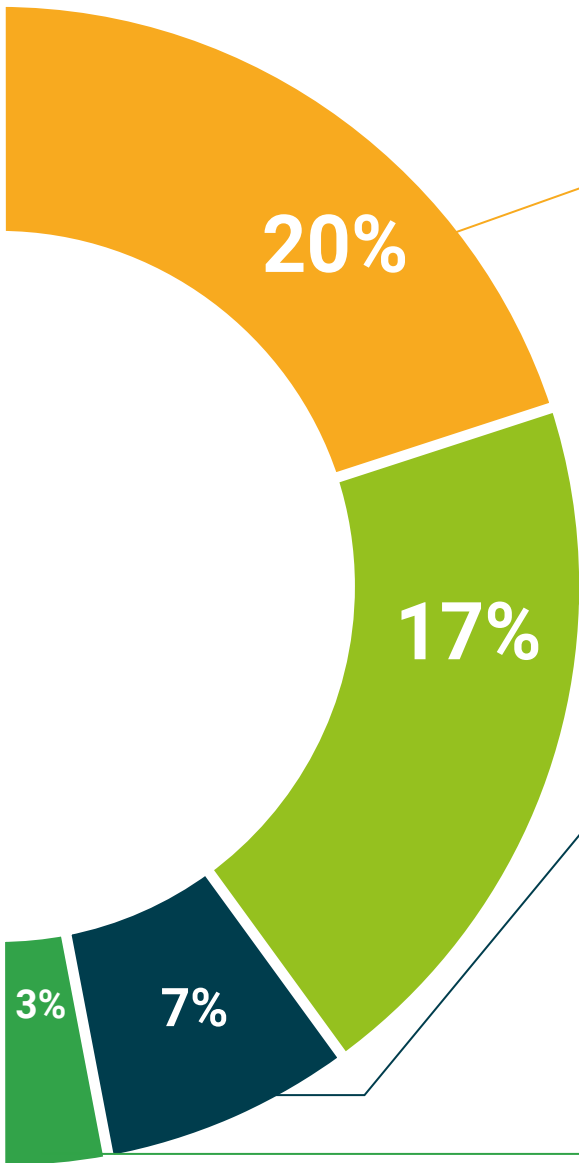
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 in Psychogeriatrics guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Global University.



The image features two graduation caps (mortarboards) against a blue sky with light clouds. One cap is in the foreground on the left, and another is slightly behind it on the right. The caps are black with a maroon top. The background is split into a blue sky and a white area with a pink diagonal overlay.

“

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 **Professional Master's Degree diploma in Psychogeriatrics** 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.

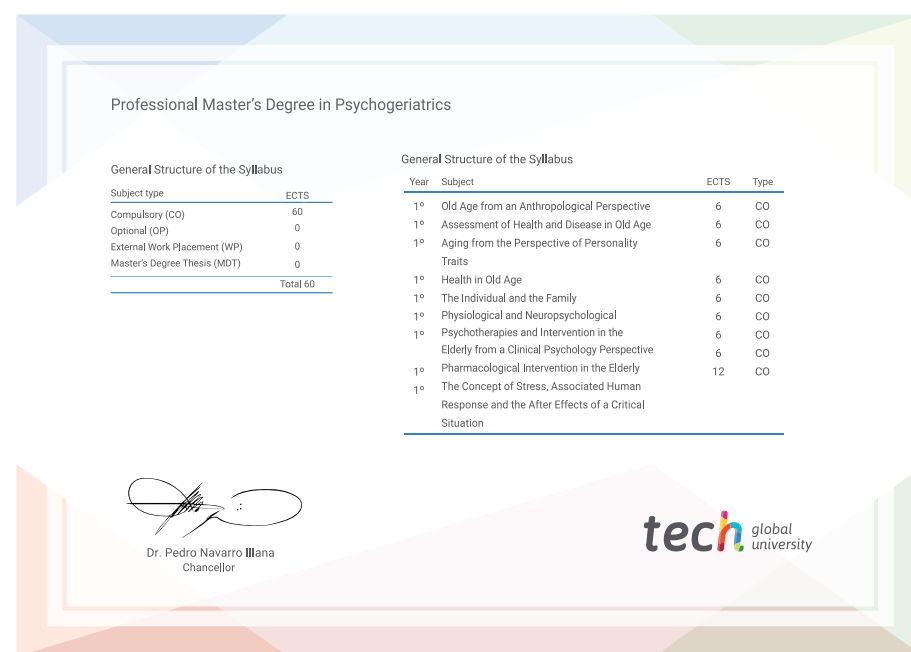
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 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
online training
development language
virtual classroom



Professional Master's Degree

Psychogeriatrics

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree Psychogeriatrics

