

Master's Degree

Update on Geriatric Physiotherapy





Master's Degree Update on Geriatric Physiotherapy

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

Website: www.techtitude.com/us/physiotherapy/master-degree/master-update-geriatric-physiotherapy

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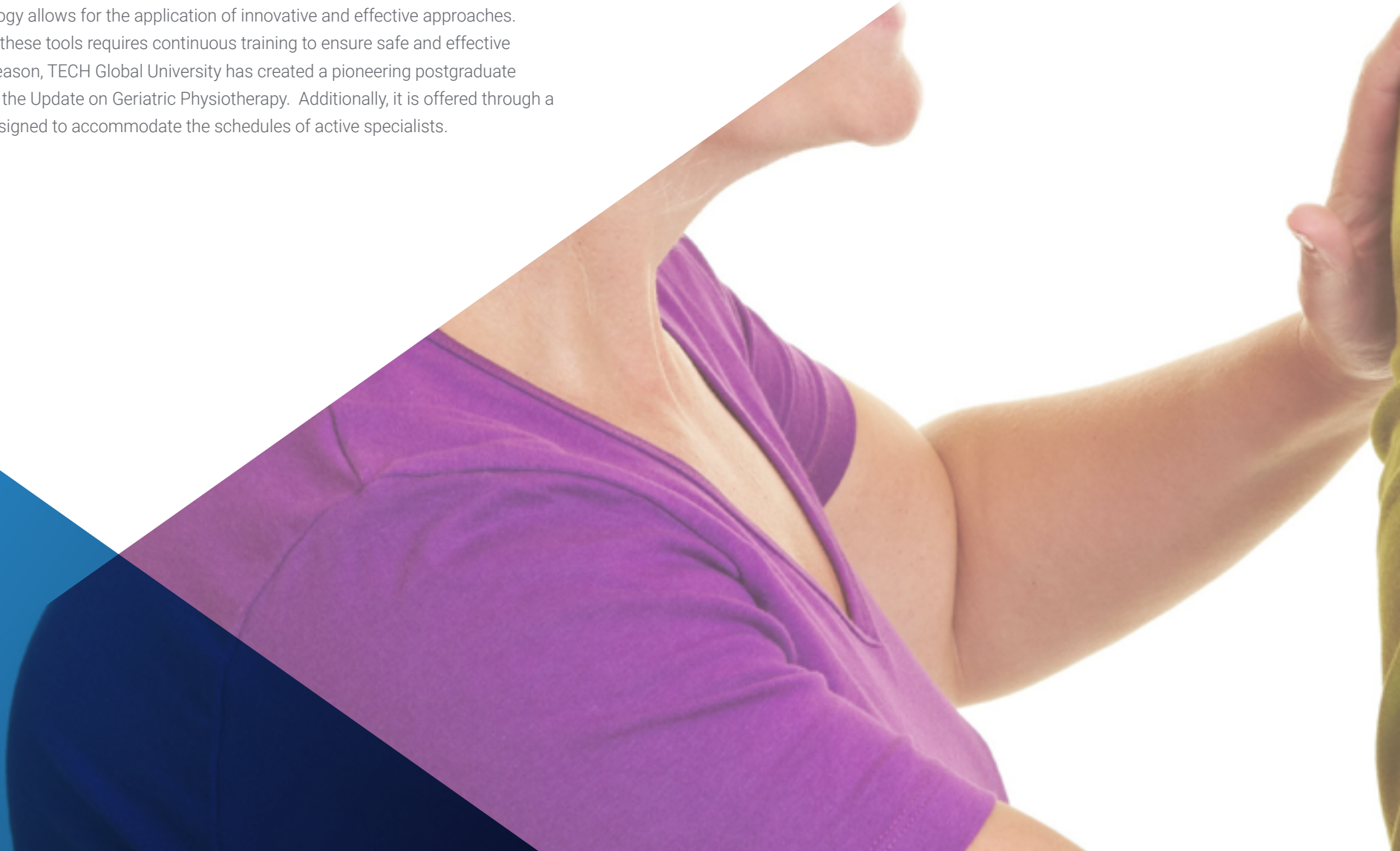
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01

Introduction to the Program

The physiotherapist working in Geriatrics faces multiple clinical challenges that require specialized knowledge in the therapeutic approach to the elderly. Understanding the latest advancements in medicine and technology allows for the application of innovative and effective approaches. Furthermore, mastering these tools requires continuous training to ensure safe and effective interventions. For this reason, TECH Global University has created a pioneering postgraduate qualification focused on the Update on Geriatric Physiotherapy. Additionally, it is offered through a flexible online format designed to accommodate the schedules of active specialists.





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Through this 100% online Master's Degree, you will stay at the forefront of the latest advances in Physiotherapy applied to Geriatrics”

Achieving updated and high-quality work capabilities in the field of Geriatrics requires physiotherapists to have solid tools to create an effective intervention strategy. This involves developing rigorous clinical reasoning that allows for the identification of the patient's specific needs, formulating clear objectives, and applying physiotherapeutic treatment that responds to these goals. This process demands not only technical knowledge but also a deep understanding of aging and its multiple functional, emotional, and social implications.

In this context, TECH Global University launches a revolutionary Postgraduate Diploma in Update on Geriatric Physiotherapy. Designed by experts in this field, the curriculum will explore topics ranging from the fundamentals of active aging or person-centered care to the management of individuals affected by Cognitive Decline. As such, graduates will be equipped to intervene comprehensively in the physiotherapeutic care of elderly individuals, adapting their strategies to the different stages of aging and the clinical complexity of each case.

Furthermore, this university program will be delivered entirely online, without fixed schedules or continuous evaluation timelines. Each graduate will have the opportunity to access the content freely, based on their availability and at any time of the day, 24 hours a day. Likewise, for the assimilation of the more complex contents of this educational proposal, it will be able to rely on disruptive and original methods such as Relearning. This teaching strategy will enhance the absorption of theoretical knowledge and the development of practical skills in a more efficient manner.

In addition, a renowned International Guest Director will deliver 10 comprehensive Masterclasses.

This **Master's Degree in Update on Geriatric Physiotherapy** contains the most complete and up-to-date university program on the market. Its most notable features are:

- ♦ The development of practical cases presented by experts in Geriatric Physiotherapy
- ♦ 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
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Geriatric Physiotherapy
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



A prestigious International Guest Director will offer 10 rigorous Masterclasses on the latest trends in Geriatric Physiotherapy"

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You will master the keys to active aging from both the clinical and human perspectives of the geriatric patient”

The teaching staff includes professionals from the field of Geriatric Physiotherapy, who contribute their professional experience to this program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, through which the graduate will need to address and resolve various professional practice situations presented throughout the academic year. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will perform specific physiotherapeutic assessments in elderly individuals with varying levels of frailty and dependence.

The Relearning method will allow you to update your knowledge with less effort and greater efficiency, enabling you to engage more deeply in your specialization as a physiotherapist.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

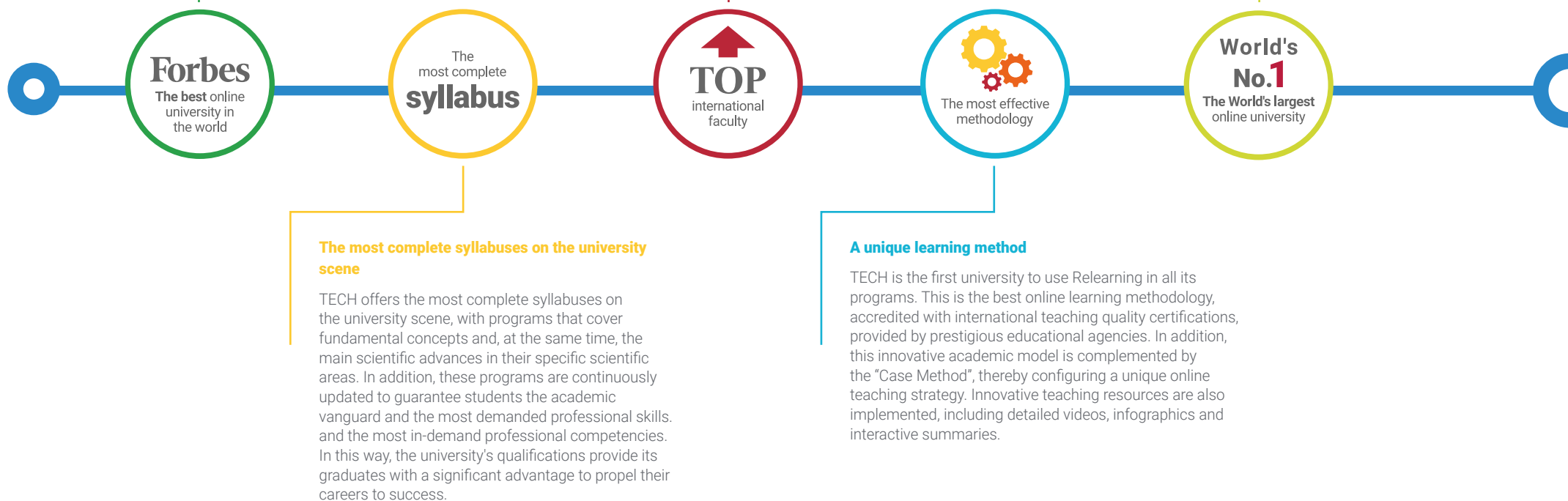
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03 Syllabus

This Master's Degree offers a comprehensive exploration of the current fundamentals and practices of physiotherapy in geriatrics. Through 8 modules, the physiotherapist will delve into topics such as active aging, person-centered care, frailty, Cognitive Decline, and Pain. Additionally, it covers support devices, common pathologies in older adults, and therapeutic communication tools. All of this is approached from a clinical, integrated, and updated perspective, enabling intervention at multiple care levels.



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You will implement interventions aimed at fall prevention, improving balance, and enhancing overall functionality”

Module 1. Clinical Reasoning in Physiogeriatrics

- 1.1. Past, Present and Future of Physiotherapy in Geriatrics
 - 1.1.1. Brief History of Physiotherapy
 - 1.1.2. Current Situation of Physiotherapy in Geriatrics
 - 1.1.3. Future of Physiotherapy in Geriatrics
 - 1.1.3.1. Physiotherapy and New Technologies
- 1.2. Active Aging
 - 1.2.1. Introduction
 - 1.2.2. Concept of Active Aging
 - 1.2.3. Classification
 - 1.2.4. Active Aging from the Patient's Point of View
 - 1.2.5. Role of the Physiotherapist in Active Aging programs
 - 1.2.6. Example of Intervention
- 1.3. Physiotherapy in Geriatrics and Context of Action
 - 1.3.1. Introduction and Definitions
 - 1.3.2. Fields of Action
 - 1.3.2.1. Residential Centers
 - 1.3.2.2. Socio-Sanitary
 - 1.3.2.3. Primary Care
 - 1.3.2.4. Physiotherapy in Palliative Care Units
 - 1.3.3. Future Areas in Physiogeriatrics
 - 1.3.3.1. New Technologies
 - 1.3.3.2. Physiotherapy and Architecture
 - 1.3.4. Interdisciplinary Teams in Geriatrics
 - 1.3.4.1. Multidisciplinary or Interdisciplinary Teams?
 - 1.3.4.2. Composition and Functioning of the Interdisciplinary Team
 - 1.3.4.3. Main Functions within the Interdisciplinary Team
- 1.4. Differential Diagnosis and Alarm Signs and Symptoms: Red and Yellow Flags in Geriatrics. Differential Diagnosis. *Red and Yellow Flags*
 - 1.4.1. Introduction and Definitions
 - 1.4.1.1. Differential Diagnosis
 - 1.4.1.2. Diagnosis in Physiotherapy
 - 1.4.1.3. Geriatric Syndromes
 - 1.4.1.4. *Red and Yellow Flags*

- 1.4.2. Most Common *Red Flags* in Clinical Practice
 - 1.4.2.1. Urinary Infection
 - 1.4.2.2. Oncologic Pathology
 - 1.4.2.3. Heart Failure
 - 1.4.2.4. Fractures
- 1.5. Pharmacology, Effects on the Neuromusculoskeletal System
 - 1.5.1. Introduction
 - 1.5.1.1. Drugs Influencing Gait
 - 1.5.2. Drugs and Risk of Falls
- 1.6. Approach to the Physiotherapy Session in Geriatrics
 - 1.6.1. Examination and Physiotherapeutic Assessment of the Geriatric Patient
 - 1.6.1.1. Assessment Components
 - 1.6.1.2. Most Commonly Used Scales and Tests
 - 1.6.2. Determination of Treatment Objectives
 - 1.6.3. Organization of the Treatment Session
 - 1.6.4. Organization of the Physiotherapist's Work
 - 1.6.5. Treatment Follow-up in the Elderly Patient

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

- 2.1. Definition, Concepts and Basic Principles
 - 2.1.1. Decalogue of People-Centered Care
 - 2.1.1.1. What is and What is Not PCC. Its Principles
 - 2.1.1.2. Clarifying Concepts. Glossary of Terms
 - 2.1.2. Origin and Conceptual Basis of PCC
 - 2.1.2.1. References from Psychology
 - 2.1.2.2. Referents from Social Intervention
 - 2.1.2.3. Quality of Life Benchmarks
 - 2.1.2.4. References from the Study of Disability
 - 2.1.2.5. Civil Rights Referents from the Civil Rights of Individuals
 - 2.1.2.6. Referrals from Gerontological Resources
 - 2.1.2.7. Legal and Regulatory Aspects



- 2.2. The PCC Model
 - 2.2.1. Paradigm and Intervention Model
- 2.3. Best Practices in PCC
 - 2.3.1. Definition and Concept of Best Practices
 - 2.3.2. Areas of Best Practices
 - 2.3.3. "Good Practice", the Path to Best Practices
 - 2.3.4. Key Best Practices
- 2.4. The Process of Transformation from a Service Model to a PCC Model
 - 2.4.1. How Build an Apprenticeship
 - 2.4.2. Transformation of Services
 - 2.4.3. Transformation of People
- 2.5. Provision of Physiotherapy Services in a PCC Model
 - 2.5.1. Person-Centered Physiotherapy vs. Individualized Physiotherapy
 - 2.5.2. Epistemology of People-Centered Physiotherapy
- 2.6. Actions
 - 2.6.1. Introduction
 - 2.6.2. Actions
 - 2.6.2.1. The Reception of the Physiotherapist
 - 2.6.2.2. Assessment and Evaluation Processes
 - 2.6.2.3. The Intervention
 - 2.6.2.4. Interrelationship With Co-Workers
 - 2.6.2.5. Interrelation with the Physical Environment
 - 2.6.2.6. Interrelation with the Community

Module 3. Understanding Frailty

- 3.1. Comprehensive Vision of Frailty
 - 3.1.1. Introduction
 - 3.1.2. Definitions of Frailty
 - 3.1.3. Pathophysiological Bases of Frailty
 - 3.1.3.1. Activation of Inflammation and Coagulation Processes
 - 3.1.3.2. Comorbidity
 - 3.1.3.3. Malnutrition and Sarcopenia
 - 3.1.4. Frailty as a Syndrome
 - 3.1.5. Interventions and Models of Care

- 3.2. Tools for Comprehensive Geriatric Assessment of Frailty
 - 3.2.1. Introduction
 - 3.2.2. Comprehensive Geriatric Assessment
 - 3.2.3. Frailty Assessment Scales
 - 3.2.4. Conclusions
 - 3.2.5. Learning Points
- 3.3. Assessment of Frailty in Physiotherapy
 - 3.3.1. Initial Interview
 - 3.3.2. Highlighted Tests
 - 3.3.2.1. Specific Tests for Frailty
 - 3.3.2.2. Fall Risk Test
 - 3.3.2.3. Dual Tasks
 - 3.3.2.4. Strength Test
 - 3.3.2.5. Cardiopulmonary Capacity Test
 - 3.3.2.6. Functional Tests
 - 3.3.3. Parameter Calculation
 - 3.3.4. Summary
- 3.4. Exercise Prescription
 - 3.4.1. General Aspects
 - 3.4.2. Individual Exercise Prescription
 - 3.4.2.1. Heating
 - 3.4.2.2. Strength/Power
 - 3.4.2.3. Balance
 - 3.4.2.4. Aerobic Endurance
 - 3.4.2.5. Stretching
 - 3.4.3. Group Dynamics in the Frail or Pre-frail Patient
 - 3.4.3.1. Heating
 - 3.4.4. Summary

- 3.5. Therapeutic Adherence
 - 3.5.1. Factors of Non-Adherence
 - 3.5.1.1. Socioeconomic Factors
 - 3.5.1.2. Health System or Care
 - 3.5.1.3. Disease
 - 3.5.1.4. Treatment
 - 3.5.1.5. Patients
 - 3.5.2. Adherence Strategies
 - 3.5.2.1. ICT
 - 3.5.3. Summary
- 3.6. Assessment of Frailty in Physiotherapy
 - 3.6.1. Define the Risk Factors for Falls
 - 3.6.2. Diagnosis of Falls
 - 3.6.2.1. Specific Fall Risk Diagnostic Tests
 - 3.6.3. Consequences of Falls
 - 3.6.4. Containment to Prevent Falls
 - 3.6.4.1. Side Effects of Containment
 - 3.6.4.2. Adapted Containment
 - 3.6.4.3. Environmental and Verbal Restraints
 - 3.6.4.4. Types of Containments
 - 3.6.5. Post-Fall Treatment
 - 3.6.6. Summary
- 3.7. Care Transitions
 - 3.7.1. Justification of Programs in Transitions
 - 3.7.2. Limitations in Care Transitions
 - 3.7.3. What Are We Talking About When We Talk About Care Transitions?
 - 3.7.4. An Example of "Prealta Service": *Transition Coaches*
 - 3.7.5. Nursing Frailty Assessment at Discharge
 - 3.7.5.1. Communication Techniques
 - 3.7.5.2. Motivational Interview
 - 3.7.5.3. Person-Centered Care; Health Goals for the Elderly

Module 4. Approach From the Physiotherapy of the Person Affected by Cognitive Impairment

4.1. Introduction to Cognitive Impairment

4.1.1. Cognitive Impairment

4.1.1.1. Definition and Epidemiology

4.1.1.2. Risk Factors

4.1.1.3. Diagnosis

4.1.1.4. Treatment

4.1.1.4.1. Non-Pharmacological Treatment

4.1.1.4.2. Pharmacological Treatment

4.1.2. Dementia

4.1.2.1. Epidemiology

4.1.2.2. Pathogenesis and Risk Factors

4.1.2.3. Clinical Manifestations

4.1.2.4. Evolution

4.1.2.5. Diagnosis

4.1.2.6. Differential Diagnosis

4.1.2.6.1. Mild Cognitive Impairment: Already Explained Previously

4.1.2.6.2. Acute Confusional Syndrome or *Delirium*

4.1.2.6.3. Subjective Memory Complaints and AMAE (Age-Related Memory Impairment)

4.1.2.6.4. Affective Disorders-Depression-Depressive Pseudodepressive Dementia

4.1.2.7. Severity of Dementia

4.1.2.8. Treatment

4.1.2.8.1. Non-Pharmacological Treatment

4.1.2.8.2. Pharmacological Treatment

4.1.2.9. Comorbidity-Mortality

4.2. Types of Cognitive Impairment: Possible Classifications

4.2.1. Utility of the Cognitive Impairment Classification

4.2.2. Types of Classification

4.2.2.1. By Degree of Affectation

4.2.2.2. By Evolution Course

4.2.2.3. By Age of Presentation

4.2.2.4. By Clinical Syndrome

4.2.2.5. By Etiology

4.3. Causes and Effects of Cognitive Impairment

4.3.1. Introduction

4.3.2. Risk Factors for Cognitive Impairment

4.3.3. Causes of Cognitive Impairment

4.3.3.1. Primary Neurodegenerative Etiology

4.3.3.2. Vascular Etiology

4.3.3.3. Other Etiologies

4.3.4. Effects of Cognitive Impairment

4.3.4.1. Inattention and Lack of Concentration

4.3.4.2. Memory Impairment

4.3.4.3. Language Impairment

4.3.4.4. Apraxia

4.3.4.5. Agnosias

4.3.4.6. Executive Function Disorders

4.3.4.7. Alteration of Visuospatial Functions

4.3.4.8. Behavioral Alteration

4.3.4.9. Alteration of Perception

4.3.5. Conclusions

- 4.4. Approach from Individual and Group Physiotherapy
 - 4.4.1. Physiotherapy and Dementia
 - 4.4.2. Physiotherapy Assessment
 - 4.4.3. Therapeutic Objectives
 - 4.4.4. Therapeutic Interventions from Physiotherapy
 - 4.4.4.1. Physical Activity
 - 4.4.4.2. Individual Therapy
 - 4.4.4.3. Group Therapy
 - 4.4.4.4. Physiotherapy According to the Stages of Cognitive Impairment
 - 4.4.4.5. Alteration of Balance and Gait
 - 4.4.5. Adherence to Treatment-Family
- 4.5. Tools to Connect
 - 4.5.1. Introduction
 - 4.5.2. Difficulties Encountered with Disoriented and/or Disconnected Users
 - 4.5.3. How to Access the Disoriented and/or Disconnected User
 - 4.5.3.1. Music as a Tool for Working with People with Dementia
 - 4.5.3.1.1. Application of Music in People Affected by Dementia
 - 4.5.3.2. Animal-Assisted Therapy (AAT)
 - 4.5.3.2.1. Application of AAT in People Affected by Dementia
 - 4.5.3.2.2. Structure of Sessions
 - 4.5.3.2.3. Materials
 - 4.5.3.2.4. The Dog
 - 4.5.3.2.5. Examples of AAT Application
 - 4.5.3.3. Yoga and Mindfulness
 - 4.5.3.3.1. Yoga
 - 4.5.3.3.2. *Mindfulness*
 - 4.5.3.3.3. Application of Mindfulness
- 4.6. Basal Stimulation
 - 4.6.1. Origin of Basal Stimulation
 - 4.6.2. Definition of Basal Stimulation
 - 4.6.3. Indications of Basal Stimulation
 - 4.6.4. Basic principals of Basal Stimulation
 - 4.6.4.1. Advantages of Basal Stimulation



- 4.6.5. Basic Needs
 - 4.6.5.1. Requirements of Basal Stimulation
 - 4.6.5.2. Basic Areas of Perception
- 4.6.6. Body Identity and Environment
- 4.6.7. Globality
 - 4.6.7.1. Communication
- 4.7. Sharing of Knowledge, Interdisciplinary Approach to the Affected Person
 - 4.7.1. Introduction
 - 4.7.2. Biopsychosocial Model as a Reference
 - 4.7.3. Multidisciplinarity and Interdisciplinarity
 - 4.7.4. Areas of Intervention. Levels of Care
 - 4.7.4.1. Primary Care
 - 4.7.4.2. Specialized Care
 - 4.7.4.3. Socio-Healthcare
 - 4.7.4.4. Other Professionals
 - 4.7.5. Integrative Health. A Holistic View
 - 4.7.6. Community Intervention
 - 4.7.7. Conclusions

Module 5. Pain and Aging, Update According to Current Scientific Evidence

- 5.1. Anatomy and Physiology of Pain Transmission
 - 5.1.1. Peripheral Elements
 - 5.1.2. Nociceptors
 - 5.1.3. Nociceptor Depolarization
 - 5.1.4. Peripheral Sensitization of Nociceptors
- 5.2. Types of Pain
 - 5.2.1. Introduction
 - 5.2.2. Temporal
 - 5.2.2.1. Acute Pain
 - 5.2.2.2. Chronic Pain
- 5.3. Pain and Aging
 - 5.3.1. Aging
 - 5.3.2. Characteristics of Aging
 - 5.3.3. Prevalence
- 5.3.4. Physiological Changes of Aging
- 5.3.5. Physical and Neurological Changes with Impact on Pain Chronification
 - 5.3.5.1. Differences in Pain Perception
 - 5.3.5.2. Increased Chronic Inflammation in Aging
 - 5.3.5.3. Disruption of the Circadian Cycle in Aging
 - 5.3.5.4. Neurodegeneration and Implications for Learning
 - 5.3.5.5. Elderly Depression
 - 5.3.5.6. Sedentary Lifestyle and Frailty in the Elderly
 - 5.3.5.7. Underrecognized and Undertreated Pain
- 5.4. Pain Syndromes in Geriatrics
 - 5.4.1. Introduction
 - 5.4.2. Cervical Osteoarthritis
 - 5.4.3. Occipital Neuralgia
 - 5.4.4. Cervicogenic Dizziness
 - 5.4.5. Vertebral Fracture due to Osteoporosis
 - 5.4.6. Lumbar Osteoarthritis and Facet Syndrome
 - 5.4.7. Central Canal Stenosis in the Lumbar Spine
 - 5.4.8. Hip Osteoarthritis
 - 5.4.9. Shoulder Rotator Cuff Rupture
 - 5.4.10. Knee Osteoarthritis
- 5.5. Pain Assessment
- 5.6. Pharmacological Treatment of Pain in the Geriatric Patient
 - 5.6.1. Drugs for Pain
 - 5.6.2. Aines
 - 5.6.3. Coxibs
 - 5.6.4. Paracetamol
 - 5.6.5. Metamizole
 - 5.6.6. Opioid Drugs
 - 5.6.7. Phytotherapy
 - 5.6.8. Adjuvant Drugs
- 5.7. Physiotherapeutic Treatment of the Geriatric Patient

Module 6. Update on Support Devices for the Autonomy of People

- 6.1. Support Product Definition
 - 6.1.1. Framework and Definition of Supporting Product
 - 6.1.1.1. EASTIN
 - 6.1.2. What Characteristics Must Each Support Product (S.P.) Comply With
 - 6.1.3. Success in Optimal Product Support Advice
- 6.2. Updating of the Different Assistive Devices for Daily Living Activities
 - 6.2.1. Eating Assistive Devices
 - 6.2.2. Dressing Aids
 - 6.2.3. Facilitating Devices for Hygiene and Personal Care
- 6.3. Update on Different Pressure-Dissipating Devices for Pressure Ulcer Prevention
 - 6.3.1. Sitting
 - 6.3.2. Supine Position
 - 6.3.3. Pressure Blanket Evaluation System
- 6.4. Transfers
 - 6.4.1. Transfers and Mobilizations
 - 6.4.1.1. Common Mistakes
 - 6.4.1.2. Basic Guidelines for the Correct Use of the Different Devices
 - 6.4.2. Device Upgrades
- 6.5. Latest Developments in the Different Devices Designed to Facilitate Mobility and Correct Positioning
 - 6.5.1. General Framework
 - 6.5.2. Mobility Devices in Geriatrics
 - 6.5.2.1. Tilting Chair
 - 6.5.2.2. Scooter
 - 6.5.2.3. Electronic Driving Wheelchair
 - 6.5.2.4. Relocation Assistance
 - 6.5.2.5. Rear Walker
 - 6.5.3. Positioning Devices in Geriatrics
 - 6.5.3.1. Backups
 - 6.5.3.2. Headrest
- 6.6. Personalized Devices for the Control of Wanderers, Plesioassistance

- 6.6.1. Definition of Plesioassistance or Control of Wanderers
- 6.6.2. Differences between Plesioassistance and Telecare
- 6.6.3. Objectives of Plesioassistance or Control of Wanderers
- 6.6.4. Components of the Plesioassistance Devices
- 6.6.5. Simple Wanderer Control Devices for Home Environments
- 6.6.6. Adaptation of the Environment to Facilitate the Wanderer's Orientation
- 6.6.7. Summary
- 6.7. Furniture support products for the improvement of the environment
- 6.8. Upgrading of Accessibility Support Products and Architectural Barrier Removal Products
 - 6.8.1. Framework for the Abolition of Architectural Barriers and Universal Access to Housing
 - 6.8.2. Support Products for the Removal of Architectural Barriers in the Living Environment
 - 6.8.2.1. Ramps
 - 6.8.2.2. Lift Chairs
 - 6.8.2.3. Inclined Elevated Platform
 - 6.8.2.4. Overhead Crane
 - 6.8.2.5. Short Travel Ladder Platform
 - 6.8.2.6. Lifting Platform
 - 6.8.2.7. Stair Climbing Devices
 - 6.8.2.8. Convertible Ladder

Module 7. Physiotherapy in Traumatology, Neurology, Pelvic Floor and Respiratory Disorders in the Elderly

- 7.1. Physiotherapy in Fractures and Dislocations in the Elderly
 - 7.1.1. Fractures in the Elderly
 - 7.1.1.1. General Concepts of Fractures
 - 7.1.1.2. Main Fractures in the Elderly and their Physiotherapeutic Treatment
 - 7.1.1.3. Most Frequent-Surgical Complications
 - 7.1.2. Dislocation in the Elderly
 - 7.1.2.1. Introduction and Immediate Handling
 - 7.1.2.2. Main Dislocation in the Elderly and their Physiotherapeutic Treatment
 - 7.1.2.3. Most Frequent-Surgical Complications

- 7.2. Physiotherapy in Hip, Knee and Shoulder Arthroplasty
 - 7.2.1. Arthrosis
 - 7.2.2. Rheumatoid Arthritis
 - 7.2.3. Physiotherapy in Hip Arthroplasty
 - 7.2.4. Physiotherapy in the Preoperative Phase
 - 7.2.5. Physiotherapy in the Preoperative Phase
 - 7.2.6. Physiotherapy in Knee Arthroplasty
 - 7.2.7. Physiotherapy in the Preoperative Phase
 - 7.2.8. Fast-track in Hip and Knee Arthroplasty
 - 7.2.9. Physiotherapy in Shoulder Arthroplasty
 - 7.2.10. Anatomic Total Shoulder Arthroplasty
- 7.3. Physiotherapy in Amputees
 - 7.3.1. Multidisciplinary Team in the Amputee Patient
 - 7.3.2. Importance of Prosthetic Knowledge
 - 7.3.3. Evaluation of the Amputee Patient
 - 7.3.4. The Physiotherapist in the Prosthetic Rehabilitation Program
 - 7.3.4.1. Perioperative Phase
 - 7.3.4.2. Pre-Prosthetic Phase
 - 7.3.5. Patient Education
 - 7.3.6. Long-Term Management of the Amputee Patient
- 7.4. Physiotherapeutic Approach to Acute, Subacute and Chronic Stroke Patients
 - 7.4.1. Definition, Classification, Early Detection and Initial Hospital Management
 - 7.4.2. Guiding Principles in Neurophysiotherapy
 - 7.4.3. Outcome Measurement Scales after Stroke
 - 7.4.4. Assessment and Physiotherapeutic Treatment According to the Evolutionary Stage of the Disease
 - 7.4.4.1. Acute Phase
 - 7.4.4.2. Subacute Phase
 - 7.4.4.3. Chronic Phase
 - 7.4.5. Management of Frequent Complications
 - 7.4.5.1. Spasticity
 - 7.4.5.2. Contractures
 - 7.4.5.3. Shoulder Pain and Subluxation
 - 7.4.5.4. Falls
 - 7.4.5.5. Fatigue
 - 7.4.5.6. Other Fundamental Problems: Cognitive, Visual, Communicative, Swallowing, Continence, etc.
 - 7.4.6. Beyond Rehabilitation Discharge
- 7.5. New Trends in Physiotherapy for Parkinson's Disease Patients
 - 7.5.1. Definition, Epidemiology, Pathophysiology and Diagnosis of PD
 - 7.5.2. Global Management of the Person with PD
 - 7.5.3. History of Physiotherapy and Physical Examination
 - 7.5.4. Goal Setting in People with PD
 - 7.5.5. Physiotherapy Treatment in PD
 - 7.5.6. Falls in PD, Towards a New Approach Model?
 - 7.5.7. Self-Management and Information for Caregivers
- 7.6. Urinary Incontinence and Chronic Urinary Retention
 - 7.6.1. Definition of Urinary Incontinence
 - 7.6.2. Types of Urinary Incontinence
 - 7.6.2.1. Clinical Classification
 - 7.6.2.2. Urodynamic Classification
 - 7.6.3. Therapeutics of Urinary Incontinence and Overactive Bladder
 - 7.6.4. Urinary Retention
 - 7.6.5. Physiotherapy in Urinary Incontinence and Chronic Urinary Retention
- 7.7. Respiratory Physiotherapy in COPD
 - 7.7.1. Definition, Etiology, Pathophysiology and Consequences
 - 7.7.2. Diagnosis and Classification
 - 7.7.3. Physiotherapeutic Management of the COPD Patient
 - 7.7.3.1. Treatment in Stable Phase
 - 7.7.3.2. Treatment in Exacerbations

- 7.8. Respiratory Physiotherapy in Neurological Conditions
 - 7.8.1. Introduction
 - 7.8.2. Nervous Disorders Associated with Respiratory Problems
 - 7.8.3. Physiotherapy for Respiratory Problems of Nervous Disorders
 - 7.8.4. Respiratory Warning Signs

Module 8. Tools for the Daily Practice of the Physiotherapist in Geriatrics

- 8.1. Communication: A Tool for Treatment Success in Physiotherapy
 - 8.1.1. Introduction
 - 8.1.1.1. The Mirror and the Lamp
 - 8.1.2. Communication in the Framework of the Therapeutic Relationship
 - 8.1.2.1. Definitions
 - 8.1.2.2. Basic Aspects
 - 8.1.2.2.1. Components
 - 8.1.2.2.2. Context
 - 8.1.2.2.3. Impossibility of Not Communicating
 - 8.1.3. Codes in Messages
 - 8.1.3.1. Specific Aspects of Communication with Elderly Patients
 - 8.1.3.2. Main Problems in Communicating with the Elderly
 - 8.1.3.3. Communication with the family
 - 8.1.3.4. The Therapeutic Relationship as a Special Form of Social Interaction
 - 8.1.3.5. Model for Communication Training in Physiotherapy
- 8.2. Bereavement in the Professional
 - 8.2.1. Why Talk About Grief?
 - 8.2.2. What is Grief?
 - 8.2.3. Is Grief a Depression?
 - 8.2.4. How Does It Show Itself in Grief?
 - 8.2.5. How is a Grief Process Elaborated?
 - 8.2.6. How Will We React to the Loss of a Patient?
 - 8.2.7. When Does the Grief End?
 - 8.2.8. What Is a Complicated Grief?
 - 8.2.9. When You're the Griever: First Tools
 - 8.2.10. When Someone Else is the Griever: How to Accompany?
 - 8.2.11. When to Ask For Help or Refer to a Psychologist?





8.3. Elderly-Centered ICT

8.3.1. ICTs and Health

8.3.1.1. Specific Terminology

8.3.1.1.1. Information and Communication Technologies (ICT)

8.3.1.1.2. (eHealth)

8.3.1.1.3. (mHealth)

8.3.1.1.4. Telemedicine

8.3.1.1.5. Wearables

8.3.1.1.6. Gamification

8.3.1.1.7. (e-Doctor)

8.3.1.1.8. (e-Patient)

8.3.1.1.9. Digital Health

8.3.1.1.10. Digital Divide

8.3.1.1.11. Infoxication

8.3.2. "E-Physiotherapy" in Geriatrics

8.3.2.1. The Generational Digital Divide

8.3.2.2. Prescription of ICT in Physiotherapy in Geriatrics

8.3.3. ICT Applications in the Context of Physiotherapy in Geriatrics

“You will apply clinical reasoning in the design and adjustment of therapeutic programs for elderly individuals”

04

Teaching Objectives

This program from TECH Global University is designed to provide the physiotherapist with the necessary tools to effectively address the primary conditions of the geriatric patient. To achieve this, the qualification delves into the most recent therapeutic approaches, as well as evidence-based evaluation, diagnosis, and treatment techniques. As such, graduates will acquire the most advanced competencies in the field of Geriatric Physiotherapy and be prepared to offer effective, humane, and personalized interventions.



“

You will apply cutting-edge treatments to improve the quality of life of elderly individuals and lead care processes in Geriatrics units”



General Objectives

- ♦ Analyze the physiological processes of aging and their impact on the musculoskeletal system and the overall functionality of the elderly
- ♦ Recognize the main geriatric syndromes, such as frailty, immobility, falls, sarcopenia, and cognitive decline
- ♦ Assess the functional status of the geriatric patient through specific and validated clinical tests and scales
- ♦ Design individualized physiotherapy plans tailored to the level of dependence, frailty, and comorbidities of each elderly individual
- ♦ Apply specific Geriatric Physiotherapy techniques, including exercises for strength, balance, coordination, and sensory stimulation
- ♦ Prevent functional complications arising from inactivity or prolonged immobility, such as joint stiffness, muscle mass loss, or pressure ulcers
- ♦ Promote active and healthy aging, encouraging patient participation in daily activities and their social environment
- ♦ Educate the patient, family members, and caregivers in strategies for safe mobility, fall prevention, and basic care





Specific Objectives

Module 1. Clinical Reasoning in Physiogeriatrics

- ♦ Explain active aging from the patient's perspective
- ♦ Define the areas of intervention of Physiotherapy in Geriatrics
- ♦ Delve into the effects of certain medications on the neuromusculoskeletal system

Module 2. Person-Centered Care (PCC). A Physiotherapy Perspective

- ♦ Explain the process of transforming a service model into a Person-Centered Care (PCC) model
- ♦ Explain the provision of physiotherapy services within a PCC model

Module 3. Understanding Frailty

- ♦ Explain the impact and detection of Malnutrition and Sarcopenia
- ♦ Define the comprehensive geriatric assessment tools for frailty
- ♦ Manage different frailty assessment scales

Module 4. Approach From the Physiotherapy of the Person Affected by Cognitive Impairment

- ♦ Define the risk factors, epidemiology, diagnosis, and treatment of Cognitive Decline
- ♦ Use innovative strategies to promote treatment adherence by the family

Module 5. Pain and Aging, Update According to Current Scientific Evidence

- ♦ Explain the anatomy and physiology of pain transmission
- ♦ Describe Pain and Aging from a biopsychosocial paradigm

Module 6. Update on Support Devices for the Autonomy of People

- ♦ Define and classify different assistive devices for activities of daily living.
- ♦ Explain the latest developments in devices designed to facilitate mobility and proper positioning.

Module 7. Physiotherapy in Traumatology, Neurology, Pelvic Floor, and Respiratory Conditions in the Elderly

- ♦ Define the role of Physiotherapy in fractures and dislocations in the elderly
- ♦ Explain the role of Physiotherapy in hip, knee, and shoulder arthroplasty

Module 8. Tools for the Daily Practice of the Physiotherapist in Geriatrics

- ♦ Define communication as a tool for treatment success in Physiotherapy
- ♦ Explain the communication difficulties associated with Geriatric Syndromes



You will gain an updated understanding of Geriatric Physiotherapy and its role in an integrated healthcare system"

05

Career Opportunities

This program from TECH represents a unique opportunity for all physiotherapists who wish to update their skills and master the latest therapeutic resources in the treatment of the elderly. Through these cutting-edge insights, graduates will significantly expand their job opportunities. In this way, specialists will be prepared to effectively address the clinical challenges of aging, applying effective interventions across various levels of healthcare and social care.



“

*You will apply advanced Geriatric
Physiotherapy techniques and develop
an excellent healthcare practice, focused
on the comprehensive care of the elderly”*

Graduate Profile

The graduate of this Master's Degree from TECH will be a highly trained physiotherapist capable of intervening in the prevention, diagnosis, and treatment of Geriatric Pathologies. Additionally, they will be prepared to lead therapeutic processes tailored to the needs of the elderly patient, implement low-cost technologies, apply person-centered care protocols, and promote interdisciplinary work in care settings. This professional will also be capable of designing continuity of care strategies and addressing complex conditions, such as frailty, chronic pain, or cognitive decline, from a biopsychosocial approach.

You will lead health promotion initiatives, prevent dependency, and improve functionality in elderly individuals"

- ♦ **Geriatric Interdisciplinary Care:** Ability to integrate into care teams in geriatrics, palliative care, or neurorehabilitation units, applying a comprehensive clinical perspective.
- ♦ **Advanced Functional Diagnosis:** Mastery of geriatric and physiotherapy assessment protocols that allow for the precise detection of frailty, fall risk, or functional decline.
- ♦ **Communication and Clinical Relationship:** Ability to establish therapeutic relationships with elderly patients, family members, and caregivers, facilitating treatment adherence and continuity.
- ♦ **Evidence-Based Approach:** Ability to apply current, scientifically validated therapeutic techniques adapted to the clinical environment of the elderly.





After completing the university program, you will be able to apply your knowledge and skills in the following positions:

1. **Specialized Geriatric Physiotherapist:** Clinical intervention in nursing homes, chronic hospitals, day units, and home care, applying functional treatments adapted to aging.
2. **Rehabilitation Coordinator in Elderly Care Units:** Responsible for managing and evaluating physiotherapy plans focused on frailty, sarcopenia, and functional mobility.
3. **Palliative Physiotherapy Specialist:** Integration into palliative care teams to design protocols that improve quality of life for patients with advanced diseases.
4. **Consultant in Geriatric Community Intervention:** Design and implementation of group programs for fall prevention, postural education, or therapeutic exercise for the elderly.
5. **Cognitive and Sensory Stimulation Program Manager:** Applying non-pharmacological therapeutic strategies in clinical or residential settings.
6. **Neurogeriatrics Physiotherapist:** Comprehensive management of stroke, Parkinson's disease, and dementias from acute to chronic stages, promoting patient autonomy.
7. **Advisor in Support Products and Low-Cost Technology:** Selection and adaptation of assistive devices for mobility, positioning, and accessibility in elderly individuals.



You will effectively address musculoskeletal complications associated with neurological deterioration, such as rigidity, spasticity, and chronic pain"

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

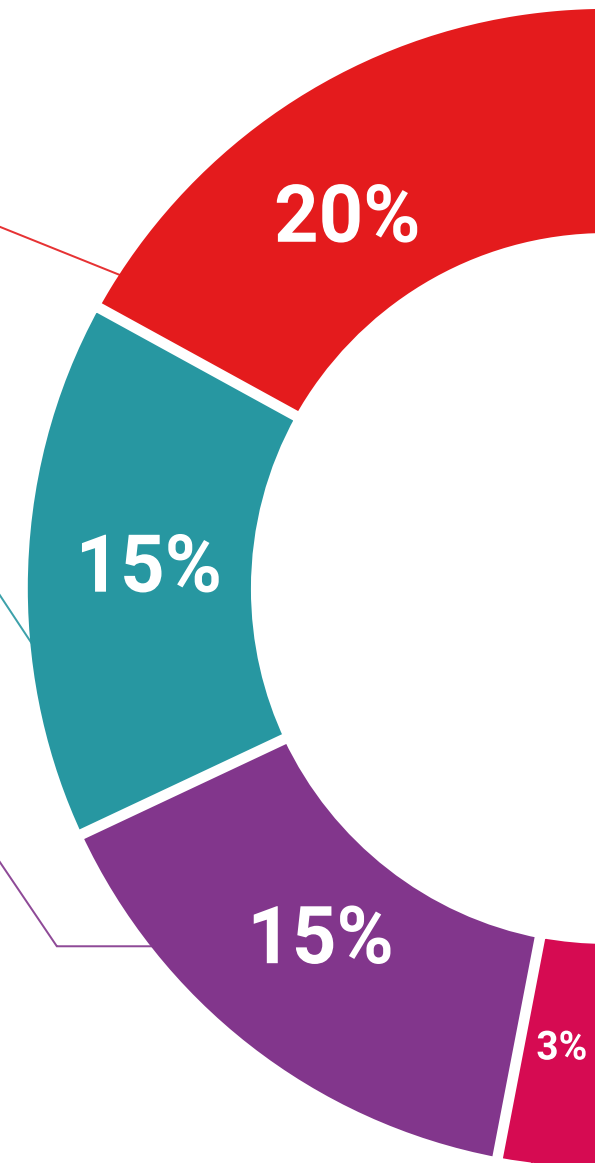
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

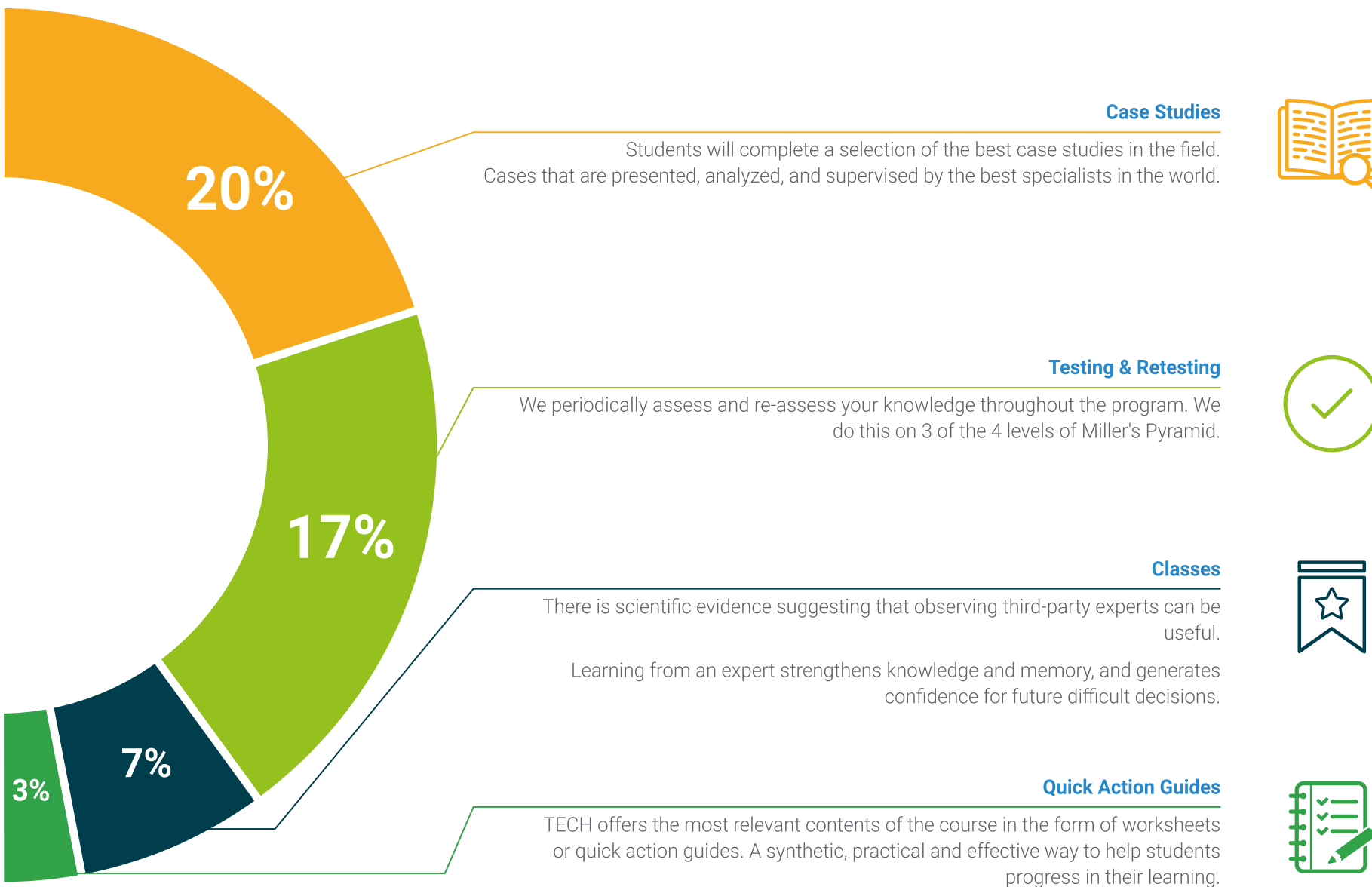
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





07

Teaching Staff

The teachers selected by TECH for this program combine a strong academic background with extensive clinical experience in Geriatric Physiotherapy. They have worked in nursing homes, hospitals, palliative care units, and social healthcare centers, mastering the management of frailty, pain, functional decline, and the use of assistive devices. Additionally, they have conducted research on active aging and person-centered care. This comprehensive and updated perspective ensures that graduates acquire practical, evidence-based knowledge.



“

You will benefit from personalized guidance from the teaching team, composed of true leaders in Geriatric Physiotherapy”

International Guest Director

Dr. Tracy Friedlander is an eminent international expert, specialized in **Physiotherapy and Rehabilitation** of the elderly. Her extensive knowledge and skills in this healthcare field have enabled her to implement **innovative procedures and improve the quality of life** of various patients over the years.

Thanks to her high level of care, the scientist has been selected as **Medical Director of the Comprehensive Acute Inpatient Rehabilitation Unit** at the **Johns Hopkins Bayview Medical Center**. She has also been part of the medical teams at the prestigious **Johns Hopkins Hospital**.

Her main area of expertise is **Neurological Rehabilitation**. In this field, the expert has **scientific publications** in peer-reviewed journals of high impact in the health community. In this way, she has focused her efforts on helping patients to control **Spasticity**, a muscle control disorder, through **various therapeutic approaches**.

In addition, some of her most outstanding research in recent years is related to the rehabilitation of patients subjected to **long periods of mechanical ventilation** when infected with the **SARS-CoV-2 virus**. She is also fully qualified to treat **joint pain, fibromyalgia and chronic pain and fatigue**.

Dr. Friedlander is also **officially certified** by the American Board of Physical Medicine and Rehabilitation. All of this is backed by her superior knowledge in the **precise and advanced care of spinal cord injuries**. On the other hand, this specialist has an excellent academic background. She graduated from Emory University in Atlanta and obtained her **medical degree** from the University of Maryland. She also completed an internship at **Mercy Medical Center** and completed her residency in physical medicine and rehabilitation at **Sinai Hospital in Baltimore**.



Dr. Friedlander, Tracy

- Director of Physical Medicine and Rehabilitation at Johns Hopkins Hospital, Baltimore, United States
- Medical Director of the Comprehensive Acute Inpatient Rehabilitation Unit at the Johns Hopkins Bayview Medical Center
- Neurorehabilitation and Spasticity Management Specialist
- Official certifications from the American Board of Physical Medicine and Rehabilitation
- Specialist in Physical Medicine and Rehabilitation at Sinai Hospital in Baltimore
- Graduate of Medicine at the University of Maryland, Baltimore
- Member of: American Academy of Physical Medicine and Rehabilitation, American Spinal Cord Injury Association and Maryland Society of Physical Medicine and Rehabilitation



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

Management



Dr. García Fontalba, Irene

- Manager and Physiotherapist in Cal Moure'S
- Member of the Girona Territorial Section of the Association of Physiotherapists of Catalunya.
- Creator of the blog "fisios y otras historias".
- Coordinator of the social networks group of professionals for health promotion in Girona.
- More than ten years working in geriatric pathology and processes involving pain at home and in private practice

Teachers

Dr. Soto Bagaria, Luis

- Physiotherapist Researcher at Vall d'Hebron Research Institute
- Physiotherapist and researcher at Parc Sanitari Pere Virgili
- Physiotherapist and Collaborator in the R & D department, SARquavita
- Responsible researcher at Mapfre Quavita for the PhD in Public Health and Research Methodology
- Master's Degree in Neuromusculoskeletal Physiotherapy
- Master's Degree in Clinical Research. International University of Catalonia
- Member of the research team on aging, frailty and transitions at Re-Fit BCN

Dr. Gil Gracia, Samuel

- Physiotherapist and Osteopath in free practice in Béziers
- Physiotherapist. Iriteb Center c / Dos de Mayo in Badalona
- Member of: the Spanish Society of Physiotherapy and Pain SEFID, Society Fisioterapia sin Red
- Author of the videoblog Soy Paciente de Samu, a channel of divulgation on physiotherapy
- Specialized in Musculoskeletal Pain
- Master's Degree in Osteopathy at the Escoles Universitaries Gimbernat
- Diploma in Physiotherapy at the Escoles Universitaries Gimbernat

Dr. Jimenez Hernández, Daniel

- ♦ Expert in Physiotherapy and Education
- ♦ Physiotherapist
- ♦ Trainer of Person-Centered Care professionals
- ♦ Professor at the Central University of Catalonia
- ♦ Doctor in Education from the Central University of Catalonia
- ♦ Official Master's Degree in Inclusive Education. Central University of Catalonia
- ♦ Diploma in Physiotherapy Gimbernat University School, EUG-UAB
- ♦ Member of the research group of attention to diversity and Mental Health and Social Innovation of the UVic

Dr. Gómez Orta, Roger

- ♦ Physiotherapist and Orthopedic Technician at Quvitec Centre D' Ajudes Tècniques
- ♦ Co-founder of Quvitec.
- ♦ Responsible for the seating and positioning clinic service at Quvitec
- ♦ Specialist and trainer in patient management of Handicare products in Spain
- ♦ Diploma in Physiotherapy, EUIF Blanquerna

Dr. Buldón Olalla, Alejandro

- ♦ Expert in Physical Activity and Sport Physiotherapy Rey Juan Carlos University
- ♦ Physiotherapist in the Amavir group and in home care for the elderly
- ♦ Founder of the blog fisioconectados.com
- ♦ Diploma in Physiotherapy, Rey Juan Carlos University
- ♦ Master's Degree in Social Networks and Digital Learning

Dr. Hernandez Espinosa, Joaquín

- ♦ Specialist in Respiratory Physiotherapy
- ♦ Director of Residential Center Hotel Senior Citizens Pineda
- ♦ Postgraduate in Respiratory Physiotherapy. Autonomous University of Barcelona
- ♦ Ethical Care Consultant of Vella Terra Foundation
- ♦ Direction of Emergency equipment COVID 19 at Fremap Gent Gran
- ♦ Diploma in Physiotherapy at University School of Physiotherapy Gimbernat, Cantabria
- ♦ Diploma in Physiotherapy, Autonomous University of Barcelona
- ♦ Member of the Ethics Committee L'Onada Serveis

Dr. Díaz Zamudio, Delia

- ♦ Specialist in Rehabilitation and Physical Medicine
- ♦ Resident Intern of Rehabilitation and Physical Medicine in the Rehabilitation Department of the 12 de Octubre University Hospital.
- ♦ Assistant specialist in the Rehabilitation Service of the 12 de Octubre University Hospital.
- ♦ Honorary Collaborator of the Department of Physical Medicine and Rehabilitation and Hydrology at 12 de Octubre Hospital.
- ♦ Bachelor's Degree in Medicine and Surgery. Faculty of Medicine. University of Seville
- ♦ Rehabilitation and Physical Medicine Specialist, Rehabilitation Service, University Hospital of Denia.
- ♦ Rehabilitation and Physical Medicine Specialist, Rehabilitation Service of the University Hospital Alto Deba, Mondragón.

Dr. Cuesta Gascón, Joel

- ♦ Doctor in Physiotherapy and Rehabilitation. La Paz University Hospital, Madrid
- ♦ Doctor in Physiotherapy and Rehabilitation. Medical and Rehabilitation Center Dr. Rozalén, Madrid
- ♦ Resident of Physical Medicine and Rehabilitation at the University Hospital 12 de Octubre,
- ♦ Rehabilitation Physician at Medicine Repair
- ♦ Teacher of the Specialization Course in Neuropathic Pain at La Princesa Hospital
- ♦ Organizer and speaker at the conference "See you at 12" and "Fundamentals and Physiology of Sport"
- ♦ Speaker at the AMIR 2020 postMIR Academy Conference on the specialty of Physical Medicine and Rehabilitation
- ♦ Master's Degree in Clinical Medicine, Francisco de Vitoria University
- ♦ Degree in Medicine from the Camilo José Cela University.
- ♦ Expert in Musculoskeletal Ultrasound

Dr. García Giménez, María Dolores

- ♦ Pharmacist Expert in Medicinal Plants and Drugs of Natural Origin
- ♦ Professor of Pharmacy in the Department of Pharmacology of the Faculty of Pharmacy at the University of Seville.
- ♦ Professor of Pharmacy Degree and Double Degree in Pharmacy and Optics and Optometry of different subjects of the Area of Pharmacology in the Faculty of Pharmacy of Seville.
- ♦ Researcher and Director of several lines of study within the field of Pharmacology and Pharmacognosy.
- ♦ Doctor of Pharmacy
- ♦ Title of Specialist Pharmacist in Medicines and Drugs Control

Dr. Pino Giráldez, Mercedes

- ♦ Specialist in Physical Medicine and Rehabilitation
- ♦ Assistant Rehabilitation Physician at University Hospital 12 de Octubre, Madrid
- ♦ Specialist in Physical Medicine and Rehabilitation, University Hospital of Guadalajara.
- ♦ Assistant Rehabilitation Physician at Rey Juan Carlos I Hospital, Madrid
- ♦ Assistant Rehabilitation Physician at Torrejón de Ardoz Hospital
- ♦ Assistant Rehabilitation Physician at the University Hospital of Guadalajara
- ♦ Medical Rehabilitation Specialist at the Jiménez Díaz Foundation Hospital
- ♦ Degree in Medicine and Surgery from the University of Alcalá de Henares
- ♦ Specialist in Childhood Disability by Complutense University of Madrid
- ♦ MIR Physical Medicine and Rehabilitation

Dr. Jiménez, Henar

- ♦ Specialist in Physiotherapy and Sports Rehabilitation
- ♦ Resident Intern. 12 de Octubre University Hospital, Madrid
- ♦ Bachelor's Degree in Medicine
- ♦ Expert in Physiotherapy and Sports Rehabilitation at the International University Isabel I de Castilla
- ♦ Course on the Safe Use of Medication in the Madrid Health Service

Dr. García, Sofía

- ♦ Specialist in Physical Medicine and Rehabilitation, Madrid Service of Health.
- ♦ Specialist in Physical Medicine and Rehabilitation, Children's Rehabilitation Unit, University Hospital 12 de Octubre, Madrid
- ♦ Specialist in Physical Medicine and Rehabilitation, Language Rehabilitation Center
- ♦ Medical Specialist in the Pelvic Floor Unit of the 12 de Octubre University Hospital
- ♦ Specialist Physician in Cardiac Rehabilitation in the Cardiac Rehabilitation Unit of the 12 de Octubre University Hospital.
- ♦ Specialist Physician in Facial Paralysis and Neurorehabilitation Unit at La Paz University Hospital
- ♦ Medical Specialist of the Neurorehabilitation Unit at the 12 de Octubre University Hospital
- ♦ Specialist Physician in Respiratory Rehabilitation at Gregorio Marañón General University Hospital
- ♦ Specialist Physician in Rehabilitation in Spinal Cord Injury at the National Hospital of Paraplegics
- ♦ Degree in Medicine, San Pablo University School of Medicine
- ♦ Master's Degree in Musculoskeletal Ultrasound and Ultrasound-Guided Interventionism at CEU San Pablo

Dr. Blesa Esteban, Irene

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



Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

08 Certificate

The Master's Degree in Update on Geriatric Physiotherapy guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Master's Degree issued by TECH Global University.



“

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 **Master's Degree in Update on Geriatric Physiotherapy** 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.

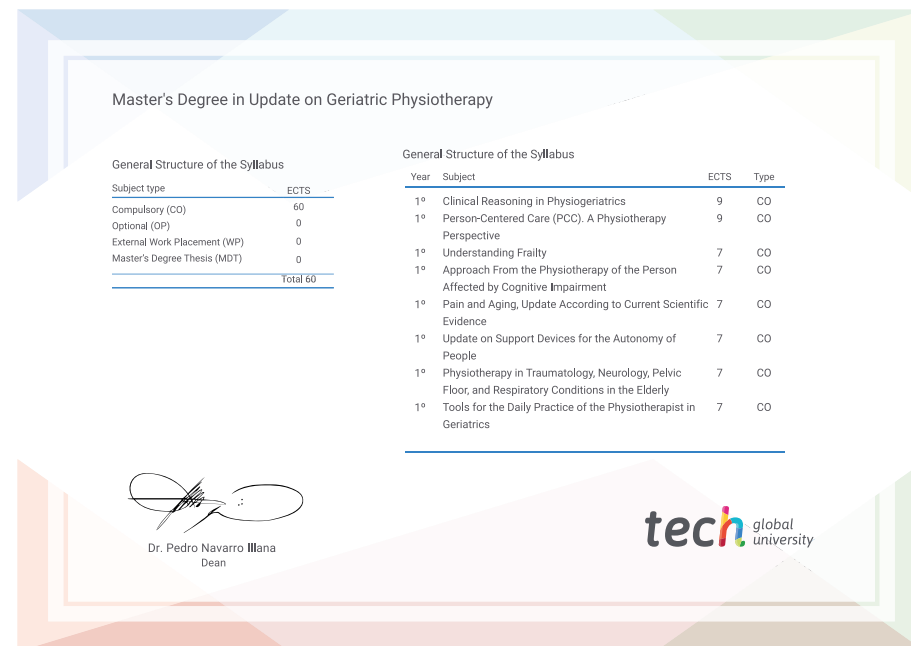
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Update on Geriatric Physiotherapy**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree Update on Geriatric Physiotherapy

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

Master's Degree

Update on Geriatric Physiotherapy

